

City of South Gate



Table of Contents

PART 1 – EXECUTIVE SUMMARY 1

- 1.0 Overview 1
- 1.1 Purpose 2
- 1.2 Legislative Requirements 4
- 1.3 Summary 5
- 1.4 City Profile 7
- 1.5 Methodology 7
- 1.6 Definitions 9

PART 2 – ADA SELF-EVALUATION..... 13

- 2.0 Introduction 13
- 2.1 General Recommendations..... 14
- 2.2 Evaluation of Services, Programs, and Activities – Citywide 15
 - 2.2.1 Public Notice and Written Notifications 28 CFR §35.106 28 CFR §35.163 15
 - 2.2.2 ADA Coordinator: 28 CFR §35.107(a)..... 18
 - 2.2.3 Grievance Procedures 28 CFR §35.107(b) and 28 CFR §35.170 thru 178 19
 - 2.2.4 Fees and Surcharges 28 CFR §35.130(f)..... 20
 - 2.2.5 Use of Consultants 28 CFR §35.130(b)(5) 20
 - 2.2.6 Access to Programs, Services, and Activities 28 CFR §35.130(b)(3) 20
 - 2.2.7 Provide for Modifications to Policies, Practices, or Procedures: 28 CFR §35.130(b)(7) 21
 - 2.2.8 Public Meetings 28 CFR §35.130(d) 21
 - 2.2.9 Equally Effective Communication 28 CFR §35.160(a)..... 22
 - 2.2.10 Distribution of Publications 28 CFR§35.163(b)..... 25
 - 2.2.11 Website Accessibility 28 CFR §35.149 and 28 CFR §35.163(a) 25
 - 2.2.12 Printed Information 26
 - 2.2.13 Transportation 26
 - 2.2.14 Telephones, Communication Devices, and Auxiliary Aids 28 CFR §35.161 27
- 2.3 Evaluation of Services, Programs, and Activities – Department Specific 28
 - 2.3.1 Administrative Services Department..... 28
 - 2.3.2** City Clerk’s Office..... 29
 - 2.3.2** City Council and City Manager..... 31
 - 2.3.1** Community Development 33

2.3.2 Public Works 34

2.3.3 Police Department..... 37

2.3.4 Parks and Recreation 39

PART 3 – TRANSITION PLAN..... 43

3.1 Overview 43

3.3.1 Summary..... 43

3.2 Priorities..... 46

3.3 Sidewalk Assessment..... 48

3.3.1 Overview..... 48

3.3.2 Methodology 48

3.3.3 Sidewalk Priorities 52

3.4 Phasing and Expenditure Plan 53

3.5 Funding for Projects..... 54

3.6 Historical Structures 54

PART 4 – ADA TOOLKIT 55

4.1 Guidelines 55

Center for Accessible Technology (CforAT) <http://www.cforat.org/> 57

Access Board Section 508 guide..... 60

Section 508 on-line accessible software development training 60

ADA Pacific Center Website Accessibility Resources..... 60

National Organization on Disability (NOD) Resources on Emergency Preparedness..... 61

Earthquake Preparedness Guide for People with Disabilities 61

United States Department of Labor Emergency Preparedness for People with 61

Disabilities 61

Department of Labor - Preparing the Workplace for Everyone 61

National Center on Physical Activity and Disability <http://www.ncpad.org>..... 63

APPENDICES

A	Supplementary Documents	Found in Volume 1
	Part 1 Questionnaires	
	Part 2 City Council Minutes	
B	Facility Barrier Assessment Report	Found in Volume 2
C	PROWAG	Found in Volume 3
	Part 1 PROWAG Sidewalks Barrier Assessment Report	
	Part 2 PROWAG Sidewalks Barrier Assessment Photo Report	
	Part 3 City Maps	
D	Curb Ramps Barrier Assessment Report	Found in Volume 3
E	Intersections Barrier Assessment Report	Found in Volume 3
F	Bus Stops Barrier Assessment Report	Found in Volume 3
G	Policies and Procedures	Found in Volume 1
	Appendix G-1 Grievance Policies and Procedures	
	Appendix G-1: Notice under the Americans with Disabilities Act – ADA	
	Appendix G-2: Grievance Policies and Procedures	
	Appendix G-3: Sample Grievance Procedure	
	Appendix G-4: Assistive Listening Systems	
	Appendix G-5: Employment and ADA	
	Appendix G-6: Reasonable Accommodation Request Form	
	Appendix G-7: Public Notice	
	Appendix G-8: Public Event Policy	
	Appendix G-9: Public Meetings	
H	Disability Etiquette	Found in Volume 1
I	Web Accessibility	Found in Volume 1
	Part 1 City Website Accessibility	
	Part 2 Website Accessibility Evaluation	
J	ADA Primer for State and Local Governments	
K	ADA Best Practices Toolkit: General Effective Communication Requirement and DOJ Statement on Effective Communication	
L	Commonly Asked Questions about the ADA and Law Enforcement	

LIST OF ABBREVIATIONS

ADA	Americans with Disabilities Act
ADAAG	Americans with Disabilities Act Accessibility Guidelines
AFF	Above finished floor
ASL	American Sign Language
CASP	Certified Access Specialist
CBC	California Building Code
CBC	California building code
CDBG	Community Development Block Grant
CFR	Code of Federal Regulations
DDS	California Department of Development Services
DF	Drinking fountain
DG	Decomposed granite
DOJ	Department of Justice
DSA	Division of the State Architect
E.V.	Electric vehicle
FE	Fire extinguisher
ft	Foot / Feet
GPS	Global Positioning System
HUD	Housing and Urban Development
I.D.	Identification
ICC	International Code Council
in	inch
ISA	International symbol of accessibility
O.C.	Off center
POT	Path of travel
PROWAG	Public Right of Way Accessibility Guidelines
PSI	Pounds per square inch
TPD	Toilet paper dispenser
TTY	Text telephone
TTY/TDD	Telecommunication Device for the Deaf/TeleTYpewriter
US	United States
WC	Water closet

PART 1 – EXECUTIVE SUMMARY

1.0 Overview

The City of South Gate is committed to providing their programs, services, and facilities accessible to all without discrimination, while at the same time complying to the Americans with Disabilities Act (ADA) and other federal and state laws, codes and regulations, and Proposed Guidelines for Accessible Rights-of-Way (PROWAG).

It is the intent of the City to address and improve the following programmatic and physical accessibility barriers in the following areas:

Customer Service: Policies and practices that ensure individuals with disabilities can participate in the programs, activities and services provided by the City including: procedures for program modifications, and not charging additional fees for reasonable accommodation to the person with a disability for modification required to make a program accessible.

Outreach and Information: Notices, printed information, televised and audiovisual information, City website, public telephones and communication devices.

Training and Staffing: Raise the current level of training and experience of City staff with policies and procedures regarding providing services to individuals with disabilities.

Programs and Activities: Program eligibility and admission, public meetings, tours and trips, transportation services, the use of consultants or contractors to provide City services, emergency evacuation procedures, special events and private events on City properties, maintenance of accessible programs and ongoing accessibility improvements.

Accessible/Adaptive Equipment: The use of automated electronic equipment and auxiliary aids to assist individuals with disabilities participate in City programs.

Removal of Physical Barriers: Removal of physical barriers or obstacles that prevent or restrict the entrance or use of buildings, facilities, and public rights-of-way.

1.1 Purpose

This Self-Evaluation and Transition Plan analyzes two kinds of accessibility: program accessibility and physical accessibility. For there to be an absence of discrimination, both types of accessibility must be provided.

Program Accessibility: The policies, practices, and procedures that permit people with disabilities to participate and have access to important information. Individuals with disabilities shall be provided an equally effective opportunity to participate in or benefit from the City's programs and services. Program accessibility must be achieved by either structural or non-structural methods. Non-structural methods include acquisition or redesign of equipment, assignment of aids, and provisions of services at alternate sites.

Physical Accessibility: Requires that a facility be barrier-free. Barriers include any obstacles that prevent or restrict the entrance to or use of a facility or public rights-of-way.

The City may achieve physical accessibility by a number of methods:

- Structural methods such as altering an existing facility;
- Providing services at alternate accessible sites; and
- Designing or fixing public rights-of-way.

When choosing a method of providing program access, the City should give priority to the solution 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 City must provide equality of opportunity. For example, the use of separate auxiliary counters to conduct transactions could be viewed as segregation; therefore, it is recommended that the main counters used for transactions and services are accessible.

Also note that per 28 CFR §35.150, a public entity shall operate each service, program, or activity so that the service, program, or activity, when viewed in its entirety, as readily accessible to and usable by individuals with disabilities. This does not necessarily require a public entity to make each of its existing facilities accessible to and usable by individuals with disabilities, nor require a public entity to take any action that would threaten or destroy the historic significance of a history property, nor require a public entity to take any action that it can demonstrate would result in a fundamental alteration in the nature of the service, program activity or in undue financial and administrative burdens. In circumstances where the personnel of the public entity believe that the proposed action would fundamentally alter the service, program or activity or would result in undue financial

and administrative burdens, a public entity has the burden of proving the compliance would result in such alteration or burdens.

Moreover, Title II (28 CFR Part 35) of the Americans with Disabilities Act has the broadest impact on the City of South Gate and is intended to protect qualified individuals with disabilities from discrimination on the basis of disability in the services, programs, or activities of all State and local governments. The ADA is enforced by the US Department of Justice through litigation. The law does not specifically state how the City must provide for accessibility to the programs, services, and activities, therefore the department-specific findings stated above can be considered as recommendations and potential ways to achieving accessibility. If the various departments chose not to implement any policy changes to make their programs and services accessible, they may be vulnerable to litigation.

Also note that the City may comply with the requirements of program accessibility through such means as redesign of equipment, reassignment of services to accessible buildings, assignment of aides to beneficiaries, home visits, delivery of services at alternate accessible sites, alteration of existing facilities and construction of new facilities, or any other methods that result in making its programs or activities readily accessible to and usable by individuals with handicaps. The City is not required to make structural changes in existing facilities where other methods are effective in achieving compliance with this section. In such cases, keeping record of these decisions is critical and the burden of proof of providing program accessibility will lie on the City.

1.2 Legislative Requirements

The American with Disabilities Act (ADA) is a wide-ranging civil rights law for persons with disabilities that prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, State and local government services, public accommodations, commercial facilities, and transportation. There are five parts or Titles to the ADA:

- Title I of the ADA prohibits discrimination by employers against qualified individuals with disabilities in all aspects of employment.
- Title II covers State and Local Government activities and prohibits discrimination in the City's policies, programs, services, and facilities that are available to the public. The regulations are set forth in the 2010 Accessibility Standards, which have been adopted by the US Department of Justice, and used as the model code in the California Building Code.
- Title III prohibits discrimination on the basis of disability in the activities of places of public accommodations (businesses that are generally open to the public and that fall into one of 12 categories listed in the ADA, such as restaurants, movie theaters, schools, day care facilities, recreation facilities, etc.).
- Title IV addresses telephone and television access for people with hearing and speech disabilities; which requires telephone companies to provide telecommunication relay services.
- Title V contains supplemental regulations that are not explicitly covered in other parts of the law.

Title II has the broadest impact on the City of South Gate and is intended to protect qualified individuals with disabilities from discrimination on the basis of disability in the services, programs, or activities of all State and local governments. Title II also extends the prohibition of discrimination on the basis of disability established by Section 504 of the Rehabilitation Act of 1973, as amended, to all activities of State and local governments, including those that do not receive Federal financial assistance.

This ADA Self-Assessment and Transition Plan has been prepared to fulfill the requirements set forth in Title II of the Americans with Disabilities Act (28 CFR §35.105 and 28 CFR §35.150(d)); which requires that all public entities with 50 or more employees create a "transition plan" that sets forth the steps necessary to ensure compliance with ADA and its implementing regulations.

The California Code of Regulations, Title 24, Part 2 (commonly referred to as Title 24) mandates that all publically funded buildings, structures

and related facilities shall be accessible to and usable by persons with disabilities. Although California has adopted most of the Department Of Justice's implementation of the ADA guidelines, there are some differences. In general, the more restrictive requirements (whether federal or state) should be applied when designing accessible facilities. Title 24 was incorporated in the evaluation of architectural barriers as part of the Transition Plan described in Part 3 of this report.

The Unruh Civil Rights Act (Cal. Civ. Code § 51(f)) and the California Disabled Persons Act (Cal. Civ. Code § 52(a), 54(a)) allow plaintiffs to add state claims for money damages onto ADA lawsuits filed in federal court. This is not the case in other states, where ADA plaintiffs are entitled only to having an access issue remedied, plus attorney's fees.

The law prohibits excluding persons with disabilities or denied the benefits from the services programs, or activities offered by the City (28 CFR §35.130(a)); and it is the City's responsibility to provide access to its programs, services and activities in both owned and leased facilities (28 CFR §35.130(b)(4)). This document presents the results of the City's review of access programs, services and activities by persons with disabilities. This report will assist the City of South Gate to identify policy, program, and physical barriers to accessibility and to develop barrier removal solutions that will facilitate the opportunity of access to all individuals.

1.3 Summary

This plan is presented in four (4) parts and describes the process by which policies, programs, and facilities were evaluated for compliance with the ADA; presents the findings of that evaluation; and provides Recommendation to ensure compliance.

A survey of the City's sidewalks, curb ramps, and traffic signals with the right-of-way throughout the City was included in the physical barrier review along with review of City facilities.

Part 1: EXECUTIVE SUMMARY - This section provides an overview of the requirements for developing the Self-Evaluation and Transition Plan and outlines the plan development process.

Part 2: SELF-EVALUATION - The Self-Evaluation is the City's assessment of its current policies, practices, and procedures. The Self-Evaluation identifies and makes recommendations to correct those policies and practices that are inconsistent with Title II requirements. As part of the Self-Evaluation, the City:

- Identified the City's programs, activities, and services; and

- Reviewed the policies, practices, and procedures that govern the administration of the City's programs, activities, and services.

Part 3: TRANSITION PLAN – This section includes a review of physical barriers of sites for compliance with the Americans with Disabilities Accessibility Guidelines (ADAAG) and Title 24 of the California Code of Regulations (which is cited as the California Building Code) and a barrier removal/transition plan. The specific requirements for preparation of an acceptable Transition Plan are described in 28 CFR §35.150(d)(3). This plan includes:

- A list of the physical barriers in the City's facilities that limit the accessibility of its programs, activities, or services to individuals with disabilities;
- A list of physical barriers in the City's public rights-of-way that limit the accessibility of persons on sidewalks, curb ramps, intersections, and bus stops.
- A detailed outline of the methods to be used to remove these barriers and make the facilities accessible;
- A schedule for taking the steps necessary to achieve compliance with the ADA, Title II; and
- The name of the individual responsible for the plan's implementation.

Part 4: TOOL KIT – This section contains references to Federal, State, and other groups for the City to maintain the program accessibility guidelines, standards, and resources.

1.4 City Profile

The City of South Gate was incorporated in 1923 with a population of about 95,000 residents. It is the seventeenth largest City in Los Angeles County, with 7.4 square miles. It is located 7 miles southeast of Downtown Los Angeles. The City Council consists of five persons elected at large by the residents of South Gate. These Council members serve a four-year term and establish the governing policies and procedures for the City. The Mayor is selected on an annual, rotating basis from among the Council Members

1.5 Methodology

The process to implement the City of South Gate's ADA Self-Evaluation and Transition Plan included discussions with department heads and employees; the administration of departmental program accessibility questionnaires; a review of the City's published rules, regulations and policies; a survey to identify physical barriers in public facilities and streets; and a public involvement process to obtain input from the public and to review the draft.

A citywide survey of the sidewalks, curb ramps, and traffic signals with the right-of-way throughout the City was also performed in this study. The City has an ongoing public sidewalk maintenance problem.

Self-Evaluation:

Policies, programs, and procedures were evaluated to determine current levels of service and the extent to which its policies and programs created barriers to accessibility for persons with disabilities. A departmental program and policy questionnaire was sent to all City Departments. From this questionnaire and follow-up interviews, staff provided information on the nature of the program, forms and methods used to advertise the program's services and activities, a profile of current participants, the types of equipment and materials used, testing and entrance requirements, the level of staff training, and any special modifications provided.

The self-evaluation process identified accessibility issues that have both City-wide and department specific impacts. Specific issues have been identified and presented into actions that need to be implemented. Issues that have commonality across all departments have been incorporated into policy recommendations for overall application. Findings from each department's report and recommendations can be found in Part 2 and a copy of the blank questionnaire can be found in Appendix A.

Transition Plan:

The Transition Plan was prepared by performing the following steps:

- A physical site investigation of City facilities (both interior and exterior as required) was performed to determine what alterations might be necessary in order to meet ADA Accessibility Guidelines.
- A physical site investigation of all City sidewalks, curb ramps, intersections and bus stops was performed to determine any alterations that might be necessary in order to meet public rights-of-way guidelines.
- A barrier assessment inventory with photos was developed and includes recommended improvements needed to remove the physical barriers. Reference to code defining the barrier is included.
- Preliminary estimates on the costs of the alterations that would be necessary to remove barriers and make City facilities fully accessible was performed.
- The barriers were prioritized and an implementation schedule was developed.

Owen assessed the following City facilities:

Boy Scout Camp	Police Department
Civic Center	Sports Center
City Hall Exterior	Swim Stadium
City Hall	Westside Resource Center
Court House	Cesar Chavez Park
City Yard (Field Operations)	Circle Park
Golf Course	Hollydale Community Park
Girls Club House	Hollydale Regional Park
Gardendale Tot Lot	South Gate Park
Hollydale Resource Center	Stanford Park
Municipal Auditorium	State Street Park
Margaret Travis Senior Center	Triangle Park

Public Outreach:

Title II of the ADA (28 CFR §35.105(b) and 28 CFR §35.150(d)(1)); requires that the City provide opportunities by individuals with disabilities, organizations representing individuals with disabilities and other interested individuals to participate in the development of the Transition Plan by submitting input into the self-evaluation process.

1.6 Definitions

The following is a summary of various definitions found in the ADA. Please refer to the Americans with Disabilities Act for the full text of definitions and explanations.

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.

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 City.

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 qualified 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;
- Deny equal benefits because of a disability;
- Fail to make reasonable accommodations to known physical or mental limitations of an otherwise qualified individual unless it can be shown that the accommodation would impose an undue burden on the City'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, including eligibility 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.

Complaint: A complaint is a claimed violation of the ADA.

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; mental retardation; orthopedic and neuromotor disabilities; learning disabilities; diabetes; heart disease; nervous conditions; cancer; asthma; hepatitis B; HIV infection (HIV condition); and drug addiction if the addict 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; 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 if not symptoms of a mental or physiological disorder.

Substantial Limitations of Major Life Activities: An individual is disabled if she or he has a physical or mental impairment that (a) renders her or him unable to perform a major life activity, or (b) 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 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.

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.

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.

Reasonable Program Modifications: If the individuals' disabilities prevent them from performing the essential functions of the program or activity, it is necessary to determine whether reasonable program modifications would enable these individuals to perform the essential functions of the program or activity. Reasonable program 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. Accommodation means modifications or adjustments:

- To a registration or application process to enable an individual with a disability to be considered for the program or activity;
- To the program or activity environment in which the duties of a position are performed so that a person with a disability can perform the essential functions of the program or activity; and
- That enable individuals with disabilities to enjoy equally 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 of the person with a disability;
- It creates a hazardous situation;
- Adjustments or modifications requested are primarily for the personal benefit of the individual with a disability; or

- It poses an undue burden on the City.

Undue Burden: The City shall not provide an accommodation that imposes an undue burden on the operation of the City's business. Undue burden means significant difficulty or expense incurred in the provision of accommodation. Undue burden includes, but is not limited to, financial difficulty. Undue burden refers to any modification that would be unduly costly, extensive, substantial, or disruptive, or that would fundamentally alter the nature of operation of the business of the City. Whether a particular accommodation will impose an undue hardship is determined on a case-by-case basis. If a particular modification is determined to cause an undue burden to the City of South Gate, the City shall attempt to identify another modification that would not pose such a burden. If cost causes the undue burden, the City must consider whether funding for the modification is available from an outside source. If no such funding is available, the City must give the person with a disability the opportunity to provide the modification or to pay for that portion of the modification that constitutes an undue burden. The following factors shall be considered in determining whether a program modification would create an undue burden: the nature and cost of the modification; the financial resources of the City available to make the modification; the impact the expense of the accommodation will have on the affected City operation; and the permanence of the alterations affecting the site.

Auxiliary Aids and Services: The term auxiliary aids and services include:

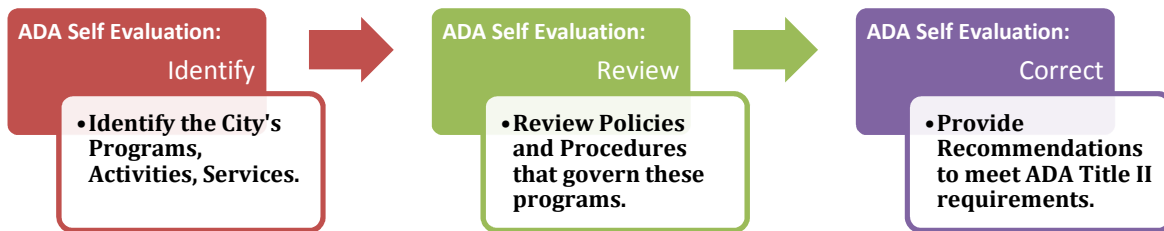
- Qualified interpreters or other effective methods of making orally delivered materials available to individuals with hearing impairments,
- Qualified readers, taped texts, or other effective methods of making visually delivered materials available to individuals with visual impairments;
- Acquisition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

PART 2 – ADA SELF-EVALUATION

2.0 Introduction

This Self-Evaluation is the City’s assessment of its current policies, practices, and procedures. It identifies and makes recommendations to correct those policies and practices that are inconsistent with ADA Title II requirements. As part of the Self-Evaluation, the City [1] identified programs, activities, and services; and [2] reviewed the policies, practices, and procedures that govern the administration of the City’s programs, activities, and services. Also part of this Self-

Figure 1: Components of ADA Self-Evaluation



Evaluation is various recommendations to meet ADA Title II requirements.

Policies, programs, and procedures were evaluated to determine current levels of service and the extent to which its policies and programs created barriers to accessibility for persons with disabilities. A departmental program and policy questionnaire was sent to all City Departments. From this questionnaire and follow-up interviews, staff provided information on the nature of the program, forms and methods used to advertise the program’s services and activities, a profile of current participants, the types of equipment and materials used, testing and entrance requirements, the level of staff training, and any special modifications provided.

The self-evaluation process identifies public accessibility issues that have both City-wide and department specific impacts. Specific issues have been identified and presented into actions that need to be implemented. Issues that have commonality across all departments have been incorporated into policy Recommendation for overall application. This section presents the findings and Recommendation from each department. A copy of the blank questionnaire can be found in Appendix A.

2.1 General Recommendations

These recommendations are the ongoing efforts and business practices to maintain accessibility to programs and services.

1. Public Review: This plan should be available public review (28 CFR §35.150(d)(1)). The City should maintain this plan (in all the appropriate alternate formats) for public access review and inspection.
2. Terminology: Although not a code requirement, City publications should be reviewed to see if the word “handicapped” is used. The words “individuals with disabilities” or “persons with disabilities” should replace “handicapped”. The term “disabled person” should also be avoided.
3. Prohibition Against Discrimination and Nondiscriminatory Treatment: (28 CFR §35.130(a) and (b)(1)(i)thru(iv)) The ADA prohibits public entities from excluding persons with disabilities or denied the benefits from the services programs, or activities offered by the public entity. This is accomplished by the City completing the following actions:
 - a) The completion of this self-evaluation and transition plan is a significant step in ensuring the City does not have and discriminatory treatment.
 - b) Maintenance of Records: For three years after completion of the self-evaluation, the City must keep a record of any problems identified (28 CFR §35.105). Ongoing customer satisfaction surveys and other methods for public input will assist with ongoing input to enhance the efforts of the City to serve individuals with disabilities; therefore, the City should maintain the public input questionnaire available to the public.
 - c) The City shall budget and implement the recommendations in the transition plan presented in this report.
 - d) Maintenance of Accessible Features: The City needs to develop and implement a maintenance program for their accessible features and elements (28 CFR §35.133).
 - e) Training: On-going compliance with the ADA can only be achieved if City staff and officials receive training. Although training is not required by the ADA, continuing training regarding the requirements of the ADA is recommended. The City should develop and implement an annual training program for all employees. The staff training program needs to include the following subjects:

4. Disability etiquette: Staff members who interact with the public should be aware of the many tips on interacting with individuals with disabilities. Refer to Appendix H for Disability Etiquette.
5. Acceptable methods for reasonable accommodations: Staff members should be aware of simple and easy methods to accommodate individuals with disabilities.
6. Resources available: Staff members should know about auxiliary aids, services, assistive listening devices etc. available. All staff members should know where to look and who to call.

2.2 Evaluation of Services, Programs, and Activities – Citywide

2.2.1 Public Notice and Written Notifications 28 CFR §35.106 28 CFR §35.163

Requirement:

The City needs to inform the public of their rights and protections provided by ADA and ensure that interested persons, including persons with impaired vision or hearing, can obtain information as to the existence and location of accessible services, activities, and facilities. The law requires the following:

- Provide information to applicants, participants, beneficiaries, employees and other interested persons of the rights and protections afforded by Title II of the ADA;
- All written materials must include notice of non-discrimination;
- Provide Title II information in alternative formats to ensure that the information is accessible to people with disabilities.

The law does not specifically state how the City must provide for accessibility to the City's programs, services and activities. One method is to publish information in a variety of locations and formats to enhance the access to programs, services and activities of the City.

Findings:

1. The Notice Under The Americans With Disabilities Act generally should be posted at the public counters and bulletin boards. A sample copy of a notice is included in Appendix G-1: Notice Under the Americans with Disabilities Act.
2. Public notifications regarding events and registration often do not include nondiscrimination language.

3. When there is a public notification, it does not always identify a contact person for individuals with disabilities who may request program modifications, or information on how a hearing or speech impaired person could communicate by telephone.
4. City Council Meeting agendas: The City Council meeting agendas have the same basic Notice of Compliance and indicate a phone number to call if an individual with a disability has a request for assistance. “In compliance with the American with Disabilities Act, if you need special assistance to participate in the City Council Meetings, please contact the Office of the City Clerk.” These Notices of Compliance for the various public meetings comply with the requirements of the ADA. Thus, no modifications or additions are required.
5. The following agendas were also reviewed and found that the ADA Notice of compliance was included.
 - Successor agency
 - Southeast Water Coalition (SEWC)
 - Public Utility Authority
 - Public Financing Authority
 - Public Access Corporation
 - Planning Commission
 - Parks and Recreation Commission
 - Oversight Board
 - Housing Authority
6. The following agendas were reviewed and found that the ADA Notice of compliance was not included.
 - South Gate Citizen’s Advisory Committee

Recommendations:

1. Ensure that the ADA Public Notice regarding the City’s commitment to providing accessible services continue to be posted on all City information boards and kiosks that will maximize public exposure. Non-discrimination language should continue to appear on all meeting agendas, and all written materials.
2. The non-discrimination language and public notices should include a list of those City agencies, departments, and specialized services that offer TTY/TDD in printed City directories.

3. The non-discrimination language and public notices should include a statement that the information is provided in alternate formats for persons with disabilities and that the City provides appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy the benefits of, a service, program, or activity.
4. The identity, title, address, phone number and e-mail address of the ADA Coordinator needs to be included with the non-discrimination language and public notices.
5. Some alternative ways to provide the Notice to Interested Persons: Include with job applications, publish in local newspapers, publish on the City Website, post notice at all facilities, include in program handouts, include in activity schedules, and publish at bus shelters and another public transit stops.
6. Add the ADA Notice to the following agenda:
 - South Gate Citizen’s Advisory Committee

2.2.2 ADA Coordinator:
28 CFR §35.107(a)

Requirement:

ADA requires that the City designate at least one employee to coordinate ADA compliance. The regulations require the City to make available to interested persons the name, office address and telephone number of the ADA coordinator.

Finding:

The City has a designated ADA Coordinator.

Mr. Art Cervantes / ADA Coordinator

8650 California Avenue
South Gate, CA 90280
Phone: 323-563-9500
Email: acervantes@sogate.org

Recommendation:

1. A Citywide periodic training program should be established explaining the roles and responsibilities of the ADA coordinator and the resources available for ADA compliance.
2. The contact information of the ADA coordinator should be made available on the website.

2.2.3 Grievance
Procedures 28
CFR §35.107(b)
and 28 CFR
§35.170 thru 178

Requirements:

The City is required to adopt and publish grievance procedures which provide for the prompt and fair resolution of complaints alleging any action that would be prohibited by the ADA.

A Grievance Procedure should include a description of how and where a complaint can be filed, a statement that alternative means of filing can be made available to people who require such an alternative, description of the time frame and processes to be followed, information on how to appeal an adverse decision, statement of how long complaint files will be retained.

Once the City established the grievance procedure, it should be distributed to all agency heads, posted in public spaces, and on the City website.

Findings:

1. The City does not have formal published grievance procedures.
2. Questionnaires indicate that City staffs are generally not aware of how and with whom to file a disability discrimination complaint.

Recommendations:

1. Adopt a Citywide Grievance policy, application process, and form. The policy should include process for determining whether a policy or practice modification would fundamentally alter the nature of the program or service being offered. A sample policy included in Appendix G-2: Sample Grievance Procedure.
1. Ensure that the ADA notice is posted at all public counters. This notice includes information about how and with whom to file a disability discrimination complaint.
2. Provide staff training on how and with whom to file a disability discrimination complaint.

2.2.4 Fees and
Surcharges 28 CFR
§35.130(f)

Requirement:

The City cannot charge a fee or add a surcharge to cover the cost of making their facilities, programs, services or activities accessible to persons with disabilities.

Finding:

From the review of the policies, there are no circumstances in which a person with a disability would be asked to pay a fee or meet any other requirement not imposed on other program participants for the City.

2.2.5 Use of
Consultants 28 CFR
§35.130(b)(5)

Requirement:

The City cannot use contract procurement criteria that discriminate against persons with disabilities. Further, contractors should be held to the same nondiscrimination rules as apply to the City.

Findings:

The City Departments normally have all contracts be reviewed by the City Attorney to ensure that outside consultants are notified of their responsibilities for providing services in a nondiscriminatory manner. This is a normal practice; however, there is no written policy describing this process.

Recommendation:

Develop a written policy describing the requirement that all contracts must be reviewed by the City Attorney and include language that notify outside consultants of their responsibilities for providing services in a nondiscriminatory manner. The contracts should include the City's policy regarding accessibility for individuals with disabilities.

2.2.6 Access to Programs,
Services, and Activities 28
CFR §35.130(b)(3)

Requirement:

The City may not adopt official policies that are discriminatory or engage in practices that are discriminatory. This prohibition applies to policies that are explicitly exclusionary and to those which appear to be neutral but have a discriminatory effect.

Findings:

In general, from the review of policies, the City has no policies or practices that could have the direct or indirect effect of excluding or limiting the participation of individuals with disabilities.

Recommendation:

Develop a Citywide policy that describes the City’s commitment that they will not adopt any policies that are discriminatory or engage in practices that are discriminatory.

2.2.7 Provide for
Modifications to Policies,
Practices, or Procedures:
28 CFR §35.130(b)(7)

Requirement:

Procedures and policies shall allow for reasonable modifications to policies, practices or procedures, when such modifications are necessary to offer goods or services, etc., to individuals with disabilities unless doing so would fundamentally alter the goods or services, etc. (28 CFR §35.150(a)(3) and 28 CFR §35.164).

Finding:

1. The City does not have any formal policy, forms, or training on reasonable modifications to City policies, practices, or procedures.
2. The City does not have a process for determining whether a policy or practice modification would fundamentally alter the nature of the program or service being offered.
3. Auxiliary aids (such as tools, adjustable work tables, etc.) are generally not available to assist persons with disabilities.

Recommendation:

1. Develop reasonable accommodation policy, application process, and form. The policy should include process for determining whether a policy or practice modification would fundamentally alter the nature of the program or service being offered.
2. The policy should also require, when appropriate and when requested, that the City will provide or make available auxiliary aids that would allow a person with disabilities to participate in programs.

2.2.8 Public Meetings
28 CFR §35.130(d)

Requirement:

Services, programs, and activities must be conducted in the most integrated setting appropriate to the needs of qualified individuals with disabilities where possible, the same setting offered to others.

Finding:

Almost every City department is responsible for holding public meetings. Generally, public meetings are held in locations that are accessible to persons with mobility impairments. The physical architectural barriers of each facility are described in Part III. However, most City departments indicated that they need training on how to respond to requests for other accommodations. City Council

and Advisory Board Agendas describe that assistive listening systems for the Council Chambers and American Sign Language Interpreters are available through the City Clerk's office with at least forty-eight (48) hours advance notice for meetings. There have been no recent requests for these services. The City does not have any assistive listening devices available nor is there a list of sign language interpreters available.

Recommendation:

- Refer to Section 2.1.9 below regarding requirements for effective communications and recommendations.
- Purchase assistive listening devices for all conference rooms and public meeting rooms that use sound amplification systems.
- Identify and have available a list of interpreters, readers, etc. to be used to accommodate requests.
- Revise the City policy to require all public meetings and special events shall be held in accessible locations.

2.2.9 Equally Effective
Communication
28 CFR §35.160(a)

Requirements:

The City must ensure that members of the public, applicants, and participants with disabilities have communication access that is equally effective as that provided to persons without disabilities. In order to meet the ADA's communication standards, City departments need to be able to have a reasonable accommodation policy to provide information in alternative formats such as using easy-to-understand language, Braille, large-print format, audiotape, or computer disk.

The City must provide appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy the benefits of, a service, program, or activity. (28 CFR §35.160(b)(1))

Findings:

1. Most City departments and offices produce printed information that is available to the public.
2. While some City departments distribute information about obtaining printed information in alternate formats, other departments do not.
3. Most registration forms, permits, and waivers are only available in written form.

4. The City does not have a list of available a list of interpreters, readers, etc. to be used to accommodate requests.

Recommendation:

1. Develop a Citywide policy and provide information to each department 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. This policy should describe the reasonable accommodations (e.g., staff assistance), upon request, to assist in filling out forms or when alternative formats are unavailable or infeasible and that all requests for other alternative formats or lengthy documents on an individual basis.
2. The Citywide policy should describe the City's commitment to provide program information in alternative formats on an individual basis as requested, including large print media and taped announcements available over the telephone. Refer to section 2.1.1 above on posting a publicizing the City's notice and commitment.
3. When publications are accompanied by illustrations, the City should include images of individuals with and without disabilities.
4. Ensure that interested persons, including persons with impaired vision or hearing, can obtain information as to the existence and location of accessible services, activities, and facilities (28 CFR §35.163). This information should be included in the Citywide policy and training of staff. The posting of appropriate signage is addressed in Part III of this report.
5. Include a notice on all materials printed by the City that are made available to the public that the publications can be made available upon request in alternative formats, such as, Braille, large print, audiotape, or computer disk. Include the contact information for processing the request.
6. Provide program, facility, permits, and reservation information in a variety of formats upon request (for example, in large-print format for persons with visual disabilities or in simple language for persons with cognitive disabilities).
7. The City should purchase assistive listening 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. In determining what type of auxiliary aid and service is necessary primary consideration shall be given to the requests of the individual with disabilities. (28 CFR §35.160(b)(2))

8. Identify and have available a list of interpreters, readers, etc. to be used to accommodate requests for these services. (28 CFR §35.160(c))
 - a. Interpreters should be provided as determined through the request for accommodation process or in circumstances where an interpreter is known to be required. The City must ensure that those individuals utilizing a language other than English and are deaf, are also provided interpreter services that specialize in signing for that language.
9. Where the City communicates by telephone with applicants and beneficiaries, ensure that TDD's or equally effective telecommunication systems are used to communicate with individuals with impaired hearing or speech. (28 CFR §35.161)
 - a. The City does not have a main TDD number, and none of the departments have sufficient demand to install their own TTY/TDD.
 - b. Request that the phone company provide an amplification device, a shelf, and text telephone (TDD/TTY) or an outlet for a text telephone at a single location available for all departments to be able to use if required. Ensure that the Citywide policy and staff training describe the existence and location of this resource.
 - c. Train staff in use of TDD/TTYs and the 711 California Relay System.

2.2.10 Distribution of
Publications
28 CFR§35.163(b)

Requirement:

Materials need to be displayed in departments and areas that are accessible for individuals with disabilities.

Finding:

The City provides materials available for public review in locations that are accessible to persons with disabilities.

Recommendation:

The City should develop a written policy describing the requirement that material on display and available for public review must be accessible for individuals with disabilities.

2.2.11 Website
Accessibility 28 CFR
§35.149 and 28 CFR
§35.163(a)

Requirement:

The ADA Title II and the Rehabilitation Act of 1973 generally require that state and local governments provide qualified individuals with disabilities equal access to their programs, services, or activities. One way to help meet these requirements is to ensure that government websites have accessible features for people with disabilities.

Findings:

1. The internet is an important tool used by the City of South Gate to do business. The City of South Gate routinely makes information about their programs, activities, and services available to the public by posting it on their website. As a result, many people can easily access this information. The website also allows the public to participate in at any time of day and without the assistance of government personnel. The City website is <http://www.cityofSouthGate.org/>
2. A preliminary review of the City's website was performed using the W3C Web Accessibility initiative, "Easy Checks – A First Review of Web Accessibility." The purpose of this check is to perform an initial assessment of web page accessibility. The assessment is not comprehensive; a web page could seem to pass these checks, yet still have accessibility barriers. The detailed results of the website review is presented in Appendix I: Website Accessibility.

Recommendations:

1. The City should perform a thorough web accessibility evaluation. The checks performed of the website are not definitive and only covers a few issues. A robust evaluation is needed to evaluate all issues comprehensively.
2. An agency with an inaccessible website may also meet its legal obligations by providing an alternative accessible way for citizens to use the programs or services, such as a staffed telephone information line. These alternatives, however, are unlikely to provide an equal degree of access in terms of hours of operation and the range of options and programs available.

2.2.12 Printed Information Requirement:

The law requires that the City ensures that individuals with disabilities have communication access that is equally effective as that provided to persons without disabilities. In order for the City to meet the ADA communication standards, the City must be able to provide information in alternative formats.

Finding:

In general, City departments do not have alternate communication formats available. Staff indicated that they have limited understanding of the requirements and types of accessible alternate formats and did not have a procedure to produce accessible alternate formats.

Recommendation:

The City should develop and adopt a policy that describes where appropriate or when requested, the City should provide documents and publications such as large print, Braille, audiotape, computer disk, pictorial signage, etc. for individuals with disabilities.

When publications are accompanied by illustrations, images of individuals with and without disabilities should be included.

2.2.13 Transportation

Requirement:

Services and programs offered by the City to the public must be accessible. Accessibility applies to all aspects of the program or service including transportation.

Finding:

The Parks and Recreation Department offers a local transit bus system for South Gate residents called GATE (Get Around Town Express).

Recommendation:

The City should develop a written policy describing accessibility requirements for programs that provide transportation. The policy should include a provision for the destinations of trips to be accessible to people with disabilities. This policy also should include the resources available to the departments. The policy should describe how individuals with visual disabilities are escorted door-to-door and that sign language interpreters will be provided when requested.

2.2.14 Telephones,
Communication Devices, and
Auxiliary Aids 28 CFR
§35.161

Requirements:

The law requires that where the City communicates by telephone, text telephones (TDD/TTY) or equally effective telecommunication systems must be used.

Services and programs offered by the City to the public must be accessible. Accessibility applies to all aspects of the program or service including provisions for auxiliary aids.

Findings:

The City does not have TDDs/TTYs nor are the staff members are trained in the use of TDD/TTY equipment or other means of communicating over the telephone with a person with hearing and speech disabilities, such as the 711 California Relay System.

Recommendation:

The City should acquire or gain access to TDDs/TTYs and ensure that staff members are trained in the use of TDD/TTY equipment or other means of communicating over the telephone with a person with hearing and speech disabilities. This system should be available for use by all City Departments as required.

2.3 Evaluation of Services, Programs, and Activities – Department Specific

2.3.1 Administrative Services Department

The Administrative Services Department oversees many of the City's day to day government operations including business licenses, City budgeting and financial planning, IT support, purchasing, utility billing, human resources, and risk management. The department employees 24 full-time employees.

Program and Accessibility Issues:

- There is no process for determining whether a policy or practice modification would fundamentally alter the nature of a program or service being offered.
- The Administrative Services Department requires forms to be filled out that may or may not be available in alternative formats.
- The front office does not have TDDs/TTYs nor are the staff members trained in the use of such equipment.

Modifications in Place:

- In general, from the review of policies, the Administration Services Department has no policies or practices that could have the direct or indirect effect of excluding or limiting the participation of individuals with disabilities. (28 CFR §35.130(b)(3)).
- There is no circumstance in which a person with a disability would be asked to pay a fee or meet any other requirements not imposed on other program participants.
- Meeting accommodations are available upon request.
- Generally, public meetings are held in locations that are accessible to persons with mobility impairments. Some facilities have accessibility issues that are detailed in Part III of this report.

Recommendations to Make Programs Accessible:

- Ensure that the ADA Public Notice regarding the City's commitment to providing accessible services is posted on all City information boards and kiosks, maximizing public exposure.
- Develop and adopt a policy for staff training for providing alternative methods of completing forms for people with

disabilities that prevent them from filling out or signing forms. The policy should be based on Citywide protocol.

- The department should ensure that individuals with disabilities can obtain information about the location of accessible entrances, program sites, and other access features and special procedures for individuals with disabilities. This information should be posted and available at the front desk and bulletin boards.
- The City should develop a written policy that allows individuals with disabilities to be offered to participate as members of the planning or advisory boards.
- Publicize the availability of American Sign Language (ASL) interpreters in all meeting announcements.
- Maintain a list of on-call American Sign Language Interpreters to assist with individuals with hearing impairments.
- Continue to display a notice on meeting agendas indicating the availability of accessibility modifications.
- Where appropriate or when requested, the Department should provide documents and publications such as large print, Braille, audiotape, computer disk, pictorial signage, etc. for individuals with disabilities. Where appropriate or when requested, the Department should also provide documents and publications in simple, easy-to-understand language for individuals with learning disabilities.
- Materials need to be displayed in departments and areas that are accessible for individuals with disabilities. (28 CFR §35.163(b)).
- The procedure for filing a disability discrimination complaint is not publicized.

2.3.2 City Clerk's Office

The City Clerk's office maintains the City's records management system as well as the legislative history of the City including the municipal code. The department also conducts municipal elections and is the official record keeper for the City, codifies ordinances, resolutions and contracts. The office maintains rosters, agendas, minutes and oaths for all employees, City boards, committees, and commissions.

Program and Accessibility Issues:

- There is no process for determining whether a policy or practice modification would fundamentally alter the nature of a program or service being offered.
- There is no formal staff training provided regarding the department's obligations and policies.
- Documents and publications are not readily available in alternative formats for the visually impaired.
- The procedure for filing a disability discrimination complaint is not publicized.
- The Department requires forms to be filled out that may or may not be available in alternative formats.

Modifications in Place:

- Meeting accommodations are available upon request.
- Generally, public meetings are held in locations that are accessible to persons with mobility impairments. Some facilities have accessibility issues that are detailed in Part III of this report.

Recommendations to Make Programs Accessible:

- Ensure that the ADA Public Notice regarding the City's commitment to providing accessible services is posted on all City information boards and kiosks, maximizing public exposure.
- Develop and adopt a policy for staff training for providing alternative methods of completing forms for people with disabilities that prevent them from filling out or signing forms. The policy should be based on Citywide protocol.
- The department should ensure that individuals with disabilities can obtain information about the location of accessible entrances, program sites, and other access features and special procedures for individuals with disabilities. This information should be posted and available at the front desk and bulletin boards.
- The City should develop a written policy that allows individuals with disabilities to be offered to participate as members of the planning or advisory boards.
- Publicize the availability of American Sign Language (ASL) interpreters in all meeting announcements.

- Maintain a list of on-call American Sign Language Interpreters to assist with individuals with hearing impairments.
- Continue to display a notice on meeting agendas indicating the availability of accessibility modifications.
- Where appropriate or when requested, the Department should provide documents and publications such as large print, Braille, audiotape, computer disk, pictorial signage, etc. for individuals with disabilities. Where appropriate or when requested, the Department should also provide documents and publications in simple, easy-to-understand language for individuals with learning disabilities.
- Materials need to be displayed in departments and areas that are accessible for individuals with disabilities. (28 CFR §35.163(b)).

2.3.2 City Council and City Manager

The City Manager's office provides oversight and direction to all City programs to ensure that they meet the needs of the community and respond to City Council goals. The City Manager is the chief advisor to the City Council. Although there are no formal programs or activities provided by the office, City Council and City Manager serve the public through answering questions, giving directions, and attending meetings.

Program and Accessibility Issues:

- There is no process for determining whether a policy or practice modification would fundamentally alter the nature of a program or service being offered.
- The City Council and City Manager Office does not have a written policy allowing individuals with disabilities to be offered the opportunity to participate as members of planning or advisory boards.
- The procedure for filing a disability discrimination complaint is not publicized.

Modifications in Place:

- Meeting accommodations are available upon request.
- Generally, public meetings are held in locations that are accessible to persons with mobility impairments. Some facilities have accessibility issues that are detailed in Part III of this report.

Recommendations to Make Programs Accessible:

- Ensure that the ADA Public Notice regarding the City's commitment to providing accessible services is posted on all City information boards and kiosks, maximizing public exposure.
- Develop and adopt a policy for staff training for providing alternative methods of completing forms for people with disabilities that prevent them from filling out or signing forms. The policy should be based on Citywide protocol.
- The department should ensure that individuals with disabilities can obtain information about the location of accessible entrances, program sites, and other access features and special procedures for individuals with disabilities. This information should be posted and available at the front desk and bulletin boards.
- The City should develop a written policy that allows individuals with disabilities to be offered to participate as members of the planning or advisory boards.
- Publicize the availability of American Sign Language (ASL) interpreters in all meeting announcements.
- Maintain a list of on-call American Sign Language Interpreters to assist with individuals with hearing impairments.
- Continue to display a notice on meeting agendas indicating the availability of accessibility modifications.
- Where appropriate or when requested, the Department should provide documents and publications such as large print, Braille, audiotape, computer disk, pictorial signage, etc. for individuals with disabilities. Where appropriate or when requested, the Department should also provide documents and publications in simple, easy-to-understand language for individuals with learning disabilities.

2.3.1 Community Development

The Community Development Department consist of Building & Safety, Code Enforcement, Economic Development, Housing Authority and Planning. These divisions works closely together to provide a comprehensive approach to planning for the future of the City of South Gate. The comprehensive goal of the Community Development Department is to ensure that all development in the City is consistent with the Municipal and Building Codes, General Plan, Zoning Ordinance, Housing Element and 5-Year Consolidated Plan.

The department provides the following services to the public: planning and development assistance, business resources, building and construction permits, code enforcement, Section 8 Housing Assistance, Affordable Housing Projects, Homelessness Prevention Programs, Home Improvement Loan Programs, and Community Development Block Grant Program.

Program and Accessibility Issues:

- There is no process for determining whether a policy or practice modification would fundamentally alter the nature of a program or service being offered.
- The Community Development Department requires forms to be filled out that may or may not be available in alternative formats.
- There is no formal staff training provided regarding the department's obligations and polices towards persons with disabilities.
- Documents and publications are not readily available in alternative formats for the visually impaired.
- The procedure for filing a disability discrimination complaint is not publicized.

Modifications in Place:

- In general, from the review of policies, the Community Development Department has no policies or practices that could have the direct or indirect effect of excluding or limiting the participation of individuals with disabilities. (28 CFR §35.130(b)(3)).
- There is no circumstance in which a person with a disability would be asked to pay a fee or meet any other requirements not imposed on other program participants.

Recommendations to Make Programs Accessible:

- Ensure that the ADA Public Notice regarding the City's commitment to providing accessible services is posted on all City information boards and kiosks, maximizing public exposure.
- The Department should review current zoning policies to evaluate implications for people with disabilities.
- Materials need to be displayed in departments and areas that are accessible for individuals with disabilities. (28 CFR §35.163(b)).

2.3.2 Public Works

The Public Works department oversees the City's infrastructure. They are responsible for building and maintaining all public streets, sidewalks, catch basins, street trees, sewers, and water facilities. In addition, the Department coordinates and manages the collection and recycling of refuse through Waste Management, sweeps public streets, landscapes the public right-of-way, trims trees, and removes graffiti.

Program and Accessibility Issues:

- There is no process for determining whether a policy or practice modification would fundamentally alter the nature of a program or service being offered.
- The Public Works Department does not have a process for responding to requests for modifications.
- The Public Works Department requires forms to be filled out that may or may not be available in alternative formats.
- The Public Works Department does not have a policy of notifying the public that they are prepared to make reasonable modifications to programs or services to make them accessible to people with disabilities.
- The Public Works Department does not advertise the accessibility of facilities.
- The Public Works Department does not have publicized information about the right of people with disabilities to participate in resolving a complaint or violation.

Modifications in Place:

- In general, from the review of policies, the Public Works Department has no policies or practices that could have the direct or indirect effect of excluding or limiting the participation of individuals with disabilities. (28 CFR §35.130(b)(3)).
- There is no circumstance in which a person with a disability would be asked to pay a fee or meet any other requirements not imposed on other program participants.

Recommendations to Make Programs Accessible:

- The department should ensure that individuals with disabilities can obtain information about the location of accessible entrances, program sites, and other access features and special procedures for individuals with disabilities. This information should be posted and available at the front desk and bulletin boards.
- Develop and adopt a policy for staff training for providing alternative methods of completing forms for people with disabilities. The policy should be based on Citywide protocol.
- The Public works Department should develop a process for determining whether a policy or practice modification would fundamentally alter the nature of the program or service being offered.
- The Public Works Department should provide alternative methods of completing forms for people with disabilities that prevent them from filing out or signing forms.
- The Public Works Department should develop a process where upon receipt of request for modification or assistance, the request will be elevated by the Department Head and ADA coordinator to determine the feasibility of providing the modification or accommodation. This process would be based on the Citywide Grievance Procedure.
- The Public Works Department should develop a policy of notifying the public that they are prepared to make reasonable modifications to programs or services to make them accessible to people with disabilities.

- The Public Works Department should ensure that individuals with disabilities can obtain information about the location of accessible entrances, program sites, and other access features and special procedures for individuals with disabilities. This information should be posted and available at the front desk and bulletin boards.
- The Public Works Department should publicize information about how and with whom to file a disability discrimination complaint.

2.3.3 Police Department

The Police Department provides public safety and law enforcement service for the City of South Gate. Police officers and law enforcement personnel have always interacted with persons with disability, and the ADA may mean few changes in the way to respond to the disabled. The ADA affects almost everything that officers and deputies do, for example, receiving citizen complaints, interrogating witnesses, making arrests, holding suspects, operating telephone (911) emergency centers, providing emergency medical services, and enforcing laws.

Refer to the barrier facility reports for physical barriers to this building.

Program and Accessibility Issues:

- There is no process for determining whether a policy or practice modification would fundamentally alter the nature of a program or service being offered.
- There are circumstances that members of the public are required to complete written forms.
- There are no consistent Awareness and Training to help law enforcement personnel be equipped in treating and interacting with individuals with disabilities on the job.
- The Police Department do not have an established process for responding to requests for modification. (28 CFR §35.130(b)(7)).
- There are no special procedures to make transportation to facilities accessible to persons with visual, hearing, or learning disabilities.

Modifications in Place:

- In general, from the review of policies, the Police Department has no policies or practices that could have the direct or indirect effect of excluding or limiting the participation of individuals with disabilities. (28 CFR §35.130(b)(3)).
- There is no circumstance in which a person with a disability would be asked to pay a fee or meet any other requirements not imposed on other program participants.

Recommendations to Make Programs Accessible:

- Provide alternative methods of filling out forms, as developed Citywide, for people with disabilities that prevent them from filling out or signing forms.
- Provide Awareness and Training sessions to equip law enforcement personnel in interacting with individuals with disabilities on the job. Refer to the document published by the Department of Justice titled – Commonly Asked Questions about the ADA and Law Enforcement in Appendix L.

Topics could include:

- Interacting with People with different types of disabilities
 - Responding to People who demonstrate threatening behavior due to disability
 - Procedures to arrest and transport a person who used a wheelchair
 - Effective Communication with individuals who are blind
- The Police Department should establish (or maintain the existing) TDD/TTY for their 911 Emergency Service and ensure that the dispatchers are trained in the use of the equipment or other means of communication over the telephone with a person with hearing or speech disabilities.
 - The Police Department should develop a process where upon receipt of request for modification or assistance, the request will be elevated by the Department Head and ADA coordinator to determine the feasibility of providing the modification or accommodation. This process would be based on the Citywide Grievance Procedure.
 - The Police Department should develop procedures and conduct training to staff for programs/services that provide appropriate transportation for any person who has been arrested and has a disability that precludes them from being transported in a safe manner in a patrol unit. For those individuals and for individuals with disabilities who have been injured and must be transported by ambulance, care will be taken, whenever possible, to transport equipment and service animals used by persons with disabilities for access and/or communication,

taking into consideration the safety of the suspect, citizens in general, and the police officers. When transport with the disabled individual is not possible, transport of the equipment and/or service animal to the individual's destination will be made, if possible. If this is not possible, emergency personnel will contact an appropriate resource to secure and/or care for the equipment and/or service animal.

- For jails, detention and correctional facilities, and community correctional facilities (28 CFR §35.152), if the facility is inaccessible or unusable by individuals with disabilities, public entities shall ensure that qualified inmates or detainees with disabilities shall not be excluded from participation or be denied benefits, services, programs, or activities or be subjected to discrimination.
- There were various physical barriers noted as referenced in the facilities barrier report for the Police Department building. If a policy can be created where persons in wheelchairs are sent directly to county facilities for initial processing, these physical barriers do not have to be removed.

2.3.4 Parks and Recreation

The Parks and Recreation department's mission is to acquire, develop, operate and maintain a parks and recreation system, which enriches the life for residents and visitors alike, and preserves it for future generations. The department runs the recreational facilities, pool and parks, as well as youth and adult recreational programs, classes, sports and special events.

Refer to the facilities barrier report for the physical barriers at the various recreational facilities.

Program and Accessibility Issues:

- There is no process for determining whether a policy or practice modification would fundamentally alter the nature of a program or service being offered.
- As part of the Recreation Department services, members of the public, applicants, etc. are required to complete written forms.

Modifications in Place:

- In general, from the review of policies, the Recreation Department has no policies or practices that could have the

direct or indirect effect of excluding or limiting the participation of individuals with disabilities. (28 CFR §35.130(b)(3)).

- There is no circumstance in which a person with a disability would be asked to pay a fee or meet any other requirements not imposed on other program participants.

Recommendations to Make Programs Accessible:

- Ensure that the ADA Public Notice regarding the City's commitment to providing accessible services continue to be posted on all City information boards and kiosks that will maximize public exposure.
- Develop a policy for determining if the various elements of special events, classes and programs are accessible to persons with disabilities.
- The Recreation Department should have a policy and have staff training to provide alternative methods of completing forms for people with disabilities that prevent them from filling out or signing forms. The policy should be based on Citywide protocol.
- The department should ensure that people with disabilities can obtain information about the location of accessible entrances, program sites, and other access features and special procedures for individuals with disabilities. This information should be posted and available at the front desk and bulletin boards.
- The City is not required to provide instructors or trainers with special training or certifications. The Recreation Department should develop a reasonable accommodation policy in conjunction with the City wide protocols that includes a liability policy. For example, if a person with a disability would like to participate in a swimming lesson class with their own trainer or guardian; the City should have a policy and waiver to allow for participation.
- The Recreation Department should develop a written policy based on Citywide policy describing accessibility requirements for programs that provide transportation.
- The Recreation Department should develop a written policy and checklist for special events to include items such as:
 - Ensure there is adequate number of accessible parking spaces at the venue of the event.

- Ensure that the path of travel from the parking or public transportation is barrier free.
- Ensure that the path of travel goes to all vendors, events, attractions, and services. Do they have to go on the grass?
- Ensure that all vendors provide the appropriate counter heights, etc.
- Ensure there sufficient accessible porta-potties and/or restrooms available.
- Ensure there are water fountains that are accessible (Hi/Lo).
- If there is a concert, ensure there are sufficient accessible seating uniformly spaced throughout the event.

PART 3 – TRANSITION PLAN

3.1 Overview

3.3.1 Summary

The Transition Plan, in summary, is a list of physical barriers that need to be removed and a timeline for barrier removal. **It is included as Volume 2 and Volume 3 of this report.** It includes a review of physical barriers of sites for compliance with the California Code of Regulations, Title 24, Part 2 (the California Building Code), and the ADA Standards for Accessible Design, (which is composed of the 28 CFR part 35.151 and the Americans with Disabilities Accessibility Guidelines) and a barrier removal schedule. The specific requirements for preparation of an acceptable Transition Plan are described in 28 CFR §35.150(d)(3). This plan includes:

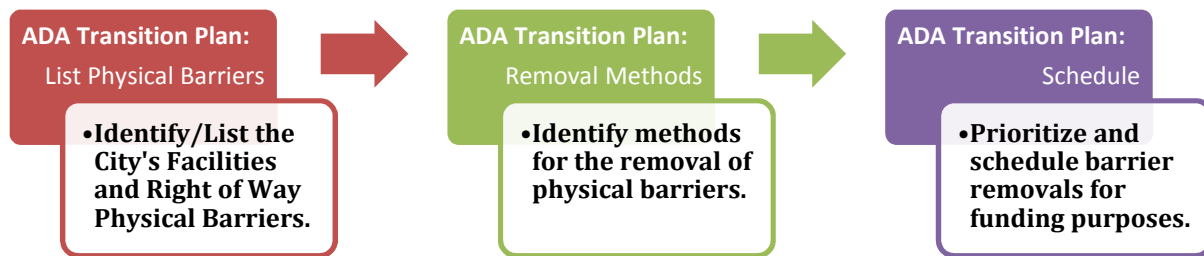


Figure 2: Components of ADA Transition Plan

- A list of the physical barriers in the City's 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 make the facilities accessible;
- A schedule for taking the steps necessary to achieve compliance with the ADA, Title II; and
- The name of the individual responsible for the plan's implementation.

Although California has adopted most of the Federal ADA requirements, there are some differences. In general, the more restrictive requirements (whether federal or state) should be applied when designing accessible facilities. Title 24 was

incorporated in the evaluation of architectural barriers as part of the Transition Plan.

Because the City of South Gate has a large number of facilities, it is impossible to immediately renovate all facilities that create barriers to program access, barriers to facilities will be removed systematically. This Transition Plan includes a 10-year budgeting plan that implements the barrier removal.

Facilities targeted in Phase One will become a high priority for capital improvement funding.

The responsibility for ensuring the barrier removal will reside with the City Manager and the ADA Coordinator.

The following are the City facilities/Parks assessed and presented in Volume 2: Appendix B Facilities Assessment Report.

Boy Scout Camp	Police Department
Civic Center	Sports Center
City Hall Exterior	Swim Stadium
City Hall	Westside Resource Center
Court House	Cesar Chavez Park
City Yard (Field Operations)	Circle Park
Golf Course	Hollydale Community Park
Girls Club House	Hollydale Regional Park
Gardendale Tot Lot	South Gate Park
Hollydale Resource Center	Stanford Park
Municipal Auditorium	State Street Park
Margaret Travis Senior Center	Triangle Park

Please note these additional comments regarding the following facilities.

Courthouse: The Courthouse Building was closed in 2004 and is out of service and unoccupied. The facility has multiple ADA barriers and code deficiencies. Our field assessors conducted a visual survey and concluded that a retrofit of the ADA elements is not sufficient as a stand-alone retrofit since a full assessment of architectural, ADA, seismic and other Title 24 upgrades will need to be performed when and if the decision is made to open the facility for use.

Golf Course: The obligation of the City to provide accessible golf as a city program is much higher as a Title II entity than that of a privately owned golf course under Title III. In evaluating the policies and procedures implemented at the course, there are barriers to entry for customers with disabilities seeking to play the course. The current

“No Carts” policy must be reviewed and revised to include “accessible” carts. The greens of the course are highly susceptible to costly damage by cart travel, however, newer “greens friendly” mobility devices with wide wheels reduce the PSI (pounds of square inch of pressure) of some of these single rider golf carts on the greens surface and is often less than the human footprint and less than that applied by motorized moving equipment. It is recommended that the City invests in at least two accessible carts.

The Waterworks Facilities (3 reservoirs, 2 elevated tanks, and 11 water wells) qualify under the general exceptions of the ADA per CBC 11B-203.5 Machinery Spaces and therefore does not require accessible access. These facilities are frequented only by service personnel for maintenance, repair or occasional monitoring of equipment and shall not be required to comply with these requirements or to be on an accessible route.

Solid Waste Transfer Facility has no buildings on site and the only means of access between various spaces on site is a vehicular way not providing pedestrian access. Therefore, per exception CBC 11B-206.2.2, an accessible route is not be required on site.

3.2 Priorities

Barriers were assigned levels of priority using the following criteria:

Level 1: High Visibility / High Use Items

Level One priorities are assigned to immediate features that significantly affect access to facilities. For example:

Pedestrian Access Routes:

- Tripping Hazards
- Overhead Clearance Obstacles
- Loose Debris Impeding Access Routes
- Detectability issues

Facilities:

- Entry walks and doors
- Handrail Modifications
- Signs indicating accessible entrances
- Overhead Obstacles
- Accessible Parking Stalls

Level 2: Barriers That Pose Obstacles to Access Routes and Hinder Access to Programs.

Level Two priorities are those features that create obstacles to both roadside and facility pedestrian access routes. Also included are barriers to programs, activities, and services provided by the City. For example:

Pedestrian Access Routes:

- Driveway Landings
- Impediments to Access route width

Facility Access:

- Conference rooms, classrooms, program areas. The most frequently used and highest volume rooms as Level Two priorities. Duplicate rooms or features are prioritized at a lower level).
- Primary doors into program areas.
- Braille and tactile signage.
- Assistive-listening devices.
- Public restrooms.

- Showers and locker rooms associated with swimming programs.
- Transaction counters where information is offered, bills are paid, etc.

Level 3: Minor Access and Amenity Barriers.

Level Three priorities are those features that are not immediately preventing passage but provide hardship to the impaired. Also included are features that do not directly affect access to programs, activities, and services provided by the City. For example:

Pedestrian Access routes:

- Cracked cement slabs.

Facility Access Routes:

- Doors that pose little obstacle to program access.
- Vending machines, drinking fountains, light switches, electrical outlets, and storage rooms in program areas.

3.3 Sidewalk Assessment

3.3.1 Overview

Volume 3 includes a review of physical barriers of sidewalks, street crossings, and other elements in the public right-of-way can pose challenges to accessibility. The California Code of Regulations, Title 24, Part 2 (the California Building Code), and the ADA Standards for Accessible Design, (which is composed of the 28 CFR part 35.151 and the Americans with Disabilities Accessibility Guidelines) focus mainly on facilities on sites; however, the Public Right-of-Way Accessibility Guidelines (PROWAG) addresses items in the public right-of-way.

3.3.2 Methodology

Common barriers to PROWAG (Pedestrian Right-of-Way Accessibility Guidelines) surveyed by Owen Group field teams are as follows:

A. Sidewalk Cross Slope

Sidewalk cross slope is the primary barrier to pedestrian path-of-travel. California Building Code maintains that a pedestrian path-of-travel must be level, with a firm and slip resistant surface. The term “level” refers to the cross slope (the slope perpendicular to the path-of-travel) of the sidewalk route. There is an allowable 2.0% tolerance. Studies have shown that ongoing cross slopes that exceed the 2.0% barrier can become cumbersome to wheel-chair bound persons. Sustained cross slope makes it difficult to maintain the path-of-travel.

Owen Group surveyors utilize 2 ft laser levels to measure and record cross slope changes. GPS coordinates are recorded every time the cross slope changes between three (3) categories: 0-2%, 2-5% and +5%. Pictures are NOT taken for changes in cross slope.

B. Tree Roots

Tree roots tend to grow under sidewalk access routes and push the concrete slabs, creating vertical displacements that prevent access to wheelchairs and/or can cause tripping hazards to those who are visually impaired. Additionally, roots can lift one side of the sidewalk, creating a cross slope barrier that exceeds 2.0% and create a vertical displacement.

Owen Group surveyors record each instance of tree roots affecting the path of travel. GPS coordinates are recorded at every occurrence where a tree currently impairs the path of travel or will become a future issue. Pictures are taken for each occurrence.



C. Vertical Displacements (Tripping Hazards)

Vertical displacements in the path of travel can impede the access routes. Not only are they difficult for wheelchair bound citizens to push their wheels over but they can form tripping hazards for the visually impaired and the average pedestrian. Vertical displacements are compliant up to $\frac{1}{4}$ inch. From $\frac{1}{4}$ inch to $\frac{1}{2}$ inch bevelment is allowed up to 50% grade. Any vertical displacement, greater than $\frac{1}{2}$ inch, is noncompliant.

Owen group surveyors use a standard tape measure to record the height of all vertical displacements in the path of travel. Any lip greater than $\frac{1}{4}$ inch is recorded regardless of compliant bevelment. Vertical lifts greater than 1 inch are given a priority of 1 (1 being the highest priority reserved for safety issues) as these are tripping hazards and can compromise the safety of pedestrians and potentially lead to lawsuit. Pictures are taken for every vertical displacement occurrence.

D. Curb ramps

Curb Ramps are a very common barrier to access. If the slope is too steep, it can be impassable to those who are wheelchair bound. Similarly, there must be a landing area at the top of the ramp that is level (Cross Slope and Running Slope less than 2.0% grade) firm and slip resistant that is minimum 4 ft x 4 ft. Additionally the ramp must maintain a width of 4 ft wide to allow the full width of a wheelchair to pass. Another common element that is not found on older ramps is the lack of a visually contrasting truncated dome mat. These are used for visually impaired detection of a surface transition between the sidewalk and the street.

Owen Group surveyors record every curb ramp occurrence and analyze its compliance. Compliance is determined by top landing width, running slope, cross slope, gutter slope, truncated domes and ramp width. Pictures are taken for each curb ramp.

E. Bus Stops

Transportation facilities are also covered under the ADA. People with disabilities must be allowed to board at the same location as others, and with the bus boarding area complying for the following requirements.

- Surface must be firm, stable, and slip resistant.
- A 96" by 60" (8' by 5') minimum clear space at the bus boarding area. The clear floor space must be oriented so that the 96" dimension is perpendicular to the curb and is at 2% or less slope. The 60" dimension may be the same slope as the street.
- An accessible route connecting the bus boarding area to the sidewalk / street.
- Bus Shelters shall have a minimum 48" by 30" clear space located entirely within the shelter.

F. Driveway

Driveways present another commonly found barrier to the path-of-travel. California Building Code states that the cross slope of an access route must not exceed 2.0% grade. If a driveway crosses the path of travel there must remain a minimum access width of 4 ft with a grade of less than 2.0% cross slope.

Owen Group surveyors record each occurrence of a noncompliant driveway. If driveways have a slope greater than 2% grade and is the only path in the pedestrian right-of-way than it is noncompliant. Essentially, a level passing lane must be provided for the entire length of the driveway. Pictures are taken for each noncompliant occurrence.

Compliant Example:



Noncompliant example:



G. General Obstructions

Another common barrier to pedestrian access is general obstructions to the minimum 4 ft wide access path. To allow the full width of a wheelchair to travel a pedestrian access route, the California Building Code states that a minimum 4 ft wide and 80 inch high access path must be maintained. This can be obstructed by overgrown foliage, utility poles, fire hydrants, traffic signs and signals, and various other permanent and temporary objects.

Owen Group surveyors record each occurrence of an object (whether temporary or permanent) that impedes the required minimum access route width of 4 ft. Common occurrences include but are not limited to Fire Hydrants, Utility Poles, Traffic Signs, Parked Cars, Tension Cables, Street Lamp Posts, and Utility Control Boxes. Pictures are taken for each occurrence.

3.3.3 Sidewalk Priorities

Barriers were assigned levels of priority using the following criteria:

Priority 1:

- Any large safety or trip hazard
- Curb ramps on major streets
- Traffic signals with high pedestrian use (Need City input)
- Greater than 5% cross slope on major streets and high pedestrian use
- Bus stops/shelters in high bus use/pedestrian areas
- Obstructions less than 4' clear on Major streets and high pedestrian use

Priority 2:

- Any vertical displacement on major streets and high pedestrian use
- 2%-5% cross slopes on major streets and high pedestrian use
- Greater than 5% cross slope on collectors and residential streets
- Bus stops not in Priority 1
- Traffic signals not in Priority 1.
- Driveways on major streets and high pedestrian use
- Obstructions less than 4' clear on collectors and residential streets

Priority 3:

Everything else

3.4 Phasing and Expenditure Plan

This section outlines a plan to implement the City of South Gate's ADA Barrier Removal. The projected schedule is based on a realistic estimate of the funding availability and timing for design and permitting. Some lower priority items are scheduled for the near term because they require little planning and can be achieved with minimal costs and can be completed by City staff. In Appendix B (Facility Assessment Reports) these barriers are tagged as Maintenance items. Some of the higher priority items are scheduled further out because of the planning and design requirements (Contractor Tag); additionally an entire facility can be upgraded at one time and would address all items at once.

The projected schedule is based on a realistic estimate of the funding availability and timing for design and permitting. Some lower priority items are scheduled for the near term because they require little planning and can be achieved with minimal costs and can be completed by City staff. In Appendix B (Facility Assessment Reports) these barriers are tagged as Maintenance items. Some of the higher priority items are scheduled further out because of the planning and design requirements (Contractor Tag); additionally an entire facility can be upgraded at one time and would address all items at once.

Estimate costs are based on information obtained from several industry accepted data-base sources, such as R.S. Means, BNI Building News, and National Estimator. These sources are used as a basis, along with the estimator's professional judgment, to adjust for the specific project type, location, complexity and size, and other unique or special circumstances.

All costs represented in this report reflect current-year U.S. dollars. The costs generated are built on identified deficiencies with replacement of materials or components in-kind unless industry standard requires change of material or component type.

Costs for contingency, escalation, design, construction management, engineering, permitting, inspection and similar professional services for developing the plans to remove barriers are included in the expenditure plan and estimated at 30%. Other indirect costs such as temporary space rental or costs associated with fundraising or financing are not included.

Opinions of costs of repair or replacements are approximations only and should not be interpreted as bids or offers to perform work. Actual costs can be affected by the extent of work to be done as one project, the quality of contractor, the quality of materials chosen, and the specific work conditions.

3.5 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/Transportation_Funding_Guidebook.pdf

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.

The Community Development Block Grant (CDBG) program, administered by U.S. Housing and Urban Development (HUD), is a flexible program that provides communities with resources to address a wide range of unique community development needs.

3.6 Historical Structures

The law does not require modifications that would threaten or destroy a historic property (28 CFR §35.150(a)(2)). However, alterations to historic properties shall comply with section 4.1.7 of ADAAG (28 CFR §35.150(b)(3)). If it is not feasible to provide physical access to a historic property in a manner that will not threaten or destroy the historic significance of the building or facility, alternative methods shall be provided.

During the design process, the design team should determine if the required improvements meet the thresholds of the ADA codes for historical structures.

The facilities in the City of South Gate are not considered historical.

PART 4 – ADA TOOLKIT

4.1 Guidelines

Although not mandated by the law, keeping resources and guidelines current to existing codes is important to meeting the code requirements.

Recommendation:

In order to facilitate access to all City Programs and Departments, the City should maintain these program accessibility guidelines, standards and resources. This information should be made available to all employees, volunteers, and contractors. The City should maintain and update these guidelines as necessary to address its needs. Revisions should include information and technological devices that help employees and contractors communicate with individuals with a variety of disabilities. The City should periodically review the components of this section, as new technologies are developed in order to ensure that the best types of modifications are included.

Federal guidelines and standards and the CBC are periodically updated (CBC is normally every three years). These periodic revisions are based on research findings and guidance from advisory committees. Therefore, the City should have an ongoing program of regularly reviewing code changes and updating policies and procedures related to accessibility. The program should include a regular practice of reviewing research materials posted to the U.S. Access Board's website and updating local guidelines and practices as new standards are adopted or existing standards are revised.

A guide to disabilities and disability etiquette is provided in Appendix H. It should be distributed to employees, volunteers and contractors in addition to employee training. The guide helps ensure that employees and contractors 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. These guides are periodically updated, so the City should periodically check to ensure that the current guide is available. There are many websites that have this information easily available. The City may also want to consider developing their own etiquette guide.

Federal Accessibility Standards and Regulations	
U.S. Department of Justice http://www.ada.gov	
ADA Regulation for Title II http://www.ada.gov/reg2.html	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.
Title II Technical Assistance Manual (1993) and Yearly Supplements http://www.ada.gov/taman2.html http://www.ada.gov/taman2up.html	This manual explains what state and local governments must do to ensure that their services, programs, and activities are provided to the public in a nondiscriminatory manner.
Americans with Disabilities Act of 1990 http://www.ada.gov/pubs/adastatute08.pdf	This link is the current text of the ADA statute including changes made by the ADA Amendments Act of 2008 (P.L. 110-325)
ADA Information for Law Enforcement http://www.ada.gov/policeinfo.htm	These compliance assistance materials will help state and local law enforcement officers understand how to interact with victims, witnesses, suspects, and others who have disabilities.
ADA Best Practices Tool Kit for State and Local Governments http://www.ada.gov/pcatoolkit/toolkitmain.htm	This Tool Kit provides an overview of ADA compliance issues for state and local governments. The Tool Kit is a helpful supplement to – not a replacement for – the regulations and technical assistance materials that provide more extensive discussions of ADA requirements.
US Access Board http://www.access-board.gov/	
<ul style="list-style-type: none"> The Access Board is responsible for developing and updating design guidelines known as the ADA Accessibility Guidelines (ADAAG). 	
ADA Accessibility Guidelines (ADAAG) http://www.access-board.gov/guidelines-and-standards/buildings-and-sites/about-the-ada-standards/background/adaag	<ul style="list-style-type: none"> This document contains scoping and technical requirements for accessibility to buildings and facilities. This document must be used in conjunction with Title 24 of the California Building Code
Section 508 Standards for Electronic and Information Technology	http://www.access-board.gov/guidelines-and-standards/communications-and-it/about-the-section-508-standards/section-508-standards
Telecommunications Act Section 255 Guidelines	http://www.access-board.gov/guidelines-and-standards/communications-and-it/about-the-telecommunications-act-guidelines
State of California Accessibility Standards and Regulations	
Title 24, California Building Code http://www.iccsafe.org	<ul style="list-style-type: none"> The complete Title 24 or any of its parts is available for purchase from the International Code Council (ICC). Although California has adopted most of the ADAAG requirements, there are some differences. In general, the more restrictive requirements should be applied.
Division of the State Architect (DSA) http://www.dgs.ca.gov/dsa/Programs/progAccess.aspx	

<p>California Access Compliance Reference Materials http://www.dgs.ca.gov/dsa/programs/progaccess/accessmanual.aspx</p>	<ul style="list-style-type: none"> • DSA has prepared several documents to help code users understand and apply the accessibility provisions. • These documents clarify obligations and code requirements under the CBC, and provide background and context for accessibility issues.
<p>State & National Organizations who Provide Disability Services and Information</p>	
<p>Pacific ADA Center http://www.adapacific.org/</p>	<p>The Pacific ADA Center is one of ten Regional centers nationally that have been set up to provide information and referral, training, consultation, and technical assistance to the business, state and local government, and disability communities</p>
<p>Disability.gov https://www.disability.gov/</p>	<p>The U.S. federal government website with one-stop interagency portal for information on disability programs and services nationwide.</p>
<p>California Department of Developmental Services (DDS) http://www.dds.ca.gov/DDSHomePage.cfm</p>	<p>The California Department of Developmental Services is the agency through which the State of California provides services and supports to individuals with developmental disabilities.</p>
<p>United Cerebral Palsy of Los Angeles, Ventura and Santa Barbara Counties http://www.ucpla.org/</p>	<p>Nonprofit direct care provider of services in Southern California for persons with cerebral palsy, autism, Down syndrome and other developmental disabilities. Programs include adaptive services, assistive technology services, summer programs, life skills training, and a center for arts and technology.</p>
<p>Ability Tools http://www.atnet.org/</p>	<p>Ability Tools, formerly the AT Network, is California’s Assistive Technology Act Program. Ability Tools connects Californians with disabilities to assistive technology devices, tools and services to make life easier.</p>
<p>AbleData http://www.abledata.com</p>	<p>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.</p>
<p>Disability Resources, Inc. http://www.disabilityresources.org</p>	<p>A national nonprofit organization that provides information about resources for independent living. DRI maintains an on-line directory of assistive technology resources.</p>
<p>Independent Living Research Utilization http://www.ilru.org/</p>	<p>The ILRU (Independent Living Research Utilization) program is a national center for information, training, research, and technical assistance in independent living.</p>
<p>World Institute on Disabilities (WID) http://wid.org/</p>	<p>WID maintains a comprehensive list of accessible technology resources. http://wid.org/resources</p>
<p>Center for Accessible Technology (CforAT) http://www.cforat.org/</p>	<p>CforAT's focus is on access to computers and technology for people with disabilities</p>
<p>BuyAccessible Wizard Tool http://www.buyaccessible.gov/</p>	<p>For projects that require agencies to meet Section 508 requirements, 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.</p>
<p>AAPD http://www.aapd.com/</p>	<p>The American Association of People with Disabilities (AAPD) is the nation's largest disability rights organization.</p>
<p>National Organization on Disability (NOD) http://www.nod.org/</p>	<p>The National Organization on Disability (NOD) is a private, non-profit organization. NOD focuses on increasing</p>

	employment opportunities for the 79 percent of working-age Americans with disabilities who are not employed.
National Center for Accessible Media http://ncam.wgbh.org/	A non-profit R&D organization dedicated to achieving media access equality for people with disabilities.
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.
Paralyzed Veterans of America (PVA) http://www.pva.org/	PVA is a national advocacy organization representing veterans
TDI http://tdiforaccess.org	TDI (<i>formally known as Telecommunications for the Deaf and Hard of Hearing, Inc.</i>) is a national advocacy organization addressing equal access issues in telecommunications and media.
Accessible Tech.org http://www.accessibletech.org/index.php	Accessible Technology in the Workplace. Website with resources for use of electronic information technology that is universally accessible.
Braille Institute http://www.brailleinstitute.org/	Braille Institute is a nonprofit organization whose mission is to eliminate barriers to a fulfilling life caused by blindness and severe sight loss.
State of California Department of Social Services - Office of Special Services to the Blind http://www.cdss.ca.gov/cdssweb/PG83.htm	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.
American Foundation for the Blind (AFB) http://www.afb.org	AFB is a national organization that seeks to remove barriers, create solutions, and expand possibilities so people with vision loss can achieve their full potential.
National Federation of the Blind (NFB) https://nfb.org/	NFB provides on-line resources for technology for the blind.
State of California Department of Social Services - Office for Deaf Access http://www.cdss.ca.gov/cdssweb/PG145.htm	Office for Deaf Access administers the Deaf Access Program (DAP) which ensures that state operated public programs address the communication needs of people who are deaf, deaf-blind, hard of hearing and late-deafened.
National Association of the Deaf (NAD) http://www.nad.org/	A national organization of, by and for deaf and hard of hearing individuals in the United States of America.
National Alliance on Mental Illness (NAMI) http://www.nami.org	NAMI is a national mental health organization dedicated to building better lives for the millions of Americans affected by mental illness. NAMI advocates for access to services, treatment, supports and research and is steadfast in its commitment to raise awareness and build a community for hope for all of those in need.
American Speech-Language-Hearing Association (ASHA) http://www.asha.org/	The American Speech-Language-Hearing Association (ASHA) is a national professional, scientific, and credentialing association.
Learning Ally https://www.learningally.org/	Learning Ally (formerly Recording for the Blind & Dyslexic (RFB&D)), is a national nonprofit with a defined approach to help support students with learning disabilities and their families.

<p>California State Library - The Braille and Talking Book Library, http://www.library.ca.gov/services/btbl.html</p>	<p>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.</p>
--	---

State and National Organizations who Provide Information about Creating and Maintaining Accessible Websites	
How To Tell if Your Web site is Accessible	
HiSoftware - http://www.hisoftware.com/	HiSoftware's compliance and security solutions mitigate risk by actively monitoring content to give organizations the power to easily and more effectively enforce regulatory and corporate guidelines on public-facing websites, intranets, extranets, file shares and SharePoint sites.
HiSoftware® Cynthia Says™ Portal http://www.cynthiasays.com/	A free service for personal, non-commercial use to inform the community on what constitutes accessible web design and content.
W3C Web Accessibility Initiative - Accessibility Evaluation Resources http://www.w3.org/WAI/eval/	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.
Resources for Web Developers	
Accessibility of State and Local Government Websites to People with Disabilities http://www.ada.gov/websites2.htm	DOJ technical assistance document providing guidance on making state and local government websites accessible
National Center for Accessible Media http://ncam.wgbh.org/invent_build/web_multimedia/tools-guidelines	A collection of resources for developers and users interested in ways to make media accessible to people with disabilities.
Access Board Section 508 guide	http://www.access-board.gov/guidelines-and-standards/communications-and-it
Section 508 on-line accessible software development training	http://www.section508.gov/?fuseAction=Courses
ADA Pacific Center Website Accessibility Resources	http://www.adapacific.org/ait/index.php#resources

State and National Resources for Emergency Preparedness Plans	
National Organization on Disability (NOD) Resources on Emergency Preparedness	http://nod.org/disability_resources/emergency_preparedness_for_persons_with_disabilities/
Earthquake Preparedness Guide for People with Disabilities	http://www.earthquakecountry.org/downloads/ShakeOut_Earthquake_Guide_Disabilities_AFN.pdf
United States Department of Labor Emergency Preparedness for People with Disabilities	http://www.dol.gov/odep/programs/emergency.htm
Department of Labor - Preparing the Workplace for Everyone	http://www.dol.gov/odep/programs/emergency.htm
Ready.gov http://www.ready.gov/	Guidelines for additional preparations a person with disability or an access and functional may need for emergencies. http://www.ready.gov/individuals-access-functional-needs
Disability.gov https://www.disability.gov/	Disability.gov's Guide to Emergency Preparedness & Disaster Recovery. https://www.disability.gov/resource/disability-govs-guide-emergency-preparedness-disaster-recovery/
	Feeling Safe, Being Safe – an Emergency Preparedness Guide for Californians with Disabilities https://www.disability.gov/resource/feeling-safe-being-safe-california-emergency-preparedness-resource/
California Department of Development Services (DDS) Emergency Preparedness http://www.dds.ca.gov/ConsumerCorner/EmergencyPreparedness.cfm	Booklet describing emergency preparedness tools for a wide range of people and field-tested the tools to make sure that the materials could work for everyone. http://www.dds.ca.gov/consumercorner/fsbs/action_selectfile.cfm?FN=4C_FSBSStory
National Center for Accessible Media http://ncam.wgbh.org/	Access to Emergency Alerts for People with Disabilities Recommendation for Accessible Emergency Notification http://ncam.wgbh.org/file_download/47

Resources for Providing Accessible Facilities and Programs	
Providing Accessible Meetings	Accessible Information Exchange: Meeting on a Level Playing Field http://www.ada.gov/business/accessiblemtg.htm
Common ADA Errors and Omissions in New Construction and Alterations	http://www.ada.gov/error.htm http://www.ada.gov/errors.pdf
ADA Checklist for Polling Places	http://www.ada.gov/votingck.htm
Access in telecommunications and media	http://tdiforaccess.org
Accessing relay services	http://www.accessibletech.org/articles/telecom/relayServices.php
Captioning Standards	http://www.accessibletech.org/articles/multimedia/captionsStandards.php
Deaf and Disabled Telecommunications Program (DDTP).	Telephone communications access for deaf and disabled Californians. http://www.ddtp.org/homepage.aspx Provides California Relay Service (CRS), and the California Telephone Access Program (CTAP)

Resources for Providing Accessible Parks and Recreation Facilities and Programs	
Access Board Recreational Guidelines	http://www.access-board.gov/guidelines-and-standards/recreation-facilities
California State Parks Accessibility Guidelines	http://www.parks.ca.gov/pages/21944/files/ca_stateparksaccessguiderev_titlepagewithdisclaimer.pdf
National Center on Accessibility http://www.ncaonline.org/	NCA has many resources regarding access issues unique to park and recreation programs and facilities including 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	Discover Accessible Fitness: This booklet can serve as a tool for fitness professionals to become familiar with key considerations for wheelchair users using fitness equipment and to broaden their knowledge to help more people. http://www.nchpad.org/discoverfitness/index.html
	Certified Inclusive Fitness Trainer: Certified Inclusive Fitness Trainers (CIFT) master an understanding of exercise precautions for people with disabilities, and utilize safe, effective and adapted methods of exercise training to provide exercise Recommendation. http://www.nchpad.org/fppics/CIFT.pdf
Paralyzed Veterans of America (PVA) Sports and Recreation Resources http://www.pva.org/site/c.ajIRK9NjLcJ2E/b.6349705/k.2492/Get_Sports.htm	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 States Association of Blind Athletes	http://www.usaba.org
United Spinal Association list of Wheelchair Recreation, Sports & Travel	http://www.usatechguide.org/articledisplay.php?article=22&link=sports_rec

Appendix A

City of South Gate, CA
Americans with Disabilities Act (ADA)
Program Facility Survey Form

The City of South Gate is in the process of preparing their ADA Self Evaluation and Transition Plan which is required by Americans with Disabilities Act (ADA) Title II (28 CFR §35.105(a)). The following is a program and facility access survey. The purpose of this questionnaire is to gather data on how your department's programs are, or are not, accessible to people with disabilities.

Each department should provide the following information with respect to all of its programs and facilities. Please complete a separate questionnaire for each program, service, and facility. You may use one form if the answers to the questions for all of your programs or facilities are the same. Please ensure all the programs and services are identified on the form. You may also use multiple forms if required. Please reply to each question.

See page 10 for explanation of terms and acronyms.

Your participation in completing this questionnaire will assist your department in improving its ability to serve the needs of people with disabilities and their families.

Department's Name: _____

Contact Name: _____

Address: _____

Phone: _____

Date of Review: _____

Location of Program/Service/Facility: _____

Brief Description of Program/Service/Facility: _____

If you need assistance during the self evaluation, please contact:

Ken Jewell at (949) 680-2868

We will discuss this questionnaire with during the meeting

Thank you for your time and consideration.

City of South Gate ADA Program Accessibility Questionnaire

	Yes	No	Don't Know	Suggested Improvement/ Comment
General:				
1. Do you know if the City has a designated ADA Coordinator?				If yes, please provide name:
2. Do you know where to find the contact information of the City's ADA coordinator?				If yes, please describe where you have seen it:
3. Have you experienced any nonaccessible areas or programs?				If yes, please describe: (See note below)
4. Has anyone requested improvements for accessibility to your department's programs or facilities?				If yes, please describe when and for what:
5. Please walk the path from the drop-off area and/or parking to the location of the program or service;				
a. Is the ADA informational signage along the path apparent?				If no, please describe:
b. Is the entire path accessible? (see note below)				If no, please describe:
6. Are you aware of any future or planned improvements to any building or facility?				If yes, please describe projects:
7. Have you ever requested an accommodation for a disability for yourself, a family member or customer?				If yes, please describe the accommodation made by the City:
Policies and Practices:				
8. Are you aware of any programs, services, or activities that are not accessible to individuals with disabilities?				If yes, please describe:

Additional comments/Suggestions:

Note for questions #3 and #5b: (Examples: no accessible parking spaces, difficulty reaching an accessible entrance, steep ramps, uneven sidewalks, stairs only to the facility, narrow doorways, protruding objects in the hallways, lack of assistive devices, missing or inappropriate signage, lack of interpreters, etc.)

City of South Gate ADA Program Accessibility Questionnaire

	Yes	No	Don't Know	Suggested Improvement/ Comment
22. List the audiovisual presentation (film, videotape, or television) and whether or not they are captioned.				
a. Name of presentation: _____ Captioned?				
b. Name of presentation: _____ Captioned?				
c. Name of presentation: _____ Captioned?				
23. If not captioned, has the department taken steps to ensure that persons with hearing disabilities can benefit from this presentation?				If yes please describe:
24. Do you portray individuals with disabilities in audiovisual presentations?				If yes please describe the name of the presentation:
Website:				
25. Does your department's website include any information about the programs you offer?				Please list you department's website address:
26. Does your department's website include information about the accessibility of facilities where programs or services are offered?				
27. Does your department provide documents on its website for downloading by the public?				
Public Telephones and Communication Devices:				
28. Does your department conduct business or provide services or public information by telephone to the public?				If no, skip to question #31
29. Have you or the rest of the staff been trained in operating TTY/TDDs and in other means of communicating over the telephone with a person having a hearing or speech disability?				

Additional comments/Suggestions:

City of South Gate ADA Program Accessibility Questionnaire

	Yes	No	Don't Know	Suggested Improvement/ Comment
30. Is a telecommunication device or deaf (TDD) or other equally effective system available for communication with hearing and/or speech impaired persons?				
a. If you use Text Telephones (TTYs) or Telecommunication Devices for the Deaf (TDDs), list location, telephone number, and organization or TTY/TDD directories in which the TTY/TDD number is listed.				
b. If you use a TDD relay service, list the name of the company and type of service.				
c. If you use a relay service, have you performed outreach to persons with hearing disabilities?				If yes, please describe:
Training and Staffing:				
31. Have all staff members who have contact with the public, been made aware of the department's obligations and policies that enable people with disabilities to participate in department programs or activities?				If yes, please describe training:
32. Does your department offer or participate in training regarding the provision of appropriate modifications for people with disabilities?				If yes, please describe training program:
Emergency Services: (If your department does not provide emergency services, skip to question #36)				
33. Have staff members in your department who provide emergency services to the public had training in emergency evacuation including communicating in emergency situations with people who have hearing or speech impairments? (e.g. American Sign Language (ASL), etc.)				If yes, please describe training?

Additional comments/Suggestions:

City of South Gate ADA Program Accessibility Questionnaire

	Yes	No	Don't Know	Suggested Improvement/ Comment
34. Are all emergency response services in your department equipped with TDD or other equally effective service accessible to persons who are deaf, hearing and/or speech impaired?				
Public Meetings:				
35. Does your department hold public meetings, hearings, and conferences in locations that are accessible?				
36. Is accessible seating provided for individuals with disabilities at programs, community events, etc. held at the facility?				
37. Does your department provide provisions or assist the public by providing interpreters, readers, and/or adaptive equipment provided when requested?				If yes, please briefly describe the policy.
38. Do you ensure that individuals with hearing disabilities who do not read sign language can participate effectively in meetings, conferences, and hearings via assistive listening devices or other means?				If yes, please briefly describe the policy.
39. Are auxiliary aids and specialized equipment available at the facility?				If yes, please describe where the equipment is stored.
Automated and Electronic Equipment:				
40. Are electronic equipment, including copying machines, PCs, microfilm readers, etc. available to the public at your facility?				
a. If yes, please describe how you ensure that electronic equipment is accessible to and usable by individuals with disabilities?				

Additional comments/Suggestions:

City of South Gate ADA Program Accessibility Questionnaire

	Yes	No	Don't Know	Suggested Improvement/ Comment
Emergency Evacuation Procedures:				
41. Are there emergency evacuation plans posted at your facility?				
42. Are there equipment and/or policies available to notify individuals with disabilities of emergencies and evacuation procedures?				
a. If yes, briefly describe the equipment and/or procedures specific to individuals with: <ul style="list-style-type: none"> • Visual disabilities: • Hearing disabilities: • Mobility disabilities: • Learning disabilities: 				
Transportation:				
43. Do you provide transportation to volunteers, beneficiaries, visitors, etc?				
a. If yes, briefly describe the procedures your department follows to make transportation accessible to persons who have: <ul style="list-style-type: none"> • Visual disabilities: • Hearing disabilities: • Mobility disabilities: • Learning disabilities: 				
Use of Contractors:				
44. Do you use contractors to conduct programs or activities on behalf of your department?				
a. If yes, are contractors aware of their obligations to facilitate participation of individuals with disabilities in programs or activities operated on behalf of your department?				If yes, please describe how you monitor your contractors to ensure they fulfill their obligation?

Additional comments/Suggestions:

City of South Gate ADA Program Accessibility Questionnaire

	Yes	No	Don't Know	Suggested Improvement/ Comment
Special Events an Private Events on Public Properties:				
45. Does your department organize special events or do you help facilitate private events on public property?				
a. If yes, please describe the type of event and what types of outside organizations are involved.				
Service Animals				
46. Do you have any restrictions on service animals?				
a. If yes, please briefly describe the policy on service animals				

Additional comments/Suggestions:

Terms and Acronyms:

Adaptive aids	Tools or services required for people with disabilities to have access to programs and information: qualified interpreters or other effective methods of making aurally 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. Manual (hand) language with its own syntax and grammar used primarily by people who are deaf.
Auxiliary aids	Same as adaptive aids
Hearing impairment	Partial or total deafness
Disability	A physical or mental impairment that substantially limits one or more of the major life activities.
Learning disabilities	Any form of physical or mental disability that delays development or acquisition of knowledge.
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.
Program	The term "Program" means "program, service, or activity" provided to the public unless otherwise indicated
TDD	A Telecommunication Device for the Deaf allows a person to transmit typed messages over the phone lines to another person with a TDD. Most TDD's include a keyboard for typing messages to send and a display and/or printer to receive messages.
TTY	See TDD. TTY stands for Text Telephone and is a registered trademark for a specific kind of TDD.
Visual disabilities	Loss or partial loss of vision.
Webinar	Web seminar. Live or recorded meeting on the web.

Survey for City of South Gate, CA
Americans with Disabilities Act (ADA)
Program and Facility Users Survey Form

The City is seeking input from agencies, organizations, and individuals with disabilities to help the City enhance accessibility to its facilities, programs, services and events.

The City of South Gate is in the process of preparing their ADA Self Evaluation and Transition Plan which is required by Americans with Disabilities Act (ADA) Title II (28 CFR §35.105(a)). Your input will assist the City in improving its ability to serve the needs of people with disabilities and their families.

Please send completed forms to:

Email: PWengineering@sogate.org

Mail: City of South Gate Public Works
8650 California Avenue
South Gate, CA 90280

For any questions, please call: 323-357-9657

Thank you for your time and consideration.

Date (Optional): _____ Email address (Optional): _____

Address (Optional): _____

Name (Optional): _____ Phone (Optional): _____

Name of Facility or type of Program or Service you are providing input: _____

1. What is your relationship to the City of South Gate?
- | | |
|-------------------------------------|--|
| <input type="checkbox"/> Resident | <input type="checkbox"/> Employee |
| <input type="checkbox"/> Visitor | <input type="checkbox"/> Participant of a Program, Service or Activity |
| <input type="checkbox"/> Contractor | <input type="checkbox"/> Other |

If other, please describe:

2. Check all program, services or activities in which you participate at the facility.
- | | |
|--|---|
| <input type="checkbox"/> Classes | <input type="checkbox"/> Seminars |
| <input type="checkbox"/> Recreation | <input type="checkbox"/> Work (Volunteer) |
| <input type="checkbox"/> Meetings | <input type="checkbox"/> Work (Employee) |
| <input type="checkbox"/> Sporting Events | <input type="checkbox"/> Other |

If other, please describe:

City of South Gate ADA Program Accessibility Questionnaire

3. Do you know who to contact if you need assistance, have a concern or complaint, or need an accommodation to access a facility, program, service or event: Yes No

If yes, who would you contact?

4. Have you ever requested an accommodation for a disability from the City? Yes No

5. If an accommodation was requested, was your request for accommodation made by the City? Yes
 No
 Don't know
 Not Applicable

6. If an accommodation was requested, was your request for accommodation made by the City? Yes
 No
 Don't know
 Not Applicable

If yes, what accommodations were made? If no, were you given a reason why it was not provided? Please describe:

7. Have you requested auxiliary aids, an interpreter or specialized equipment? Yes No

If yes, what accommodations were made? If no, were you given a reason why it was not provided? Please describe:

8. Is information provided regarding accommodations, auxiliary aids (such as assistive listening systems, interpreters, alternate formats, specialized equipment, or assisted services, etc.)? Yes
 No
 Don't know

Please describe:

9. Have you experienced any nonaccessible areas or programs? Yes No

(Examples: no accessible parking spaces, difficulty reaching an accessible entrance, steep ramps, uneven sidewalks, stairs only to the facility, narrow doorways, protruding objects in the hallways, lack of assistive devices, missing or inappropriate signage, lack of interpreters, etc.)

If yes, please describe:

City of South Gate ADA Program Accessibility Questionnaire

10. Are you aware of any areas or elements of the facility that are not accessible to individuals with disabilities? Yes No

If yes, please describe:

11. Are you aware of any programs, services or activities that are not accessible to individuals with disabilities? Yes
 No
 Don't know

If yes, please describe:

12. Have you attended any special events at the City? Yes No

a. If yes, did you encounter and non accessible areas?

Yes
 No
 Don't know
 Not Applicable

If yes, please describe event attended and the non accessible area:

13. Is accessible seating provided for individuals with disabilities at meetings, classes, programs, etc. held at the facility? Yes
 No
 Don't know

If no, please describe:

14. Has the attitude of the staff of the City of South Gate towards you, or someone you know with a disability, been generally helpful, supportive, positive and proactive in solving accessibility issues? Yes
 No
 Don't know

Please describe:

15. What do you feel is the highest priority for accessibility in the City of South Gate?

Appendix G

APPENDIX G

POLICIES AND PROCEDURES

Appendix G-1: Notice under the Americans with Disabilities Act – ADA

Appendix G-2: Grievance Policies and Procedures

Appendix G-3: Sample Grievance Procedure

Appendix G-4: Assistive Listening Systems

Appendix G-5: Employment and ADA

Appendix G-6: Reasonable Accommodation Request Form

Appendix G-7: Public Notice

Appendix G-8: Public Event Policy

Appendix G-9: Public Meetings

G-1: NOTICE UNDER THE AMERICANS WITH DISABILITIES ACT – ADA

NOTICE UNDER THE AMERICANS WITH DISABILITIES ACT - ADA

In accordance with the requirements of Title Two of the Americans with Disabilities Act of 1990 (ADA), The City of South Gate will not discriminate against qualified individuals with disabilities on the basis of disability in its services, programs, or activities.

DISABILITY SERVICES

The City of South Gate will seek to provide, upon request, appropriate aids and services leading to effective communication for qualified persons with disabilities so they can participate equally in the City of South Gate programs, services, and programs. The City of South Gate will make reasonable modifications to policies and programs, to ensure that people with disabilities have equal opportunities to enjoy its services, programs and activities.

Anyone who requires an auxiliary aid or service for effective communication, or a modification of policies or procedures to participate in a program, service, or activity of the City of South Gate, should contact, ADA Coordinator, as soon as possible but no later than 48 hours before the scheduled event.

Anyone who requires a disability related modification or accommodation in order to participate in a City Council or Commission meeting, including auxiliary aids or services, should contact the City Clerk's Office at (323) 563- 9573 as soon as possible but no later than 48 hours before the scheduled meeting.

Complaints that a program, service or activity of the City of South Gate is not accessible to persons with disabilities should be directed to Art Cervantes, ADA Coordinator.

ADA COORDINATOR

The ADA Coordinator is responsible for coordinating the efforts of the City of South Gate to comply with Title Two of the Americans with Disabilities Act (ADA) and investigating any concerns or complaints regarding access to City programs, services, or activities. Art Cervantes, Director of Human Resources has been designated as the ADA Coordinator.

Art Cervantes may be reached at:

8650 California Avenue

South Gate, California 90280

Email: acervantes@sogate.org

Phone: 323-563-9500

ACCESSIBILITY POLICY

The City of South Gate is committed to providing electronic information in a format that is accessible by the largest number of users possible. We do this by attempting to:

- Comply wherever possible with the accessibility standards in Section 508 of the Rehabilitation Act as amended by Congress in 1998.
- Ensure compliance with WCAG 1.0 (Web Content Accessibility Guidelines) and complete enhancements to be WCAG 2.0 compliant in fiscal year 2016-17.
- Use web site design standards that emphasize consistent and easy to understand navigation and presentation information.
- Adhere to HTML standards to ensure compatibility with the widest possible number of web browsing programs and platforms.
- Minimize web page loading time to accommodate slower connections. In some cases, we present information in the form of a Portable Document Format (PDF) files. This is a standard web format which can be read with free software available for most computers.

When presenting information as a PDF file we will attempt to:

- Clearly identify the document as a PDF file and provide a link to the software needed to open the file.
- Create text-based, searchable PDF documents. This is not always possible when presenting graphics or alternate language documents.

Adobe makes accessible information and tools available on their web site that allow conversion or PDF files to HTML or text.

Please contact the City's ADA Coordinator Art Cervantes with any questions or feedback, or call (323) 563-9500

G-2: GRIEVANCE POLICY AND PROCEDURES

ADA GRIEVANCE POLICY:

In meeting the Americans with Disabilities Act (ADA) requirements, the City of South Gate, California has adopted an internal grievance procedure for prompt and equitable resolution of complaints alleging any action prohibited by the U.S. Department of Justice regulations implementing Title Two of the ADA. In compliance with the ADA, the City adheres to the following statement: "that no otherwise qualified disabled individual shall, solely by reason of such a disability, be excluded from the participation in, be denied the benefits of, or subject to discrimination in programs, services or activities" provided or sponsored by the City of South Gate, California.

ADA GRIEVANCE PROCEDURES:

Purpose:

The purpose of these procedures is to provide clear and concise instructions to any aggrieved person or persons who meet the Americans with Disabilities Act recognized definition of disability and believe he or she or they have been discriminated against by the City of South Gate, California or any of its affiliated agencies including the Library, or the Department of Parks and Recreation in the provision of its programs, services or activities.

Grounds:

Any qualified person with a disability or qualified persons with disabilities or his or her or their authorized representatives may file an ADA grievance complaint with the City for any of the following reasons:

- (a) The City is not in compliance with the physical access requirements of the ADA related to its public facilities, and/or public right-of-way;
- (b) The City has denied you or a specific class of qualified persons with disabilities access to participate in any City programs, services or activities on the basis of any ADA recognized disability;
- (c) The City has subjected you as a qualified person with a disability or a specific class of qualified persons with disabilities to discrimination on the basis of any ADA recognized disability; or
- (d) The City has violated the ADA in other matters.

ADA Grievance Complaint Filing Procedure:

- (a) An ADA Grievance Complaint must be filed via mail, personal delivery, facsimile, electronic mail, telephone, or in person with the City's designated ADA Coordinator.

The City of South Gate designated ADA Coordinator is Art Cervantes.

(b) An ADA Grievance Complaint should be submitted as soon as possible but no later than 60 calendar days after the alleged violation.

(c) An ADA Grievance Complaint should be in writing (with exceptions such as photographs)

And provide the following Information:

Complainant:

Name

Mailing Address (if any)

E-Mail Address (if any)

Phone number

Facsimile number (if any)

Complainant's Representative:

Name

Mailing Address

E-Mail Address (if any)

Phone number

Facsimile (if any)

Incident Violation:

Description

Location

Date or dates of occurrence

Time or times of occurrence

Name and contact information of witnesses

Name of City employee involved

ADA Grievance Complaints shall be processed as follows:

- (a) Within 15 calendar days after receipt of the ADA Grievance Complaint by the ADA Coordinator, Complainant(s) will be notified that the ADA grievance Complaint has been received and is being investigated. The ADA Coordinator or his or her designee will then investigate the complaint and meet with the complainant(s) to discuss the complaint and possible solutions.
- (b) The investigation may include interviews with: the Complainant(s); the person(s) if any who allegedly discriminated against the Complainant(s); and any other person the ADA Coordinator or his or her designee believes to have relevant knowledge concerning the subject ADA grievance.
- (c) The ADA Coordinator or his or her designee will prepare a written report (“Complaint Determination”) that will include: the results of the investigation, a determination as to whether any ADA discrimination occurred or ADA access requirements have been violated, and any appropriate remedy which the City will provide. The response will also include an explanation of the City’s position and offer options for substantive resolution of the complaint.
- (d) A copy of the Complaint Determination will be sent to the Complainant(s) within 60 days of receipt of the ADA Grievance Complaint.

Appeal Process:

- (a) If the response by the ADA Coordinator or his or her designee does not satisfactorily resolve the issue, the Complainant and his or her designee may appeal the decision within 15 calendar days after receipt of the City’s response to the City Administrator or his or her designee.
- (b) Within 15 calendar days after the receipt of the appeal, the City Administrator or his or her designee will meet with the complainant to discuss the complaint and possible resolutions. Within 15 calendar days after the meeting, the City Administrator or his or her designee will respond in writing and where appropriate, or in a format accessible to the complainant, with a final resolution to the complaint.

Appeal Process – Option # 2:

If the response of the ADA Coordinator or his or her designee does not satisfactorily resolve the issue, Complainant(s) may appeal the decision within 15 calendar days after receipt of the Complaint Determination to an Administrative Hearing Officer pursuant to the following:

- (a) **Duties of the Administrative Hearing Officer:** The Administrative Hearing Officer (“Hearing Officer”) shall conduct all Administrative Appeal Hearings of any timely filed appeal from a Complaint Determination pursuant to the procedures set forth in this resolution. The Hearing Officer shall review all evidence, documents, and written testimony and hear all oral testimony submitted by the parties and render all decisions and findings in writing to the appellant with a duplicate copy to the ADA Coordinator. The Hearing Officer may decide to uphold the Complaint Determination or rescind the Complaint Determination in part or in its entirety.

(b) Limitations of Authority of Administrative Hearing Officer: The Hearing Officer's authority to hear and consider appeals shall be limited to passing on only those appeals pertaining to matters within his or her subject matter jurisdiction. The Hearing Officer shall consider at the hearing on the appeal only those matters which are specifically raised by the appellant in his or her appeal and which are relevant to the hearing. The Hearing Officer shall not have the authority to waive any requirements of the Municipal Code and /or any applicable statutes, rules, codes or regulations, except as otherwise provided in this resolution.

(c) Obtaining an Administrative Hearing Officer:

- (1) Within five (5) business days after it has been determined that a timely and complete appeal of a Complaint Determination has been filed, the ADA Coordinator or his or her designee shall provide written notice by first class mail or facsimile to the person requesting a Hearing Officer.
- (2) As soon as practicable, the Complaint will provide to the ADA Coordinator and the person or entity who filed the appeal, a notice listing three randomly selected names of Hearing Officers who are practicing and retired attorneys and judges who have agreed to join a panel from which Hearing Officers are selected by the Los Angeles County Bar Association.
- (3) Each party shall have the opportunity to reject one of the three proposed Hearing Officers provided by the Los Angeles County Bar Association. In the event that two out of the three listed Hearing Officers are rejected by the parties to the hearing by the deadline stated in this notice, the remaining Hearing Officer shall become the selected Hearing Officer for purposes of presiding over that particular hearing. In the event that only one or none of the three listed Hearing Officers are rejected by the parties to the hearing by the deadline stated in the notice, the first Hearing Officer on the top of the list who has not been rejected shall become the selected hearing Officer for purposes of presiding over that particular hearing.

(d) Scheduling the Administrative Appeal Hearing: Once the Hearing Officer is selected, the ADA Coordinator or his or her designee shall contact the Hearing Officer to schedule a date, time and location for the Administrative Appeal Hearing. The Administrative Appeal Hearing shall be scheduled as soon as practicable but allowing sufficient time for providing a notice of the hearing.

(e) Preparation and form of Notice of Administrative Appeal Hearing: Once the date, time and location for the Administrative Appeal Hearing is determined, The ADA Coordinator or his or her designee shall prepare a notice of Administrative Appeal Hearing ("Hearing Notice") which shall be the same or substantially similar as follows:

"You are hereby notified that a hearing will be held before the Administrative Hearing Officer at _____ on the ____ day of _____, _____, at the hour of _____ to hear your appeal of the Complaint Determination. You may be present at the hearing. You may be, but not need be, represented by an attorney. You may present any relevant evidence at the hearing and you will be given a full opportunity to cross-examine all witnesses testifying against you."

- (f) Time for and method of service of Notice of Administrative Appeal Hearing:** The ADA Coordinator or his or her designee shall provide the appellant a copy of the Hearing Notice by either delivering it personally to the appellant, or delivering it by certified mail, postage prepaid, return receipt requested, and addressed to the appellant at the address shown on the appeal.
- (g) Proof of service of Notice of Administrative Hearing:** Proof of service of the Hearing Notice shall be certified at the time of service by written declaration under penalty of perjury executed by the persons effecting service, declaring the date and manner in which service was made. The declaration shall be affixed to a copy of the Hearing Notice and retained by the citing officer or his or her designee.
- (h) Report and Recommendation:** The ADA Coordinator shall prepare an administrative hearing packet for the Hearing Officer to review prior to the hearing. The packet shall include a copy of the Complaint Determination, a staff report, and any evidence of the violation(s).
- (i) Admissibility of evidence at Administrative Appeal Hearing:** At the Administrative Appeal Hearing, the Hearing Officer shall review all evidence, documents, and written testimony and hear all oral testimony offered either in support of the Complaint Determination, provided such evidence and testimony is relevant to the issues of the hearing. The Hearing Officer has the authority to determine the relevance of any evidence to the issues of the hearing. The Hearing Officer also has the authority to exclude unduly repetitious and cumulative evidence, regardless of its relevancy.
- (j) Rights of parties at Administrative Appeal Hearing:** Each party appearing at the hearing shall have the following rights: (a) to call and examine witnesses; (b) to introduce documentary and physical evidence; (c) to cross examine opposing witnesses; (d) to impeach any witness regardless of which party first called the witness to testify; (e) to rebut evidence; and (f) to be represented by anyone who is lawfully permitted to do so.
- (k) Failure to attend an Administrative Appeal Hearing:** If the appellant or his or her representative fails to participate in the scheduled Administrative Appeal Hearing, the hearing will proceed without appellant and he or she will be deemed to have waived his or her rights at the Appeal Hearing.
- (l) Hearing Officers Determination on Appeal:** Following the appeal of a Complaint Determination, the Hearing Officer may decide to uphold the Complaint Determination, overturn some or all of the findings of the ADA Coordinator and/or rescind the Complaint Determination in part or its entirety.
- (m) Duty to prepare and serve Notice of Decision:** The Hearing Officer shall prepare and serve a written Notice of Decision upon the appellant and the ADA Coordinator following the Administrative Appeal Hearing. The decision of the Hearing Officer shall be final, except as otherwise provided by the resolution.
- (n) Time in which to serve Notice of Decision:** The Hearing Officer shall serve the written Notice of Decision to the appellant within twenty (20) calendar days from the date the hearing is deemed closed. The Hearing Officer shall also provide or cause to be provided a copy of the Notice of Decision to the ADA Coordinator.

(p) Form of Notice of Decision: The Notice of Decision shall state whether the Complaint Determination has been either upheld, in full or in part, or rescinded in full or in part. In addition, the Notice of Decision shall contain a brief summary of the evidence considered, findings of fact, a determination of the issues presented, the effective date of the decision, and an alternative Complaint Determination, if applicable, which specifically describe the actions which shall be required to be taken and completed within a specified time period and by a specified deadline.

(q) Service of Notice of Decision: The Hearing Officer shall ascertain that a copy of the Notice of Decision be provided to the appellant either by delivering it personally, or by delivering it via certified mail, postage prepaid, return receipt requested, and addressed to the appellant at the address shown on the appeal. A copy of the Notice of Decision shall also be provided to the ADA Coordinator.

(r) Effective date of Notice of Decision: The effective date of the Hearing Officer's Notice of Decision shall be stated therein or, if none provided, the actual date of the Notice of Decision.

ALTERNATIVE FORMATS:

In lieu of any written document or in addition to any written document referenced herein above, any qualified person with a disability or qualified persons with disabilities may, upon request, submit or receive any such document(s) in alternative format to reasonably accommodate his or her or their ADA recognized disability without a surcharge being imposed by the City for such reasonable accommodations.

EXAMPLES OF ALTERNATIVE FORMATS:

- Audio tape or other recordings
- Large print notice
- Braille notice
- Use of a **qualified sign language interpreter** at meetings
- Communication using a word processing format on a computer
- HTML format on an accessible website

RECORDS RETENTION:

All ADA written Grievance Complaints, Complaint Determinations, Written Appeals and Notices of Decisions, shall be retained by the City's ADA Coordinator for at least three years.

G-3: SAMPLE GRIEVANCE PROCEDURE

SECTION SUMMARY

The following sample ADA Grievance Procedure has been developed in part from material prepared by the U.S. Department of Health and Human Services, Office of Civil Rights, and Regional Technical Assistance staff. It is intended as a guide only, to be tailored by the City of South Gate to suit their own circumstances and in consideration of any applicable state or local laws.

The City of South Gate, California has adopted an internal grievance procedure for prompt and equitable resolution of complaints alleging any act ion prohibited by the U.S. Department of Justice regulations implementing Title Two of the Americans with Disabilities Act (ADA). Title Two states, in part, that “no otherwise qualified disabled individual shall, solely by reason of such disability, be excluded from the participation in, be denied the benefits of, or be subject to discrimination” in programs or activities sponsored by the City.

Complaints should be addressed to: **(Art Cervantes, 8650 California Avenue, South Gate, California 90280, acervantes@sogate.org, 323-563-9500)** who has been designated to coordinate ADA compliance efforts for the City.

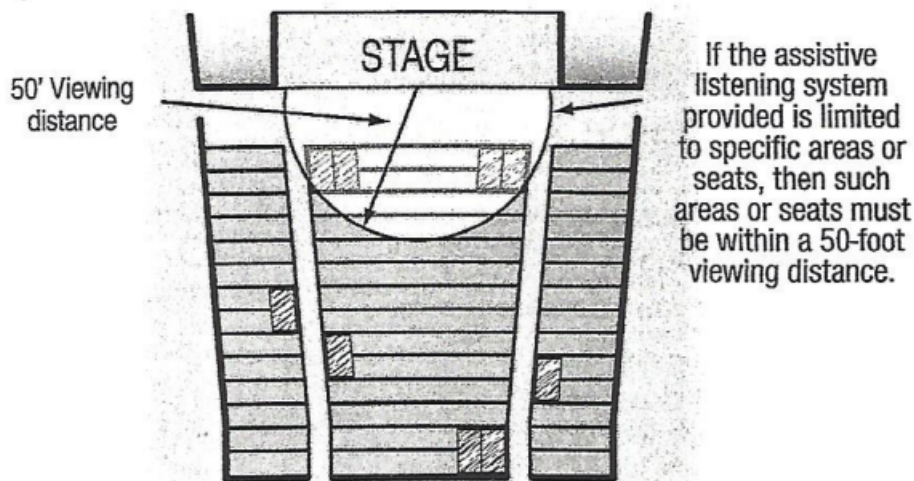
1. Complaints shall be filed in writing or verbally, and contain the name and address of the individual filing it, along with a description of the alleged violations of the ADA regulations.
2. Complaints shall be filed in writing or verbally, and contain the name and address of the individual filing it, along with a description of the alleged violations of the ADA regulations.
3. Complaints shall be filed in writing or verbally, and contain the name and address of the Individual filing it, along with a description of the alleged violations of the ADA regulations.
4. A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued by (Name of City Official) and a copy forwarded to the complainant no later than (number of days) after its filing.
5. A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued by (Name of City Official) and a copy forwarded to the complainant no later than (number of days) after its filing.

G-4: ASSISTIVE LISTENING SYSTEMS

KEY CONCEPTS

- An assistive listening system must be provided in assembly areas, including conference and meeting rooms.
- Each assembly area required to provide assistive listening systems must provide signs informing patrons of the availability of the assistive listening system.
- The minimum number of receivers to be provided must be equal to 4% of the total of seats, but in no case less than 2.
- 25% minimum of receivers provided, by no fewer than 2, must be hearing-aid compatible.
- If the assistive listening system provided is limited to specific areas or seats, then such areas or seats must be within a 50-foot viewing distance of the stage or playing area and must have a complete view of the stage or playing area,
- Permanently installed assistive listening systems are required in areas if they accommodate at least 50 persons or if they have audio-amplification systems and they have fixed seating.
- If portable assistive listening systems are used for conference or meeting rooms, the system may serve more than one room.
- An adequate number of electrical outlets or other supplementary wiring necessary to support a portable assistive listening system must be provided.

NUMBER AND LOCATION OF ASSISTIVE LISTENING SYSTEMS



- Min. number of receivers: 4% of the total number of seats, but in no case less than 2
- Hearing-aid compatible receivers: 25% min. but no fewer than 2

G-5: EMPLOYMENT AND ADA

AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE / EMPLOYMENT POLICY

The City of South Gate is committed to adhering to Title 1 of the Americans with Disabilities Act and does not discriminate against qualified individuals with a disability in regard to job application procedures, the hiring or discharge of employees, employee compensation, advancement, job training, job assignment, and other terms, conditions, and privileges of employment. The City is committed to accommodating persons with disabilities to the maximum extent possible and offers a "reasonable accommodation" policy and procedure to meet that commitment.

Further, it is the obligation of the City and its employees to consider people with disabilities as individuals and to avoid prejudging them on the basis of appearance, preconceived judgements, or medical history.

Disability is defined by the ADA as an individual with:

- (A) A physical or mental impairment that substantially limits one or more major life activities of such an individual;
- (B) Has a record (or past history) of such an impairment; or
- (C) As being regarded as having such an impairment.

Reasonable accommodation:

The City encourages applications from qualified individuals with disabilities as defined by the Americans with Disabilities Act. Individuals who will require a reasonable accommodation as part of the testing or selection process must indicate their request as part of the application process. Applicants with a disability that affect sensory, manual, or speaking skills may be provided with a test that is in a format that does not require the use of the impaired skill. Persons requesting a reasonable accommodation will be required to provide documentation of such a need.

OVERVIEW AND ADA LEGAL REQUIREMENTS

Section Summary

As of January 26, 1992 Title One of the Americans with Disabilities Act (ADA) prohibits all private and public entities from discriminating in their employment practices against qualified individuals with disabilities. Title One of the ADA is enforced by the Equal Employment Opportunity Commission (EEOC) and applies to all employers with 15 or more employees. In addition, as a means of coordinating overlapping Federal Requirements, State and Local Government employers regardless of size are also covered by the employment nondiscrimination requirements of Title Two of the ADA which is enforced by the U.S. Department of Justice.

Furthermore, Section 504 of the Rehabilitation Act of 1973 prohibits discrimination in employment practices within programs and activities that receive Federal financial assistance. Thus, State and Local government agencies regardless if they receive Federal financial assistance, must ensure that their employment policies and practices do not discriminate on the basis of disability in every aspect of employment.

In general, the heart of the ADA prohibition of employment discrimination is the reasonable accommodation requirement as a means of providing an equal opportunity for individuals with disabilities in all aspects of employment, including the following:

- Hiring and termination
- Discipline
- Demotion
- Promotion
- Compensation and fringe benefits
- Job assignment
- Performance management
- The handling of leave requests
- Job training and
- Other terms, conditions and privileges of employment

REASONABLE ACCOMMODATION POLICY AND PRACTICES

Summary

Many individuals with disabilities are qualified to perform the essential functions of jobs without the need for any accommodation. However, if an individual with a disability who is otherwise qualified cannot perform one or more essential job functions because of his or her disability, the employer, in assessing whether the person is qualified to do the job, must consider whether there are modifications or adjustments that would enable the person to perform these functions. Such modifications or adjustments are called “**reasonable accommodations**”.

Reasonable accommodation is a key nondiscrimination requirement under the ADA. An employer must first consider the reasonable accommodation requirement in determining whether an individual with a disability is **qualified** and when making many other employment decisions regarding individuals with disabilities. Reasonable accommodations are provided for **qualified** applicants and employees with disabilities so they can apply for jobs and perform the essential functions of those jobs on the same basis as anyone else. That is the promise of the ADA – to provide a “level playing field” for individuals with disabilities so they may have a fair and equal opportunity for employment.

Employers are **not** required however, to provide accommodations that would cause an undue hardship for their business or to give applicants or workers with disabilities an extra advantage that other workers do not receive. The ADA simply states that an employer cannot deny an employment opportunity to a qualified applicant or employee because of the need to provide a reasonable accommodation.

Reasonable Accommodation Defined:

A reasonable accommodation is a modification or adjustment to a job, the work environment, or the way things are usually done that enables a qualified individual with a disability to enjoy an equal employment opportunity. An equal employment opportunity means an opportunity to attain the same level of performance or equal benefits and privileges of employment as are available to similarly situated employees who are not disabled. **The ADA requires reasonable accommodations in the following three aspects of employment:**

- **To ensure an equal opportunity in the application process;**
- **To enable a qualified individual with a disability the opportunity to perform the essential functions of a job; and**
- **To enable an employee with a disability an opportunity to enjoy equal benefits and privileges of employment.**

REASONABLE ACCOMMODATION POLICY AND PRACTICES (continued):

Examples of Reasonable Accommodations:

There are many types of reasonable accommodations available which are to be determined on an individual case by case basis between the employer and the disabled applicant or employee. However, a reasonable accommodation always must take into consideration two unique factors: The specific abilities and functional limitations of a particular applicant or employee with a disability and, the specific functional requirements of a particular job.

When considering an accommodation, the focus shall be on the abilities and limitations of the individual, not on the name of a disability or a particular physical or mental condition. Examples may include:

- Making facilities readily accessible to and usable by an individual with a disability;
- Restructuring a job by reallocating marginal job functions;
- Altering when or how an essential job function is performed;
- Part time or modified work schedules;
- Obtaining or modifying equipment or devices;
- Modifying examinations, training materials or policies;
- Providing qualified readers or interpreters;
- Reassignment to a vacant position;
- Permitting use of accrued paid leave or unpaid leave for necessary treatment;
- Providing reserved parking for an employee with a mobility impairment; and/or
- Allowing an employee to provide equipment or devices that an employer is not required to provide.

NOTE:

It is the responsibility of the applicant or employee with a disability to inform the employer that an accommodation is needed to participate in the application process or to perform the essential functions of the job. If the need for an accommodation is not obvious due to a hidden (non-observable) disability, the employer may request professional documentation of the individual's functional limitations to support the request.

APPLICATION PROCESS FOR A REASONABLE ACCOMMODATION

Summary

The following is a recommended Application Process for requesting a reasonable accommodation by an applicant or employee with a disability. It is the responsibility of the disabled applicant or employee to initiate this process with the Human Resources Department of the City.

General Process:

A **manager** generally will not ask whether applicants or employees need to be accommodated, unless a disability is so obvious that it would be reasonable to assume an individual would require an accommodation to perform the essential functions of the job. Then the manager may ask what, if any accommodation is needed, but not delve further.

The reasonable accommodation process is overseen by the Human Resources Department. Reasonable accommodations are then identified through a dialogue between City officials and the individual requesting the accommodation. They will have the opportunity to discuss various accommodation possibilities and alternatives regarding the feasibility and effectiveness of accommodation options. Decisions to grant or deny accommodation requests will then be made by the Human Resources Department, which will notify the applicant or employee in a timely manner. If a request is denied, the Human Resources Department may discuss other possible alternatives with the applicant or employee regarding the accommodation request.

Further, an applicant with a known disability requesting an accommodation in the examination or interview process shall complete and file a **Reasonable Accommodation Request Form** provided by the City Human Resources Department. This shall be done well in advance prior to an exam or interview (72 hours minimum) to allow sufficient time for staff to make any necessary arrangements. The Director of Human Resources may request the assistance of a Department Head, Supervisor, Manager and / or the ADA Coordinator in making arrangements for the requested accommodation.

Also, a request for a reasonable accommodation for pre-employment testing and /or an interview is not automatic. Case by case decisions are made based on the nature of the request, the individual's disability and available resources.

Confidentiality:

The Human Resources Department may ask for medical documentation of a hidden disability and limitations that the disability imposes on the employee's ability to perform the essential functions of the job. **Managers shall not seek to obtain medical information** from applicants or employees.

All medical information will be kept confidential by the Human Resources Department, and disclosed to managers only on a need to know basis. When a manager is privy to medical information about an employee, the manager shall also keep the information confidential.

G-6: REASONABLE ACCOMMODATION REQUEST FORM

Applicant or Employee Name: _____

Address: _____

Phone Number: _____

Social Security Number: _____

Job Title: _____

I am an applicant or employee for the position named above and would like to request a "Reasonable Accommodation" either in the job testing process or to assist me in performing the essential functions of my current position with the City of South Gate. I would like to discuss this request with a Human Resources Representative at the earliest convenience.

Applicant and /or Employee signature

Date

Please describe your accommodation request:

DISABILITY VERIFICATION CONTACT:

Please provide the name of your doctor, agency, licensed or medical professional who may be contacted for additional information to verify your disability in the event it is non-observable.

Contact Name: _____

Title: _____

Agency or Practice Name: _____

Address: _____

Phone Number: _____

G-7: PUBLIC NOTICE

NOTICE OF ADA COMPLIANCE PREPARED BY PHIL KAPLAN

Notice to the Public:

A public entity must provide information regarding the ADA and indicate compliance with the ADA provisions against discrimination towards individuals with disabilities. It shall address Title One (Employment) and Title Two requirements pertaining to applicants, participants, and beneficiaries and shall explain the applicability to the public entity's services, programs and activities.

There are various methods of providing public notice of ADA compliance. These methods may include the publication of information on the City's web site, in the Agenda's for Public meetings, as well as in handbooks, manuals, and pamphlets that are distributed to the public which describe the public entity's programs, activities and services. Or, they may include the display of information posters in service centers, lobbies, and other public places; or, the broadcast of information by television or radio. In addition, notice to the public may be published in local newspapers, or announced at public meetings. In providing the Notice, the public entity must comply with the ADA Title Two requirements for effective communication, including the provision of alternate formats, as appropriate to meet the individual's disability needs. A sample Notice form could be worded as follows:

SAMPLE

Policy of Nondiscrimination on the basis of Disability

In accordance with Title Two of the Americans with Disabilities Act of 1990 ("ADA"), the City does not discriminate on the basis of disability in its services, programs or activities. The City also adheres to the ADA requirements pertaining to the provision of Effective Communication and Modifications to Policies and Procedures to ensure that qualified individuals with disabilities have an equal opportunity with City related matters. Anyone who requires an auxiliary aid for effective communication, or a modification of policies or procedures to participate in a program, service or activity should contact the City's ADA Coordinator.

(name, office address, phone number, and e-mail address of employee) has been designated as the City's ADA Coordinator to coordinate compliance with the non-discrimination requirements contained in the Department of Justice regulations implementing Title Two of the ADA.

Notice pertaining to non-discrimination in employment: Recruitment materials or publications published by public entities must contain a statement that the public entity does not discriminate against persons with disabilities in employment or the provision of services.

Equal Employment Opportunity Statement:

The City does not discriminate on the basis of disability in its hiring or employment practices or the provision of services and complies with all regulations promulgated by the U.S. Equal Employment Opportunity Commission under Title One of the Americans with Disabilities Act.

ADA NOTICE – PUBLIC & SPECIAL EVENTS:

It is the policy of the City of South Gate to comply with the Americans with Disabilities Act (ADA) in all respects. For all meetings and events at City owned or managed properties, every effort will be made to be architecturally and programmatically accessible to persons with disabilities. For example, when City sponsored special events or classes are scheduled, they are required to be located in the most integrated setting appropriate to the needs of individuals with disabilities (28 C.F.R. 35.130 d). Accessible site selection for special events or classes shall take into consideration the needs of persons with mobility, hearing, speech, and vision impairments in an effort to provide an equal opportunity for full participation. The attached Checklist is designed to assure these accommodations are provided.

ACCOMMODATION REQUESTS:

In its effort to ensure that communications with participants and members of the public with disabilities are as effective as communications with others, the City of South Gate will provide appropriate auxiliary aids and services whenever necessary for those individuals who have hearing, sight, or speech impairments, unless to do so would result in a fundamental alteration of its programs or an undue administrative or financial burden. The City will not place a surcharge on an individual with a disability or any group of individuals with disabilities to cover the cost of providing these auxiliary aids, services or reasonable accommodations.

ADA COORDINATOR:

The ADA Coordinator for the City of South Gate is who responsible for ensuring that the attached form is completed and that accessibility is verified at least 72 hours prior to any meeting or event. Upon filling out or reviewing this form, it is determined that additional information is required, or it appears that the meeting or event cannot be made physically or programmatically accessible, please contact the City's ADA Coordinator to discuss possible alternative solutions or locations.

THE CHECKLIST:

The attached Checklist has been developed to assist City departments and / or event vendors in assessing potential sites and to ensure that all meetings and events at City owned or managed properties comply with the Americans with Disabilities Act "programmatic and architectural" accessibility requirements. The purpose is to ensure that events will be accessible not only to persons with physical disabilities, but to people with sensory and cognitive disabilities as well. This Checklist is designed to assist you, the organizer, in ensuring that your meeting and / or event is accessible and in compliance with the ADA.

G-8: PUBLIC EVENT POLICY

ACCESSIBLE PUBLIC EVENT – CONTACT INFORMATION FORM

EVENT NAME / DESCRIPTION: _____

EVENT LOCATION / ADDRESS: _____

EVENT ON SITE CONTACT PERSON: _____

PHONE NUMBER: _____ EMAIL ADDRESS: _____

DATE & TIME OF THE EVENT: _____ / _____

DEPARTMENT CONTACT: _____

PHONE NUMBER: _____ EMAIL ADDRESS: _____

ACCESSIBLE PUBLIC EVENT – CHECKLIST QUESTIONS

NOTE:

Please discuss the results of the following questions with the City’s ADA Coordinator to assure that the meeting or event will be in compliance with ADA requirements.

ARCHITECTURAL ACCESSIBILITY

1. Is the meeting, event site, or facility accessible to wheelchair users or those with mobility impairments?

YES NO

2. If the meeting, event site, or facility is not accessible to wheelchair users, is there an accessible alternate site or facility that is accessible?

YES NO

3. Does the meeting, event site, or facility provide sufficient disabled parking spaces?

YES NO

4. Does the meeting, event site, or facility provide ADA accessible public restrooms?

YES NO

5. Does the meeting, event site, or facility provide ADA accessible public water fountains?

YES NO

6. If the meeting is held in a classroom or conference room setting, are there a sufficient number of wheelchair accessible desks or tables?

YES NO

ACCESSIBLE PUBLIC EVENT – CHECKLIST QUESTIONS

NOTE:

Please discuss the results of the following questions with the City's ADA Coordinator to assure that the meeting or event will be in compliance with ADA requirements.

ARCHITECTURAL ACCESSIBILITY – AMENITIES

1. If a public event has art displays, and /or food or beverages as part of the event, are they located on an accessible route?

YES

NO

2. If a public event has art displays, and /or food or beverages as part of the event, are they located so that a wheelchair user or person of short stature can reach the area of transaction 48 inches maximum above the floor or ground?

YES

NO

3. **Seating** – If the meeting, event site, or facility provides seating, are provisions made for wheelchair users and companion seating? If yes, does it meet the ADA requirement for location and minimum ratio compared to the total seating allocation?

YES

NO

EVENT SET -UP

1. If a stage, raised platform, or dais is provided, is it accessible to a wheelchair user by means of a ramp, wheelchair lift, or portable wheelchair lift?

YES

NO

2. If a stage, raised platform, or dais is provided, and it would be very difficult to make provisions for wheelchair access, describe alternative options for accessibility.

ACCESSIBLE PUBLIC EVENT – CHECKLIST QUESTIONS

NOTE:

Please discuss the results of the following questions with the City’s ADA Coordinator to assure that the meeting or event will be in compliance with ADA requirements.

PROGRAMMATIC ACCESSIBILITY

1. Do all Notices and / or announcements for the meeting or event include ADA accessibility compliance information? This includes agendas, brochures, pamphlets, and web site notifications.

YES NO

2. Do all Notices and / or announcements for the meeting or event include information on whom to contact to request ADA accommodations? Example, the City’s ADA Coordinator, the City’s Department staff member, or event planner (name & Phone).

YES NO

COMMUNICATION ACCESSIBILITY

1. If a sound system is provided, are provisions made for people with hearing impairments who need sound amplification devices as an auxiliary aid?

YES NO

2. If film or video materials are produced by the City, are they closed captioned for the deaf and hearing impaired?

YES NO

3. If printed materials are provided, are they available in alternative formats? For example, large print copies (18 point font) recommended or electronically.

YES NO

G-9: PUBLIC MEETINGS

Title Two of the ADA requires each service, program or activity conducted by a public entity when viewed in its entirety to be readily accessible to and usable by individuals with disabilities (28 C.F.R. 35.151 a). This applies to all public meetings and includes providing proper notification that the City complies with the ADA in terms of accommodating individuals with disabilities upon request.

Notification of ADA compliance shall be included on all City public meeting notices. A sample notification statement is provided below. Further, all public meetings shall be held in locations that fully comply with ADA requirements in terms of being architecturally accessible to individuals with disabilities.

The following is a sample ADA notification statement that can be used by the City on all public meeting Notices and Agenda's:

ADA NOTICE – PUBLIC MEETINGS:

It is the intention of the City of Commerce to comply with the Americans with Disabilities Act (ADA) in all respects. If as an attendee or participant at this meeting you will need an auxiliary aid or service for effective communication, or a modification to policies or procedures, the City will attempt to accommodate you in every reasonable manner. Please contact the City Clerk at **(323) 722 - 4805 or the City ADA Coordinator at (323) 722- 4805 - Ext. 2227** at least 48 hours prior to the meeting to inform us of your particular needs so that the most appropriate accommodation can be arranged for.

Equally effective communication requirement (28 C.F.R. 35.160-35.164):

A public entity must ensure that its communications with individuals with disabilities are as effective as communications with others. This obligation, however, does not require a public entity to take any action that it can demonstrate would result in a fundamental alteration in the nature of its services, programs or activities, or would create an undue financial or administrative burden.

In order to provide equal access in public meetings to promote effective communication, a public entity may be required to provide auxiliary aids and services. Examples of auxiliary aids or services for individuals who are deaf or hearing impaired include qualified sign language interpreters, note takers, computer aided transcription services, written materials, sound amplification assistive listening systems, video text displays, and exchange of written notes.

Examples for individuals who are blind or vision impaired include providing qualified readers, taped texts, audio recordings, Braille materials, and large print materials.

Examples for individuals with speech impairments may include the provision of computer terminals, communication boards, video text displays, and exchange of written notes.

Appendix H



***United Spinal
Association***



DISABILITY ETIQUETTE

Tips On Interacting With People With Disabilities

United Spinal Association

Mission Statement

United Spinal Association's mission is to improve the quality of life of all people living with spinal cord injuries and disorders (SCI/D).

Who We Are

United Spinal Association is the largest non-profit in the United States dedicated to helping people living with SCI/D. We are a 501(c)(3) national disability rights and veterans service organization founded in 1946. United Spinal Association provides active-lifestyle information, peer support and advocacy that empowers people with SCI/D to achieve their highest potential in all facets of life. United Spinal played a significant role in writing the Americans with Disabilities Act, the landmark civil rights law of 1990 that protects people with disabilities from discrimination. It has also made important contributions to the Fair Housing Amendments Act and the Air Carrier Access Act, and was instrumental in getting New York City to create sidewalk curb ramps and accessible public transportation that is currently used as a model for many cities nationwide.

Who We Serve

United Spinal Association's diverse membership includes wheelchair-users, veterans with disabilities and people living with multiple sclerosis, amyotrophic lateral sclerosis (ALS), post-polio, spina bifida and other spinal cord disorders. Each year, United Spinal Association helps thousands of people of all ages overcome the daily challenges of living life with a disability. And we extend our unending support to those most important in their lives— their family members and caregivers.

Publications

To download any of United Spinal Association's informative publications free of charge, visit www.unitedspinal.org/publications or call 1-800-444-0120 to order printed copies.

Donations

United Spinal Association receives very little government funding. Its programs and services depend on individuals like you and your tax-deductable gifts. In fact, without your generous support, the organization could not exist. If you would like to make a donation to support United Spinal's mission, please visit www.unitedspinal.org/giving or call 1-800-404-2899.

Membership

National Spinal Cord Injury Association is the membership program of United Spinal Association, and welcomes all individuals with a strong interest in our community. Individual membership is free. Visit www.spinalcord.org or call 800-962-9629.

Training

United Spinal Association can customize a "Disability Etiquette" training session at a reasonable cost for your company, organization, or institution. Its experienced staff can plan a program based on your needs. For more information, please contact info@unitedspinal.org.

United Spinal Association

75-20 Astoria Boulevard, Jackson Heights, NY, 11370-1177
718•803•3782 • www.unitedspinal.org

Copyright © 2011 United Spinal Association. All Rights Reserved.

Contents

Mission Statement	2
About Us	2
Publications	2
Donations	2
Training	2
Introduction	4
The Basics	4
Ask Before You Help	4
Be Sensitive About Physical Contact	4
Think Before You Speak	6
Don't Make Assumptions	6
Respond Graciously to Requests	6
Terminology Tips	6
People Who Use Wheelchairs or Other Mobility Devices.....	7
People Who Are Blind	11
People With Low Vision.....	15
People Who Are Deaf or Have a Hearing Loss	15
People With Speech Disabilities	19
Persons of Short Stature	21
People With Cerebral palsy.....	21
People With Tourette Syndrome.....	22
People Who Look Different.....	22
People With Hidden Disabilities	23
People With Epilepsy or Seizure Disorders	23
People With Multiple Chemical Sensitivity (MCS) and Respiratory Disabilities	25
People With HIV & AIDS.....	26
People With Psychiatric Disabilities or Mental Illness	27
People With Developmental Disabilities	29
People with Learning Disabilities	30
People with Traumatic (or Acquired) Brain Injury.....	30
People Who Use Service Animals	31
Emergency Evacuation Procedures for People With Disabilities	33
Conflict Management	34
A Final Word	34
Signage	35

Introduction

The National Organization on Disability (NOD) reports that more than 54 million Americans have a disability. This booklet is for anyone—with or without a disability—who wants to interact more effectively with people with disabilities. The Americans with Disabilities Act (ADA) of 1990 was conceived with the goal of integrating people with disabilities into all aspects of life, particularly the workplace and the marketplace. Sensitivity toward people with disabilities is not only in the spirit of the ADA, it makes good business sense. It can help you expand your practice, better serve your customers or develop your audience. When supervisors and co-workers use disability etiquette, employees with disabilities feel more comfortable and work more productively. Practicing disability etiquette is an easy way to make people with disabilities feel welcome.

You don't have to feel awkward when dealing with a person who has a disability. This booklet provides some basic tips for you to follow. And if you are ever unsure how to interact with a person who has a disability, just ask!

The Basics

ASK BEFORE YOU HELP

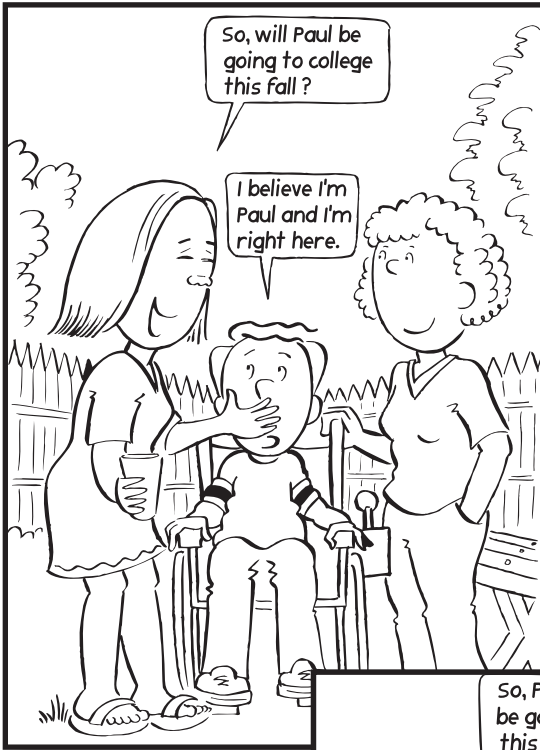
Just because someone has a disability, don't assume she needs help.* If the setting is accessible, people with disabilities can usually get around fine. Adults with disabilities want to be treated as independent people. Offer assistance only if the person appears to need it. A person with a disability will oftentimes communicate when she needs help. And if she does want help, ask how before you act.

BE SENSITIVE ABOUT PHYSICAL CONTACT

Some people with disabilities depend on their arms for balance. Grabbing them, even if your intention is to assist, could knock them off balance.

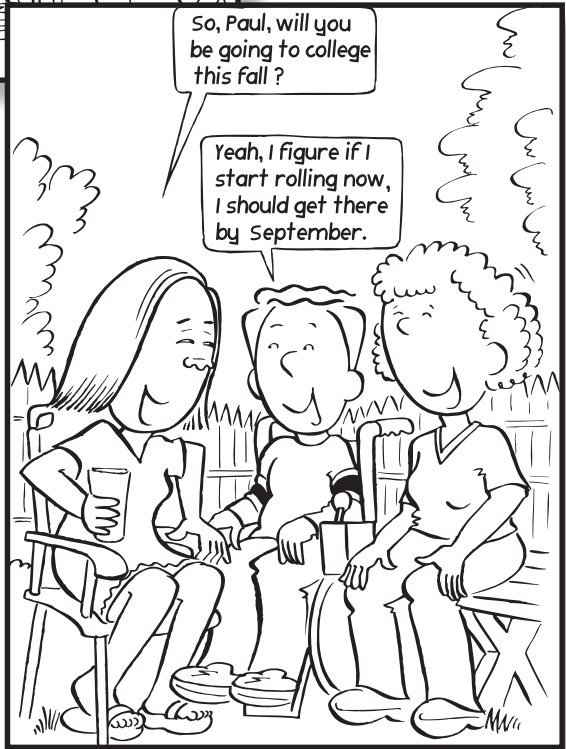
Avoid patting a person on the head or touching his wheelchair, scooter or cane. People with disabilities consider their equipment part of their personal space.

* Note: We want you to think of people who have disabilities as individuals—your friends, your co-workers, your neighbors—so rather than use the amorphous group term “they” for people with disabilities, we use the pronouns “he” or “she” throughout this booklet.



Speak directly to a person with a disability....

....not to his companion or sign language Interpreter.



THINK BEFORE YOU SPEAK

Always speak directly to the person with a disability, not to his companion, aide or sign language interpreter. Making small talk with a person who has a disability is great; just talk to him as you would with anyone else. Respect his privacy. If you ask about his disability, he may feel like you are treating him as a disability, not as a human being. However, many people with disabilities are comfortable with questions about their disability after getting to know someone. A simple “I don’t feel comfortable sharing that” by the person with a disability can set the tone if it is not something that he/she is willing to share.

DON’T MAKE ASSUMPTIONS

People with disabilities are the best judge of what they can or cannot do.

Don’t make decisions for them about participating in any activity. Depending on the situation, it could be a violation of the ADA to exclude people because of a presumption about their limitations.

RESPOND GRACIOUSLY TO REQUESTS

When people who have disabilities ask for an accommodation at your business, it is not a complaint. It shows they feel comfortable enough in your establishment to ask for what they need. And if they get a positive response, they will probably come back again and tell their friends about the good service they received.

Terminology Tips

PUT THE PERSON FIRST. Say “person with a disability” rather than “disabled person.” Say “people with disabilities” rather than “the disabled.” For specific disabilities, saying “person with Tourette syndrome” or “person who has cerebral palsy” is usually a safe bet. Still, individuals do have their own preferences. If you are not sure what words to use, ask.

Avoid outdated terms like “handicapped”, “crippled”, or “retarded.” Be aware that many people with disabilities dislike jargony, euphemistic terms like “physically challenged” and “differently abled.” Say “person who uses a wheelchair” rather than “confined to a wheelchair” or “wheelchair bound.” The wheelchair is what enables the person to get around and participate in society; it’s liberating, not confining.

With any disability, avoid negative, disempowering words, like “victim” or “sufferer.” Say “person with AIDS” instead of “AIDS victim” or “person who suffers from AIDS.”

It’s okay to use idiomatic expressions when talking to people with disabilities. For example, saying, “It was good to see you,” and “See you later,” to a person who is blind is completely acceptable; they use these expressions themselves all the time.

Many people who are Deaf communicate with sign language and consider themselves to be members of a cultural and linguistic minority group. They refer to themselves as Deaf with a capital “D,” and may be offended by the term “hearing impaired.” Others may not object to the term, but in general it is safest to refer to people who have hearing loss but who communicate in spoken language as “hard of hearing” and to people with profound hearing losses as Deaf or deaf.

People Who Use Wheelchairs or Other Mobility Devices

PEOPLE WHO USE WHEELCHAIRS have different disabilities and varying abilities. Some can use their arms and hands. Some can get out of their wheelchairs and even walk for short distances.

People who use wheelchairs are individuals, not equipment. Don’t lean over someone who uses a wheelchair to shake another person’s hand or ask a wheelchair user to hold coats. Setting your drink on the desktop attached to someone’s wheelchair is a definite no-no.

- ◆ Don’t push or touch a person’s wheelchair; it’s part of her personal space. If you help someone down a curb without waiting for instructions, you may dump her out of the chair. You may detach the chair’s parts if you lift it by the handles or the footrest.
- ◆ Keep the ramps and wheelchair-accessible doors to your building unlocked and unblocked. Under the ADA, displays should not be in front of entrances, wastebaskets should not be in the middle of aisles, and boxes should not be stored on ramps.



Keep accessible paths of travel clear.



- ◆ Be aware of a person's reach limits. Place as many items as possible within their grasp. And make sure that there is a clear path of travel to shelves and display racks. When talking to a person using a wheelchair, grab your own chair and sit at her level. If that's not possible, stand at a slight distance, so that she isn't straining her neck to make eye contact with you.
- ◆ If the service counter at your place of business is too high for a person using a wheelchair to see over, step around it to provide service. Have a clipboard handy if filling in forms or providing signatures is expected. A business may also want to make sure employees are prepared to angle down or detach a key pad so a person using a wheelchair can sign their electronic signature after making a credit card purchase.
- ◆ If your building has different routes through it, be sure that signs direct people to the accessible routes around the facility. People who use canes or crutches also need to know the easiest way to get around a place, but stairs may be easier for them than a ramp. Ensure that security guards and receptionists can answer questions about the most accessible way around the building and grounds, including the location of elevators.
- ◆ People who use canes or crutches need their arms to balance themselves, so never grab them. People who have limited mobility may lean on a door for support as they open it. Pushing the door open from behind or unexpectedly opening the door may cause them to fall. Even pulling out or pushing in a chair may present a problem. Always ask before offering help.
- ◆ If you offer a seat to a person who has limited mobility, keep in mind that chairs with arms or with higher seats are easier for some people to use.
- ◆ Falls are a big problem for people who have limited mobility. Be sure to set out adequate warning signs after washing floors. Also put out mats on rainy or snowy days to keep the floors as dry as possible. (Make sure they don't bunch up and make the floor impassable.)



Don't ask a person using a wheelchair to hold things for you.

Respect her personal space.



- ◆ People who do not have a visible disability may have needs related to their mobility. For example, a person with a respiratory or heart condition may have trouble walking long distances or walking quickly. Be sure that your museum, hotel or department store has ample benches for people to sit and rest on.
- ◆ Some people have limited use of their hands, wrists or arms. Be prepared to offer assistance with reaching, grasping or lifting objects, opening doors and display cases, and operating vending machines and other equipment.

People Who Are Blind

PEOPLE WHO ARE BLIND know how to orient themselves and get around on the street. They are competent to travel unassisted, though they may use a cane or a guide dog. A person may have a visual disability that is not obvious. Be prepared to offer assistance—for example in reading—when asked.

- ◆ Identify yourself before you make physical contact with a person who is blind. Tell him your name and your role if it's appropriate, such as security guard, usher, case worker, receptionist or fellow student. And be sure to introduce him to others who are in the group, so that he's not excluded.
- ◆ If a new customer or employee is blind or has low vision, offer him a tour of your facility.
- ◆ If you have changed your facility (i.e., rearranged the furniture) notify your customers who are blind of the changes.
- ◆ People who are blind may need their arms for balance, so offer your arm—don't take his—if he needs to be guided. (It is however appropriate to guide a blind person's hand to a banister or the back of a chair to help direct him to a stairway or a seat.)
- ◆ If the person has a guide dog, walk on the side opposite the dog. As you are walking, describe the setting, noting any obstacles, such as stairs



If a person who is blind needs to be guided....

**....offer your arm—
don't take his.**



(‘up’ or ‘down’) or a big crack in the sidewalk. Other hazards include: revolving doors, half-opened filing cabinets or doors, and objects protruding from the wall at head level such as hanging plants or lamps. If you are going to give a warning, be specific. Hollering “Look out!” does not tell the person if he should stop, run, duck or jump.

- ◆ If you are giving directions, give specific, non-visual information. Rather than say, “Go to your right when you reach the office supplies,” which assumes the person knows where the office supplies are, say, “Walk forward to the end of this aisle and make a full right.”
- ◆ If you need to leave a person who is blind, inform him you are leaving and ask if he needs anything before you leave.
- ◆ Don’t touch the person’s cane or guide dog. The dog is working and needs to concentrate. The cane is part of the individual’s personal space. If the person puts the cane down, don’t move it. Let him know if it’s in the way.
- ◆ Offer to read written information—such as the menu, merchandise labels or bank statements—to customers who are blind. Count out change so that they know which bills are which.
- ◆ If you serve food to a person who is blind, let him know where it is on the plate according to a clock orientation (12 o’clock is furthest from them, 6 o’clock is nearest). Remove garnishes and anything that is not edible from the plate. Some patrons may ask you to cut their food; this can be done in the restaurant’s kitchen before the meal is served.



**Be specific
when giving
directions....**

**...to people who
are blind or have
low vision.**



People With Low Vision

A PERSON WHO HAS LOW VISION may need written material in large print. A clear font with appropriate spacing is just as important as the type size. Labels and signs should be clearly lettered in contrasting colors. It is easiest for most people with low vision to read bold white letters on black background. Avoid using all uppercase letters because it is more difficult for people with low vision to distinguish the end of a sentence.

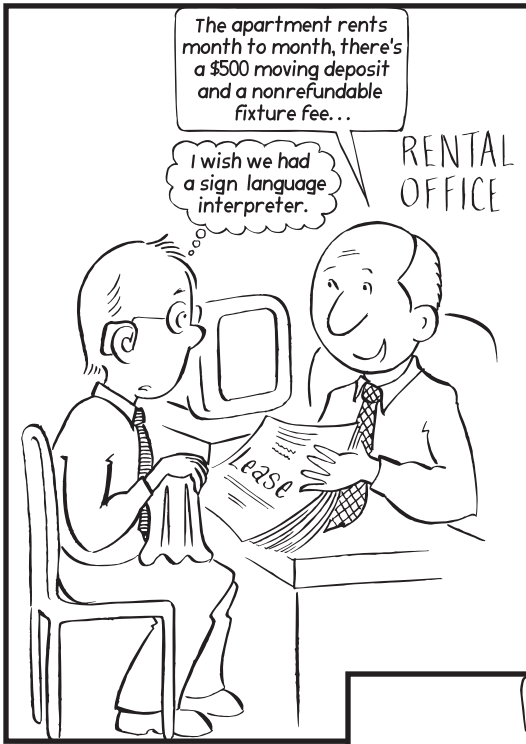
- ◆ Good lighting is important, but it shouldn't be too bright. In fact, very shiny paper or walls can produce a glare that disturbs people's eyes.
- ◆ Keep walkways clear of obstructions. If people with low vision regularly use your facility as customers or employees, inform them about any physical changes, such as rearranged furniture, equipment or other items that have been moved.

People Who Are Deaf or Have a Hearing Loss

AMERICAN SIGN LANGUAGE (ASL) is an entirely different language from English, with a syntax all its own. Speech reading (lip reading) is difficult for people who are Deaf if their first language is ASL because the majority of sounds in English are formed inside the mouth, and it's hard to speech read a second language.

People who have a hearing loss, however, communicate in English. They use some hearing, but may rely on amplification and/or seeing the speaker's lips to communicate effectively.

There is a range of communication preferences and styles among people with hearing loss that cannot be explained in this brief space. It is helpful to note that the majority of people who incurred a hearing loss as adults do not communicate with sign language, do use English, and may be candidates for writing and assistive listening devices to help improve communication. People with cochlear implants, like other people with hearing loss, will usually inform you what works best for them.

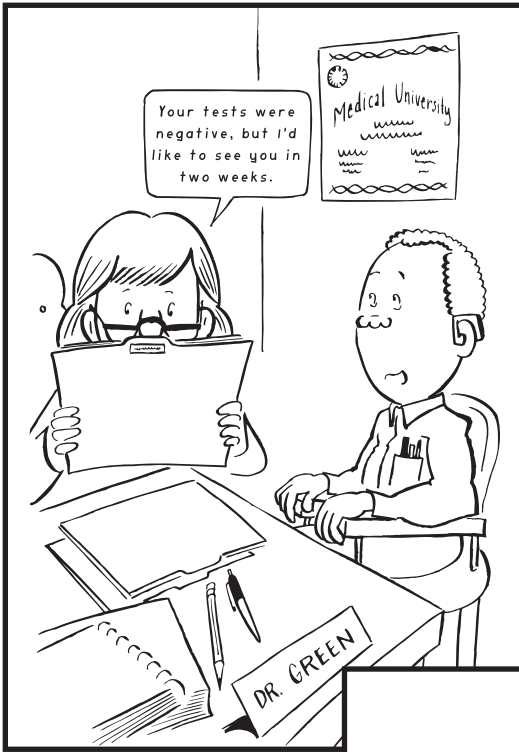


When an exchange of information is complex, the most effective way to communicate with....

....a person who is Deaf is through a qualified sign language interpreter.



- ◆ When the exchange of information is complex (e.g., during a job interview or doctor's visit or when reporting a crime) the most effective way to communicate with a native signer is through a qualified sign language interpreter. For a simple interaction (e.g., ordering in a restaurant or registering for a hotel room) writing back and forth is usually okay.
- ◆ Follow the person's cues to find out if she prefers sign language, gesturing, writing or speaking. If you have trouble understanding the speech of a person who is deaf or hard of hearing, let her know.
- ◆ When using a sign language interpreter, look directly at the person who is deaf, and maintain eye contact to be polite. Talk directly to the person ('What would you like?'), rather than to the interpreter ('Ask her what she'd like.').
- ◆ People who are deaf need to be included in the decision-making process for issues that affect them; don't decide for them.
- ◆ Before speaking to a person who is deaf or has a loss of hearing, make sure that you get her attention. Depending on the situation, you can extend your arm and wave your hand, tap her on the shoulder or flicker the lights.
- ◆ Rephrase, rather than repeat, sentences that the person does not understand.
- ◆ When talking, face the person. A quiet, well-lit room is most conducive to effective communication. If you are in front of the light source (e.g., a window) with your back to it, the glare may obscure your face and make it difficult for the person who is hard of hearing to speech read.
- ◆ Speak clearly. Most people who have a hearing loss count on watching people's lips as they speak to help them understand. Avoid chewing gum, smoking or obscuring your mouth with your hand while speaking.
- ◆ There is no need to shout. If the person uses a hearing aid, it will be calibrated to normal voice levels; your shout will just distort the words.



Do not obscure your face when communicating with a person who has a hearing loss.

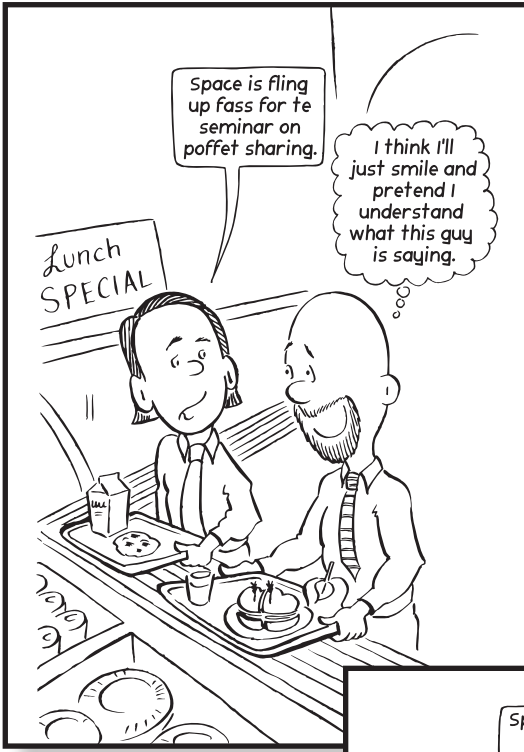


- ◆ People who are deaf (and some who have a hearing loss or speech disabilities) make and receive telephone calls with the assistance of various technologies including a TTY (short for teletypewriter) or a Video Relay Service (VRS). VRS enables a person who is deaf or has a hearing loss to make and receive telephone calls through a communications assistant who is a qualified American Sign Language Interpreter. For many people who are deaf or have a hearing loss, VRS is closer to “functionally equivalent” telephone services than any other form of relay service. For American Sign Language users, VRS conversations flow more smoothly, naturally, and faster than communicating by typing.
- ◆ When a TTY user calls a business that does not have a TTY, she places the call through her state’s relay service. Likewise, a business that does not have a TTY can reach a customer who is a TTY user through the relay service. If you receive a relay call, the operator will identify it as such. Please do not hang up; this is the way that people who are deaf are able to place an order at your pizza parlor, call your store to find out what hours you are open, or make a reservation at your restaurant.

People With Speech Disabilities

A PERSON WHO HAS HAD A STROKE, is deaf, uses a voice prosthesis or has a stammer or other type of speech disability may be difficult to understand.

- ◆ Give the person your full attention. Don’t interrupt or finish the person’s sentences. If you have trouble understanding, don’t nod. 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.
- ◆ If, after trying, you still cannot understand the person, ask him to write it down or to suggest another way of facilitating communication.
- ◆ A quiet environment makes communication easier.



If you have trouble understanding a person with....

...a speech disability ask him to repeat.



- ◆ Don't tease or laugh at a person with a speech disability. The ability to communicate effectively and to be taken seriously is important to all of us.

Persons of Short Stature

THERE ARE 200 DIAGNOSED TYPES OF GROWTH-RELATED DISORDERS that can cause dwarfism and that result in the person being 4 feet 10 inches or less in height. For an adult, being treated as cute and childlike can be a tough obstacle.

- ◆ Be aware of having necessary items within the person's reach to the maximum extent possible.
- ◆ Be aware that persons of short stature count on being able to use equipment that is at their height. Be sensitive about not using lower telephones, bank counters and urinals if they are in limited supply.
- ◆ As with people who have other disabilities, never pet or kiss a person of short stature on the head.
- ◆ Communication can be easier when people are at the same level. Persons of short stature have different preferences. You might kneel to be at the person's level; stand back so you can make eye contact without the person straining her neck (this can be hard to do in a crowded room); or sit in a chair. Act natural and follow the person's cues.

People With Cerebral Palsy

AS A RESULT OF INJURY TO THE CENTRAL NERVOUS SYSTEM, people with cerebral palsy (CP) have difficulty controlling their muscles.

- ◆ Many people with CP have slurred speech and involuntary body movements. Your impulse may be to discount what they have to say, based on their appearance. Monitor your responses and interact with the person as you would with anyone else.
- ◆ A person who may appear to be drunk, sick or have a medical emergency might in fact have CP or another disability. Get the facts before acting on your first impression, whether the situation is business, social or law enforcement.

People With Tourette Syndrome

PEOPLE WITH TOURETTE SYNDROME may make vocalizations or gestures such as tics that they cannot control. A small percentage of people with Tourette syndrome involuntarily say ethnic slurs or obscene words. An employee or other person with Tourette syndrome will benefit from the understanding and acceptance of co-workers and others.

- ◆ If a person with Tourette makes vocalizations during a conversation, simply wait for her to finish, and then calmly continue.
- ◆ The more the person tries to contain these urges, the more the urges build up. It may be helpful for a person with Tourette to have the option to leave the meeting or conversation temporarily to release the build-up in a private place.

People Who Look Different

A DIFFERENT ISSUE confronts people who may not be limited in their life activities, but who are treated as if they have a disability because of their appearance. People with facial differences, such as cleft lip or palate, cranio-facial disfigurement, or a skin condition; people who are above or below the average height or weight; people who may display visible effects of medication, such as a tremor—in short, people who look different—have the frequent experience of finding people staring at them, looking away or looking through them as if they are invisible.

- ◆ Everyone needs to have a positive self-image to be a fully participating member of society. Be sure that you don't contribute to stigmatizing people who look different.
- ◆ If the situation is appropriate, strike up a conversation and include the person in whatever is going on.

People With Hidden Disabilities

NOT ALL DISABILITIES ARE APPARENT. A person may make a request or act in a way that seems strange to you. That request or behavior may be disability-related.

For example, you may give seemingly simple verbal directions to someone, but the person asks you to write the information down. He may have a learning disability that makes written communication easier for him. Or a person may ask to sit, rather than stand, in line. This person may be fatigued from a condition such as cancer, or may be feeling the effects of medication.

Even though these disabilities are hidden, they are real. Please respect the person's needs and requests whenever possible.

People With Epilepsy or Seizure Disorders

EPILEPSY IS A NEUROLOGICAL CONDITION characterized by seizures that happen when the electrical system of the brain malfunctions. The seizures may be convulsive, or the person may appear to be in a trance. During complex partial seizures, the person may walk or make other movements while he is, in effect, unconscious.

- ◆ If a person has a seizure, you cannot do anything to stop it. If he has fallen, be sure his head is protected and wait for the seizure to end.
- ◆ When a seizure has ended, the person may feel disoriented and embarrassed. Try to ensure that he has privacy to collect himself.
- ◆ Be aware that beepers and strobe lights can trigger seizures in some people.



Try to avoid using sprays or other fummy products when customers are in your store.



People With Multiple Chemical Sensitivity (MCS) and Respiratory Disabilities

PEOPLE WITH MCS AND RESPIRATORY DISABILITIES such as asthma or emphysema react to toxins in the air. Stale air, fumes from cleaning products, perfume, carpeting, air freshener or even the fumes from magic markers can trigger a severe reaction.

- ◆ Try to avoid spray-cleaning tables, windows or other surfaces while people are in your place of business. If you must use a spray product, spray or pour it closely into the cloth, not into the air. Use less-toxic products when possible. Request that staff that have contact with the public go easy on fragranced body-care products like cologne, hair spray, hand lotion, and after-shave.
- ◆ Maintaining good ventilation and indoor air quality will not only benefit your customers who have MCS and respiratory disabilities, it will also help you and all of your employees stay healthier and more alert.
- ◆ Second-hand smoke can be particularly harmful to people with MCS or respiratory disabilities. Follow and enforce no-smoking regulations, including in restrooms and stairwells. Discourage smokers from congregating at the entrance to your business. If appropriate, designate a separate smoking area where the door is kept closed and the air ventilates to the outside.

People With HIV & AIDS

PEOPLE WITH HUMAN IMMUNODEFICIENCY VIRUS (HIV) or Autoimmune Deficiency Syndrome (AIDS) have impaired immune systems, so their bodies have trouble fighting off infections.

- ◆ You can't catch HIV from casual contact such as shaking hands, so don't be afraid of touching or being touched by a person with AIDS.
- ◆ A person with HIV or AIDS, however, is at significant risk of picking up an airborne infection. Be conscious of not putting someone else at risk. If you have a respiratory infection or any other easily transmittable illness, be considerate of all your customers and employees and stay home, if possible.
- ◆ Many people with AIDS feel stigmatized. By simply greeting or shaking the person's hand, you are letting him know that he is accepted. It will mean a lot to him.

A WORD ABOUT CONFIDENTIALITY:

You may really care or you may just be curious about a person with a disability who is in crisis, suddenly ill, or misses work for unexplained reasons. In spite of your concern, please respect the privacy of a person with a disability. Allow him to discuss his situation if and when he feels comfortable doing so.

People with Psychiatric Disabilities or Mental Illness

PEOPLE WITH PSYCHIATRIC DISABILITIES may at times have difficulty coping with the tasks and interactions of daily life. 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.

- ◆ Stress can affect the person's ability to function. Try to keep the pressure of the situation to a minimum.
- ◆ 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 him most comfortable and respect his needs to the maximum extent possible.
- ◆ 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.



**Always
ask before
you help.**



People With Developmental Disabilities

PEOPLE WITH DEVELOPMENTAL DISABILITIES LEARN SLOWLY. They have a hard time using what they have learned and applying it from one setting or situation to another.

- ◆ Speak to the person in clear sentences, using simple words and concrete—rather than abstract—concepts. Help her understand a complex idea by breaking it down into smaller parts.
- ◆ Don't use baby talk or talk down to people who have developmental disabilities. Gauge the pace, complexity, and vocabulary of your speech according to theirs.
- ◆ Remember that the person is an adult and, unless you are informed otherwise, can make her own decisions.
- ◆ People with developmental disabilities may be anxious to please. During an interview, the person may tell you what she thinks you want to hear. In certain situations, such as law enforcement or a doctor's examination, it can have grave consequences if your interview technique is not effective. Questions should be phrased in a neutral way to elicit accurate information. Verify responses by repeating each question in a different way.
- ◆ It can be difficult for people with developmental disabilities to make quick decisions. Be patient and allow the person to take their time.
- ◆ Clear signage with pictograms can help a person who has developmental disabilities to find her way around a facility.
- ◆ People with developmental disabilities often rely on routine and on the familiar to manage work and daily living. Be aware that a change in the environment or in a routine may require some attention and a period of adjustment.

People with Learning Disabilities

LEARNING DISABILITIES ARE LIFELONG DISORDERS that interfere with a person's ability to receive, express or process information. Although they have certain limitations, most people with learning disabilities have average or above-average intelligence. You may not realize that the person has a learning disability because he functions so well. Or you may be confused about why such a high-functioning person has problems in one aspect of his work.

- ◆ People with dyslexia or other reading disabilities have trouble reading written information. Give them verbal explanations and allow extra time for reading.
- ◆ Don't be surprised if you tell someone very simple instructions and he requests that you write them down. Because spoken information gets "scrambled" as he listens, a person who has a learning disability such as auditory processing disorder may need information demonstrated or in writing.
- ◆ 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.
- ◆ 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 Traumatic (or Acquired)

Brain Injury

PEOPLE WITH TRAUMATIC BRAIN INJURY have had damage to the brain usually as the result of trauma, such as an accident or stroke.

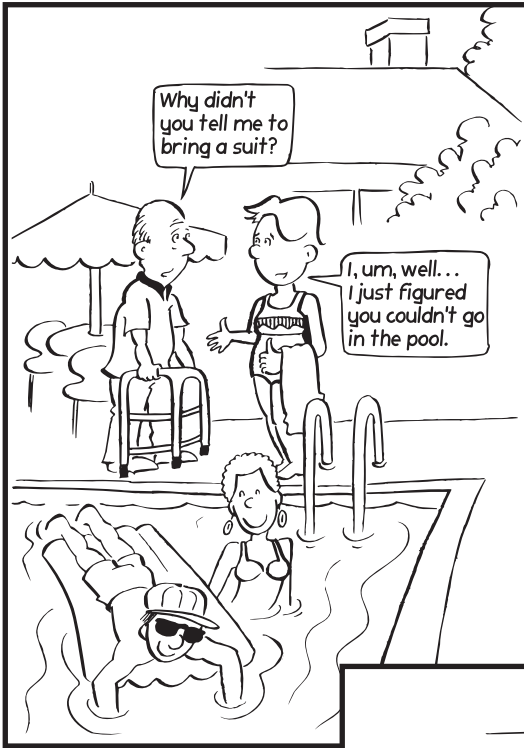
- ◆ Some of the factors that affect people with learning disabilities also apply to people with traumatic brain injury. People with brain injury may have a loss of muscle control or mobility that is not obvious. For example, a person may not be able to sign her name, even though she can move her hand.

- ◆ 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 she has offended someone. In her frustration to understand, or to get her own ideas across, she may seem pushy. All of these behaviors arise as a result of the injury.
- ◆ A person with a brain injury may be unable to follow directions due to poor short-term memory or poor directional orientation. She may ask to be accompanied, or she may use a guide dog for orientation, although she does not appear to be mobility impaired.
- ◆ If you are not sure that the person understands you, ask if she would like you to write down what you were saying.
- ◆ The person may have trouble concentrating or organizing her thoughts, especially in an over-stimulating environment, like a crowded movie theater or transportation terminal. Be patient. You might suggest going somewhere with fewer distractions.

People Who Use Service Animals

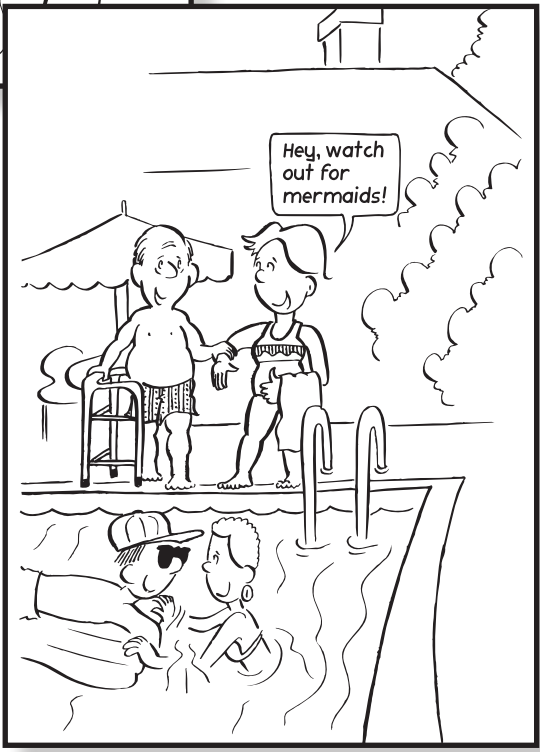
SOME PEOPLE WHO are Deaf, blind or have low vision, or who have traumatic brain injury, seizure disorder, or a range of other disabilities may use a service animal to assist them with daily living.

- ◆ While you may inquire whether an animal is a service animal, the person may not have information identifying it as such. This means that in general, you will need to modify a “no animals” policy to allow the person to enter with her service animal. Barring a direct threat to health and safety, this requirement of the ADA is generally thought to take precedence over any health codes, such as those for restaurants, and personal preferences, such as those of taxi drivers, prohibiting pets.
- ◆ Service animals are generally highly trained and well behaved. You may ask the person to remove the animal if she does not have the animal under her control. Do not touch the service animal without permission. The animal may be adorable, but it is on the job.



Don't make decisions for people with disabilities....

.... about what they can or can't do.



Emergency Evacuation Procedures for People With Disabilities

PEOPLE WITH DISABILITIES MUST BE CONSIDERED IN ANY FACILITY'S EVACUATION PLAN.

- ◆ Compile a voluntary list of people with disabilities who are regulars at your facility, such as employees, students or residents. While you are compiling this list, let people know that even though they may not consider themselves of having a disability, they should be included if they may need help during an emergency. For example, this might apply to someone whose asthma may be triggered by stress or smoke. Keep the list updated to include people who are living with temporary disabilities, such as a pregnant woman or someone with a broken leg.
- ◆ Interview each individual on the list to plan the most effective way to assist them in case of an emergency. For example, a person with a cognitive disability may get confused and need assistance in following directions.
- ◆ Also develop a plan, including a voluntary sign-in, for an emergency that may affect people who are not attached to the facility, such as customers, theatergoers, patients or other members of the public.
- ◆ Practice the evacuation procedures and keep your plans up to date.

Conflict Management

SOMETIMES CONFLICTS ARISE between people with disabilities and the places they visit for work, recreation, health care or education. These conflicts are usually the result of misunderstanding or a lack of information. Sometimes conflicts develop between people with disabilities who have conflicting needs. For example, a person who has a hearing loss cannot hear the proceedings with the window open, but a person with Multiple Chemical Sensitivity needs the window open for fresh air; someone who uses a service dog may run into a conflict with a person who has an anxiety disorder and an extreme fear of dogs.

All of these situations call for flexibility, patience, creativity, and open communication—a willingness to listen to the other guy's perspective and to learn.

Sometimes good faith efforts are not enough, and parties have difficulty working out their differences. In these cases, consider using the services of a skilled mediator.

A Final Word

PEOPLE WITH DISABILITIES are individuals with families, jobs, hobbies, likes and dislikes, and problems and joys. While the disability is an integral part of who they are, it alone does not define them. Don't make them into disability heroes or victims. Treat them as individuals.

Signage

Note accessibility of your business or program by using the symbols below in advertising, on flyers, and as signage at the location of the service. Be sure to use the verbal description, along with the symbol. As signage, enlarge the symbol and place it where it will be most visible.



WHEELCHAIR ACCESS



ASSISTIVE LISTENING FOR PEOPLE WHO HAVE A HEARING LOSS



SIGN-LANGUAGE INTERPRETER



TTY/TDD

DISABILITY ETIQUETTE

A publication of



**United Spinal
Association**

75-20 Astoria Boulevard,
Jackson Heights, NY, 11370-1177
718•803•3782 www.unitedspinal.org



Illustrations by Yvette Silver



ACCESSIBILITY CONSULTING & TRAINING

Accessibility Services has worked with public housing authorities, private housing developers, professional sports venues, retail operators, architectural firms, and many others to help them untangle the often conflicting requirements of aesthetics and accessibility, keeping them informed of building codes changes and revisions at all levels, and provide innovative solutions to accessibility at any type of facility.



For more information, contact
Accessibility Services at:

info@accessibility-services.com
toll free 866-249-2441
www.accessibility-services.com

Appendix I

WEBSITE ACCESSIBILITY

(28 CFR §35.149 AND 28 CFR §35.163(A))

BACKGROUND:

The internet is an important tool used by the City of South Gate to do business. The City of South Gate routinely makes information about their programs, activities, and services available to the public by posting it on their website. As a result, many people can easily access this information. The website also allows the public to participate in at any time of day and without the assistance of government personnel.

The ADA Title II and the Rehabilitation Act of 1973 generally require that state and local governments provide qualified individuals with disabilities equal access to their programs, services, or activities. One way to help meet these requirements is to ensure that government web sites have accessible features for people with disabilities. As part of this ADA self-evaluation and Transition Plan, Owen Group has performed a preliminary review of the City’s website was performed using the W3C Web Accessibility initiative, “Easy Checks – A First Review of Web Accessibility.”

METHODOLOGY:

These checks performed are based on Web Content Accessibility Guidelines (WCAG) 2.0.

WCAG 2.0 is a stable, referenceable technical standards. For each guideline, there are testable success criteria at three levels: A, AA, AAA. This purpose of this check helps assess the accessibility of the web page, and covers only a few accessibility issues and is not comprehensive; a web page could seem to pass these checks, yet still have accessibility barriers. More robust evaluation by website developers can be performed to evaluate all issues comprehensively. The detailed results of the website review are presented in this section.

RECOMMENDATIONS:

The City should perform a thorough web accessibility evaluation. The checks presented here are not definitive and only cover a few issues. A robust evaluation is recommended to evaluate all issues comprehensively.

An agency with an inaccessible website may also meet its legal obligations by providing an alternative accessible way for citizens to use the programs or services, such as a staffed telephone information line. These alternatives, however, are unlikely to provide an equal degree of access in terms of hours of operation and the range of options and programs available.

EASY CHECKS RESULTS

CRITERIA 1: PAGE TITLE CHECKS (PG 6-9 OF W3C WEB ACCESSIBILITY INITIATIVE GUIDELINES):

Page Titles are shown in the window title bar, in browser tabs when there are multiple web pages open, and in search engine results. Best practice is for Titles “front-loaded” with the important and unique identifying information first. For example:

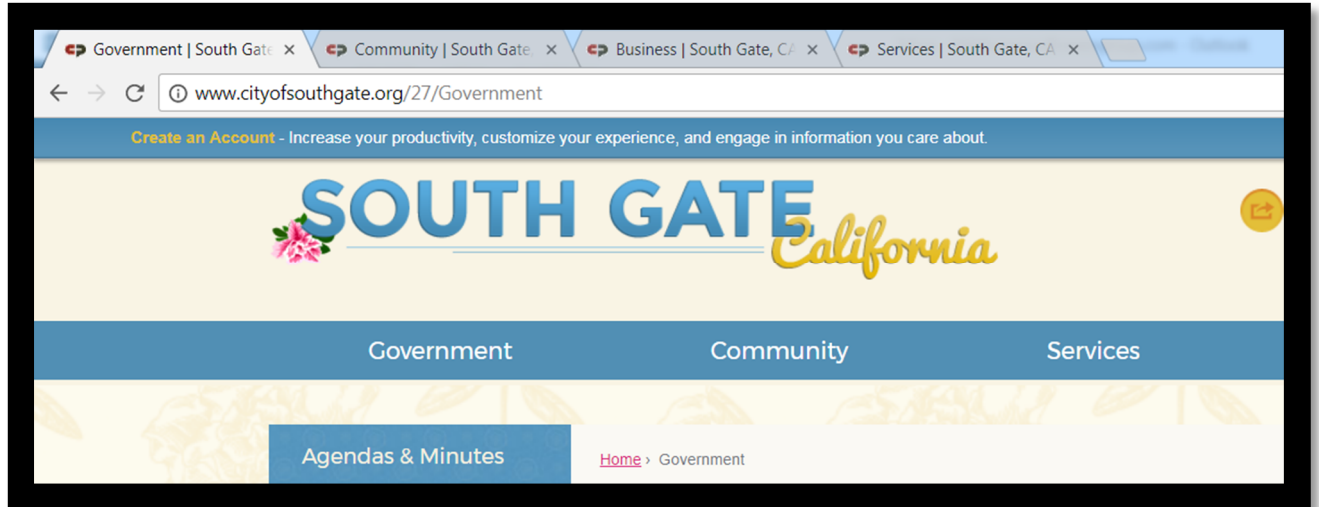
Poor Titles

- Welcome to the Home Page of South Gate
- South Gate About Us

- South Gate Contact Us
- South Gate Public Work

Better Page Titles:

- South Gate Homepage
- About South Gate
- Contact South Gate
- Public Works South Gate



Per the Image above, Page titles are front-loaded. The unique page title is placed before South Gate, and is best practice.

The page titles also adequately and briefly describe the content of the pages and adequately distinguishes pages from one another.

There is no need to change Page titles.

CRITERIA 2: IMAGE TEXT ALTERNATIVES “ALT TEXT” (PG 9-14 OF W3C WEB ACCESSIBILITY INITIATIVE GUIDELINES)

Text Alternatives (“alt text”) convey the purpose of an image, including pictures, illustrations, charts, etc. Text alternatives are used by people who cannot see the image. (For example, people who are blind and use screen readers can hear the alt text read out loud). From random checks from different web pages, various pages have images that are missing alt text.

It is recommended to add alt text to all images on the website.

CRITERIA 3: HEADINGS (PG 18-24 OF W3C WEB ACCESSIBILITY INITIATIVE GUIDELINES):

All pages checked have headings that are marked up as headings and the heading hierarchy is meaningful.

CRITERIA 4: CONTRAST RATIO (PG 24-29 OF W3C WEB ACCESSIBILITY INITIATIVE GUIDELINES):

Some people cannot read text if there is not sufficient contrast between text and background. For example, light gray text on light background. Web browsers should allow people to change the color of the text and background, and webpages need to work when people change colors.

The color contrast was checked using the Internet Explorer WAT (Web Accessibility Toolbar) Juicy Studio Luminosity Analyzer. Some elements failed while some elements passed the color contrast test. Please see results attached, titled “Color Contrast Analyser.”

CRITERIA 5: RESIZE TEXT (PG 25-29 OF W3C WEB ACCESSIBILITY INITIATIVE GUIDELINES):

For Internet Explorer the text size increases and is good. For Chrome the text zoom also generally checks as described in the guidelines. There were some cases of text overlap.

CRITERIA 6: KEYBOARD ACCESS AND VISUAL FOCUS (PG 34-38 OF W3C WEB ACCESSIBILITY INITIATIVE GUIDELINES):

- Tab to all and Tab away: This functionality worked and was able to tab to elements and able to tab away from elements.
- There were no media play controls to test.
- The Tab order appeared to be logical
- The keyboard only functionality was not very good. The mouse worked but not the keyboard.
- Drop-down lists did not seem to work very well.
- Most image links appear to work.

CRITERIA 7: FORMS, LABELS, AND ERRORS (PG 32-39 OF W3C WEB

All forms on the website are in PDF, downloadable forms. Therefore, there was no check for keyboard access , label checks, required fields, and error handling.

If, however, the City of South Gate plans to add forms to its website, the following are best practices:

Keyboard access:

People who cannot use a mouse often use the keyboard to interact with the web. Accessible websites enable people to access all content and functionality through a keyboard. They should be able to Tab to all, Tab away, Tab through dropdown lists and tab to image links. Focus should be clear as you tab through the elements.

Label Checks:

It is best practice that every form control has a label associated with it using ‘label’, ‘for’, and ‘id.’ These labels and id’s should have meaningful descriptions.

For example:

```
<label for="first" > First name: <input id="first" >   
<label for="last" > Last name: <input id="last" >   
<label for="date" > Date: (dd/mm/yyyy) <input id="date" >   
<fieldset >  
  <legend > Telephone  
  <label for="phone" > Phone number: <input id="phone" >   
  <input id="mobile" >  <label for="mobile" > Mobile  
  <input id="home" >  <label for="home" > Home  
  <input id="work" >  <label for="work" > Work
```


Required fields and other instructions:

Form Fields that are required should be clearly indicated with an asterisk and not dependent on color alone.

Error Handling:

Error message should be clear and specific, easily findable, and fields without errors should remain populated with the data.

CRITERIA 8: MULTIMEDIA

The multimedia (video, audio podcasts, etc.) on the website was a video introduction to the City of South Gate. It is recommended to add captions and text transcripts onto the video in order for it to be accessible to people with hearing disabilities.

CRITERIA 9: MOVING, FLASHING, OR BLINKING CONTENT:

The homepage carousel starts automatically and each page lasts less than the recommended 5 seconds. There is no way for the user to pause, stop or hide the movement.

Colour Contrast Analyser

Colour Contrast Results (Luminosity Contrast Ratio)

Element	Parent Nodes	Sample	Colour	Background	Luminosity Contrast Ratio
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: skip DIV#skipToContentLinks	Sample	#000	#fff	21 (pass at level AAA)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: myC id: signed DIV#outer-wrap DIV#inner-wrap DIV#divToolbars DIV.cpToolbar.user.public DIV.inner.selfClear P.dropdown	Sample	#e2c03a	#4487b1	2.21 (fail)
SPAN	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: welc DIV#outer-wrap DIV#inner-wrap DIV#divToolbars DIV.cpToolbar.user.public DIV.inner.selfClear P.dropdown	Sample	#fff	#4487b1	3.93 (AA pass for large text only)
SPAN	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO DIV#outer-wrap DIV#inner-wrap DIV#divToolbars DIV.cpToolbar.user.public DIV.inner.selfClear UL.nav.secondary LI A#loggedOutToolbarSignInf	Sample	#555	#4487b1	1.9 (fail)
LABEL	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: sea DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer2 DIV.siteWrap HEADER.siteHeader	Sample	#14140c	#f9f4e4	16.82 (pass at level AAA)

	ASIDE#contentContainer1 DIV#cc4f1ce383-10fc-453f-4 DIV.row.outer.wide DIV.outer.col.col19.last DIV.row.nest.first.last.wide DIV.inner.col.col19.first.last. DIV SECTION#widgetPreviewSe DIV.widgetBody.buttonRigh				
STYLE	HTML.js.flexbox.canvas.ca BODY.wide.cpTextResizeO DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer2 DIV.siteWrap HEADER.siteHeader ASIDE#contentContainer1 DIV#cc4f1ce383-10fc-453f-4 DIV.row.outer.wide DIV.outer.col.col19.last DIV.row.nest.first.last.wide DIV.inner.col.col19.first.last. DIV	Sample	#70737b	#f9f4e4	4.31 (AA pass for large text only)
STYLE	HTML.js.flexbox.canvas.ca BODY.wide.cpTextResizeO DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer2 DIV.siteWrap HEADER.siteHeader ASIDE#contentContainer1 DIV#cc4f1ce383-10fc-453f-4 DIV.row.outer.wide DIV.outer.col.col6.last DIV.row.nest.first.last.wide DIV.inner.col.col6.first.last.ic DIV	Sample	#70737b	#f9f4e4	4.31 (AA pass for large text only)
A class: nav	HTML.js.flexbox.canvas.ca BODY.wide.cpTextResizeO DIV#outer-wrap	Sample	#fff	#518fb4	3.54 (AA pass for large text only)

	DIV#inner-wrap id: mainNav DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer3 DIV.siteWrap DIV#structuralContainer4 NAV#mainNav OL#mainNavMenu LI#MainItem27				
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: nav DIV#outer-wrap DIV#inner-wrap id: mainNav DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer3 DIV.siteWrap DIV#structuralContainer4 NAV#mainNav OL#mainNavMenu LI#MainItem31	Sample	#fff	#518fb4	3.54 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: nav DIV#outer-wrap DIV#inner-wrap id: mainNav DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer3 DIV.siteWrap DIV#structuralContainer4 NAV#mainNav OL#mainNavMenu LI#MainItem101	Sample	#fff	#518fb4	3.54 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: nav DIV#outer-wrap DIV#inner-wrap id: mainNav DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer3 DIV.siteWrap DIV#structuralContainer4	Sample	#fff	#518fb4	3.54 (AA pass for large text only)

	NAV#mainNav OL#mainNavMenu LI#MainItem35				
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: nav DIV#outer-wrap DIV#inner-wrap id: mainNav DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer3 DIV.siteWrap DIV#structuralContainer4 NAV#mainNav OL#mainNavMenu LI#MainItem9	Sample	#fff	#518fb4	3.54 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: bread DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer7 DIV#structuralContainer8 DIV#breadCrumbs OL.semanticList.breadCrum LI	Sample	#d71f74	#faf9f4	4.59 (AAA pass for large text; AA for regular text)
LI	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO id: current DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer7 DIV#structuralContainer8 DIV#breadCrumbs OL.semanticList.breadCrum	Sample	#70737b	#faf9f4	4.5 (AAA pass for large text; AA for regular text)
H1	HTML..js.flexbox.canvas.ca	Sample	#4487b1	#faf9f4	3.73 (AA pass for large

	BODY.wide.cpTextResizeO class: head id: version				text only)
DIV	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: wide id: divEdit	Sample	#70737b	#faf9f4	4.5 (AAA pass for large text; AA for regular text)
SPAN	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: sub	Sample	#d98827	#faf9f4	2.66 (fail)

	DIV#cc5f8c90dc-b4cb-431b DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last DIV#divEditorb94d8134-86e				
LI	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer7 DIV#structuralContainer8 DIV#moduleContent DIV#page DIV#cc5f8c90dc-b4cb-431b DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last DIV#divEditorb94d8134-86e UL	Sample	#70737b	#faf9f4	4.5 (AAA pass for large text; AA for regular text)
DIV class: hidden	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer7 DIV#structuralContainer8 DIV#moduleContent DIV#page DIV#cc5f8c90dc-b4cb-431b DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last	Sample	#14140c	#faf9f4	17.55 (pass at level AAA)

	SECTION#widgetPagec849				
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer7 DIV#structuralContainer8 DIV#moduleContent DIV#page DIV#cc5f8c90dc-b4cb-431b DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last. SECTION#widgetPagec849 DIV.widgetBody DIV.widgetBody.cpGrid.cpG DIV.row.wide DIV.col.col1 OL.semanticList.layout2 LI.megaMenuitem.widgetIte H4.widgetTitle	Sample	#d98827	#faf9f4	2.66 (fail)
P	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: wid DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer7 DIV#structuralContainer8 DIV#moduleContent DIV#page DIV#cc5f8c90dc-b4cb-431b DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide	Sample	#14140c	#faf9f4	17.55 (pass at level AAA)

	DIV.inner.col.col24.first.last. SECTION#widgetPagec849 DIV.widgetBody DIV.widgetBody.cpGrid.cpG DIV.row.wide DIV.col.col1 OL.semanticList.layout2 LI.megaMenuItem.widgetIte				
H3 class: mod	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer7 DIV#structuralContainer8 DIV#moduleContent DIV.newCP DIV#modalNotifyMe DIV.modalTitleLeft	Sample	#333	#faf9f4	11.99 (pass at level AAA)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer7 ASIDE#featureColumn DIV#ccd6923f64-2522-4bce DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last. DIV SECTION.widget.widgetAle HEADER#headera1bbb453 H3	Sample	#d84a87	#f9f5e5	3.66 (AA pass for large text only)
SPAN	HTML..js.flexbox.canvas.ca	Sample	#4f9ecf	#f9f5e5	2.7 (fail)

	<p>BODY.wide.cpTextResizeO</p> <p>class: wide</p> <p>DIV#outer-wrap</p> <p>DIV#inner-wrap</p> <p>DIV#bodyWrapper</p> <p>DIV#structuralContainer1</p> <p>DIV#banner1</p> <p>DIV#structuralContainer5</p> <p>DIV.siteWrap</p> <p>DIV#structuralContainer6</p> <p>DIV#structuralContainer7</p> <p>ASIDE#featureColumn</p> <p>DIV#ccd6923f64-2522-4bce</p> <p>DIV.row.outer.wide</p> <p>DIV.outer.col.col24.first.last</p> <p>DIV.row.nest.first.last.wide</p> <p>DIV.inner.col.col24.first.last</p> <p>DIV</p> <p>SECTION.widget.widgetAle</p> <p>DIV.widgetBody</p> <p>OL.semanticList.mixed</p> <p>LI.widgetItem.alertOff.three</p>				
A	<p>HTML..js.flexbox.canvas.ca</p> <p>BODY.wide.cpTextResizeO</p> <p>DIV#outer-wrap</p> <p>DIV#inner-wrap</p> <p>DIV#bodyWrapper</p> <p>DIV#structuralContainer1</p> <p>DIV#banner1</p> <p>DIV#structuralContainer5</p> <p>DIV.siteWrap</p> <p>DIV#structuralContainer6</p> <p>DIV#structuralContainer7</p> <p>ASIDE#featureColumn</p> <p>DIV#ccd6923f64-2522-4bce</p> <p>DIV.row.outer.wide</p> <p>DIV.outer.col.col24.first.last</p> <p>DIV.row.nest.first.last.wide</p> <p>DIV.inner.col.col24.first.last</p> <p>DIV</p> <p>SECTION#widgetNewsFlas</p> <p>HEADER#header096673f0-</p> <p>DIV</p> <p>H3#newsFlashHeader09667</p>	Sample	#d84a87	#f9f5e5	3.66 (AA pass for large text only)
A	<p>HTML..js.flexbox.canvas.ca</p> <p>BODY.wide.cpTextResizeO</p> <p>DIV#outer-wrap</p>	Sample	#4f9ecf	#f9f5e5	2.7 (fail)

	DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer7 ASIDE#featureColumn DIV#ccd6923f64-2522-4bce DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last. DIV SECTION#widgetNewsFlas DIV.widgetBody.cpGrid.cpG DIV.row.narrow DIV.col.col1.first.last OL.semanticList LI.widgetItem H4#newsFlashItemHeader3				
DIV class: wid	HTML.js.flexbox.canvas.ca BODY.wide.cpTextResizeO DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer7 ASIDE#featureColumn DIV#ccd6923f64-2522-4bce DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last. DIV SECTION#widgetNewsFlas DIV.widgetBody.cpGrid.cpG DIV.row.narrow DIV.col.col1.first.last OL.semanticList LI.widgetItem	Sample	#737679	#f9f5e5	4.18 (AA pass for large text only)

<p>A</p> <p>HTML..js.flexbox.canvas.ca</p> <p>BODY.wide.cpTextResizeO</p> <p>class: read</p> <p>id: newsF</p> <p>DIV#outer-wrap</p> <p>DIV#inner-wrap</p> <p>DIV#bodyWrapper</p> <p>DIV#structuralContainer1</p> <p>DIV#banner1</p> <p>DIV#structuralContainer5</p> <p>DIV.siteWrap</p> <p>DIV#structuralContainer6</p> <p>DIV#structuralContainer7</p> <p>ASIDE#featureColumn</p> <p>DIV#ccd6923f64-2522-4bce</p> <p>DIV.row.outer.wide</p> <p>DIV.outer.col.col24.first.last</p> <p>DIV.row.nest.first.last.wide</p> <p>DIV.inner.col.col24.first.last</p> <p>DIV</p> <p>SECTION#widgetNewsFlas</p> <p>DIV.widgetBody.cpGrid.cpG</p> <p>DIV.row.narrow</p> <p>DIV.col.col1.first.last</p> <p>OL.semanticList</p> <p>LI.widgetItem</p> <p>DIV.widgetDesc</p>	<p>Sample</p>	<p>#d71f74</p>	<p>#f9f5e5</p>	<p>4.43 (AA pass for large text only)</p>
<p>A</p> <p>HTML..js.flexbox.canvas.ca</p> <p>BODY.wide.cpTextResizeO</p> <p>DIV#outer-wrap</p> <p>DIV#inner-wrap</p> <p>DIV#bodyWrapper</p> <p>DIV#structuralContainer1</p> <p>DIV#banner1</p> <p>DIV#structuralContainer5</p> <p>DIV.siteWrap</p> <p>DIV#structuralContainer6</p> <p>DIV#structuralContainer7</p> <p>ASIDE#featureColumn</p> <p>DIV#ccd6923f64-2522-4bce</p> <p>DIV.row.outer.wide</p> <p>DIV.outer.col.col24.first.last</p> <p>DIV.row.nest.first.last.wide</p> <p>DIV.inner.col.col24.first.last</p> <p>DIV</p> <p>SECTION#widgetNewsFlas</p> <p>DIV.widgetBody.cpGrid.cpG</p> <p>DIV.row.narrow</p>	<p>Sample</p>	<p>#4f9ecf</p>	<p>#f9f5e5</p>	<p>2.7 (fail)</p>

	DIV.col.col1.first.last OL.semanticList LI.widgetItem H4#newsFlashItemHeader3				
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: read id: newsF DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer7 ASIDE#featureColumn DIV#ccd6923f64-2522-4bce DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last. DIV SECTION#widgetNewsFlas DIV.widgetBody.cpGrid.cpG DIV.row.narrow DIV.col.col1.first.last OL.semanticList LI.widgetItem DIV.widgetDesc	Sample	#d71f74	#f9f5e5	4.43 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer7 ASIDE#featureColumn DIV#ccd6923f64-2522-4bce DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last.	Sample	#4f9ecf	#f9f5e5	2.7 (fail)

	DIV SECTION#widgetNewsFlas DIV.widgetBody.cpGrid.cpG DIV.row.narrow DIV.col.col1.first.last OL.semanticList LI.widgetItem H4#newsFlashItemHeader3				
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: read id: newsF DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer7 ASIDE#featureColumn DIV#ccd6923f64-2522-4bce DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last. DIV SECTION#widgetNewsFlas DIV.widgetBody.cpGrid.cpG DIV.row.narrow DIV.col.col1.first.last OL.semanticList LI.widgetItem DIV.widgetDesc	Sample	#d71f74	#f9f5e5	4.43 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: wid id: newsF DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer7 ASIDE#featureColumn DIV#ccd6923f64-2522-4bce	Sample	#f9f5e5	#d71f73	4.44 (AA pass for large text only)

	DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last. DIV SECTION#widgetNewsFlas DIV.widgetBody.cpGrid.cpG				
DIV class: url f	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer7 ASIDE#featureColumn DIV#ccd6923f64-2522-4bce DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last. DIV SECTION#widgetNewsFlas DIV.addItemModal.hidden	Sample	#70737b	#f9f5e5	4.34 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer7 ASIDE#featureColumn DIV#ccd6923f64-2522-4bce DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last. DIV SECTION#widgetFaq18f826	Sample	#d84a87	#f9f5e5	3.66 (AA pass for large text only)

	HEADER#header18f82600-DIV H3				
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: wid DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer7 ASIDE#featureColumn DIV#ccd6923f64-2522-4bce DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last DIV SECTION#widgetFaq18f826 DIV.widgetBody.cpGrid.cpG DIV.row..narrow DIV.col.col1.first.last OL.semanticList.bullets LI.widgetItem	Sample	#d71f74	#f9f5e5	4.43 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: wid DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer7 ASIDE#featureColumn DIV#ccd6923f64-2522-4bce DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last DIV SECTION#widgetFaq18f826	Sample	#f9f5e5	#d71f73	4.44 (AA pass for large text only)

	DIV.widgetBody.cpGrid.cpG				
DIV	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: url DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer7 ASIDE#featureColumn DIV#ccd6923f64-2522-4bce DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last DIV SECTION#widgetFaq18f826 DIV.addItemModal.hidden	Sample	#70737b	#f9f5e5	4.34 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer7 ASIDE#featureColumn DIV#ccd6923f64-2522-4bce DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last DIV DIV#widgetCalendar73f064 DIV.widgetHeader. DIV H3#calendarHeader73f0646	Sample	#d84a87	#f9f5e5	3.66 (AA pass for large text only)
H4	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: wid DIV#outer-wrap	Sample	#4f9ecf	#f9f5e5	2.7 (fail)

	DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer7 ASIDE#featureColumn DIV#ccd6923f64-2522-4bce DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last. DIV DIV#widgetCalendar73f064 DIV.widgetBody.cpGrid.cpG DIV.row...narrow DIV.col.col1.first.last OL.semanticList LI.widgetItem.				
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer7 ASIDE#featureColumn DIV#ccd6923f64-2522-4bce DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last. DIV DIV#widgetCalendar73f064 DIV.widgetBody.cpGrid.cpG DIV.row...narrow DIV.col.col1.first.last OL.semanticList LI.widgetItem. DIV.widgetDesc	Sample	#d71f74	#f9f5e5	4.43 (AA pass for large text only)

	STRONG				
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: wid id: calend DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer7 ASIDE#featureColumn DIV#ccd6923f64-2522-4bce DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last DIV DIV#widgetCalendar73f064 DIV.widgetBody.cpGrid.cpG	Sample	#f9f5e5	#d71f73	4.44 (AA pass for large text only)
DIV	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: url h DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer7 ASIDE#featureColumn DIV#ccd6923f64-2522-4bce DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last DIV DIV#widgetCalendar73f064 DIV.addItemModal.hidden	Sample	#70737b	#f9f5e5	4.34 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: nav DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper	Sample	#f6f1e1	#378abd	3.36 (AA pass for large text only)

	DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer9 NAV#secondaryNav OL#secondaryMenusecond LI#SidelItem130				
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: nav DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer9 NAV#secondaryNav OL#secondaryMenusecond LI#SidelItem228	Sample	#f6f1e1	#378abd	3.36 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: nav DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer9 NAV#secondaryNav OL#secondaryMenusecond LI#SidelItem272	Sample	#f6f1e1	#378abd	3.36 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: nav DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap	Sample	#f6f1e1	#378abd	3.36 (AA pass for large text only)

	DIV#structuralContainer6 DIV#structuralContainer9 NAV#secondaryNav OL#secondaryMenusecond LI#SidItem275				
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: nav DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer9 NAV#secondaryNav OL#secondaryMenusecond LI#SidItem527	Sample	#f6f1e1	#378abd	3.36 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: nav DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer9 NAV#secondaryNav OL#secondaryMenusecond LI#SidItem276	Sample	#f6f1e1	#378abd	3.36 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: nav DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer9 NAV#secondaryNav OL#secondaryMenusecond	Sample	#f6f1e1	#378abd	3.36 (AA pass for large text only)

	LI#SidItem682				
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: nav DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer9 NAV#secondaryNav OL#secondaryMenusecond LI#SidItem283	Sample	#f6f1e1	#378abd	3.36 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: nav DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer9 NAV#secondaryNav OL#secondaryMenusecond LI#SidItem284	Sample	#f6f1e1	#378abd	3.36 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: nav DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer9 NAV#secondaryNav OL#secondaryMenusecond LI#SidItem609	Sample	#f6f1e1	#378abd	3.36 (AA pass for large text only)
SPAN	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: text DIV#outer-wrap	Sample	#4488b3	#f9f5e5	3.55 (AA pass for large text only)

	DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer9 ASIDE#contentContainer2 DIV.inner DIV#ccf467e209-29ec-45c7 DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last. DIV DIV#graphicLinkWidget5be DIV.widgetBody.cpGrid.cpG DIV.semanticList DIV.widgetItem.GraphicLink DIV A.fancyButton.fancyButton2 SPAN SPAN				
STYLE	HTML.js.flexbox.canvas.ca BODY.wide.cpTextResizeO DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer9 ASIDE#contentContainer2 DIV.inner DIV#ccf467e209-29ec-45c7 DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last. DIV DIV#graphicLinkWidget5be DIV.widgetBody.cpGrid.cpG DIV.semanticList	Sample	#14140c	#f9f5e5	16.93 (pass at level AAA)

	DIV.widgetItem.GraphicLink				
SPAN class: text	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer9 ASIDE#contentContainer2 DIV.inner DIV#ccf467e209-29ec-45c7 DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last. DIV DIV#graphicLinkWidget5be DIV.widgetBody.cpGrid.cpG DIV.semanticList DIV.widgetItem.GraphicLink DIV A.fancyButton.fancyButton2 SPAN SPAN	Sample	#4488b3	#f9f5e5	3.55 (AA pass for large text only)
SPAN class: text	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer9 ASIDE#contentContainer2 DIV.inner DIV#ccf467e209-29ec-45c7 DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last.	Sample	#4488b3	#f9f5e5	3.55 (AA pass for large text only)

	DIV DIV#graphicLinkWidget5be DIV.widgetBody.cpGrid.cpG DIV.semanticList DIV.widgetItem.GraphicLink DIV A.fancyButton.fancyButton2 SPAN SPAN				
SPAN class: text	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer5 DIV.siteWrap DIV#structuralContainer6 DIV#structuralContainer9 ASIDE#contentContainer2 DIV.inner DIV#ccf467e209-29ec-45c7 DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last DIV DIV#graphicLinkWidget5be DIV.widgetBody.cpGrid.cpG DIV.semanticList DIV.widgetItem.GraphicLink DIV A.fancyButton.fancyButton2 SPAN SPAN	Sample	#4488b3	#f9f5e5	3.55 (AA pass for large text only)
FONT	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer10 DIV.siteWrap FOOTER#contentContainer	Sample	#db8828	#faf5e5	2.55 (fail)

	DIV#cc17fc1b17-a660-41d3 DIV.row.outer.wide DIV.outer.col.col5 DIV.row.nest.first.last.wide DIV.inner.col.col5.first.last.id DIV SECTION#divInfoAdv6788d DIV.widgetBody..cpGrid.cpC DIV.row.narrow DIV.col.col1.first.last OL.pageStyles.semanticList LI.InfoAdvanced.widgetItem DIV FONT				
FONT	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer10 DIV.siteWrap FOOTER#contentContainer DIV#cc17fc1b17-a660-41d3 DIV.row.outer.wide DIV.outer.col.col5 DIV.row.nest.first.last.wide DIV.inner.col.col5.first.last.id DIV SECTION#divInfoAdv6788d DIV.widgetBody..cpGrid.cpC DIV.row.narrow DIV.col.col1.first.last OL.pageStyles.semanticList LI.InfoAdvanced.widgetItem DIV	Sample	#737679	#faf5e5	4.19 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer10 DIV.siteWrap	Sample	#4487b1	#faf5e5	3.6 (AA pass for large text only)

	FOOTER#contentContainer DIV#cc17fc1b17-a660-41d3 DIV.row.outer.wide DIV.outer.col.col6 DIV.row.nest.first.last.wide DIV.inner.col.col6.first.last.id DIV SECTION#widgetQuicklink7 HEADER#header7902fead- DIV H3				
A class: wide	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer10 DIV.siteWrap FOOTER#contentContainer DIV#cc17fc1b17-a660-41d3 DIV.row.outer.wide DIV.outer.col.col6 DIV.row.nest.first.last.wide DIV.inner.col.col6.first.last.id DIV SECTION#widgetQuicklink7 DIV.widgetBody.cpGrid.cpG DIV.row..wide DIV..col.col1.first. OL.semanticList LI.widgetItem.QuickLinks	Sample	#737679	#faf5e5	4.19 (AA pass for large text only)
A class: wide	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer10 DIV.siteWrap FOOTER#contentContainer DIV#cc17fc1b17-a660-41d3 DIV.row.outer.wide DIV.outer.col.col6	Sample	#737679	#faf5e5	4.19 (AA pass for large text only)

	DIV.row.nest.first.last.wide DIV.inner.col.col6.first.last.id DIV SECTION#widgetQuicklink7 DIV.widgetBody.cpGrid.cpG DIV.row..wide DIV..col.col1..last OL.semanticList LI.widgetItem.QuickLinks				
DIV class: url f	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer10 DIV.siteWrap FOOTER#contentContainer DIV#cc17fc1b17-a660-41d3 DIV.row.outer.wide DIV.outer.col.col6 DIV.row.nest.first.last.wide DIV.inner.col.col6.first.last.id DIV SECTION#widgetQuicklink7 DIV.addItemModal.hidden	Sample	#14140c	#faf5e5	16.96 (pass at level AAA)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer10 DIV.siteWrap FOOTER#contentContainer DIV#cc17fc1b17-a660-41d3 DIV.row.outer.wide DIV.outer.col.col7.last DIV.row.nest.first.last.wide DIV.inner.col.col7.first.last.id DIV SECTION#widgetQuicklink7 HEADER#header79f6902a- DIV	Sample	#4487b1	#faf5e5	3.6 (AA pass for large text only)

	H3				
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: wide DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer10 DIV.siteWrap FOOTER#contentContainer DIV#cc17fc1b17-a660-41d3 DIV.row.outer.wide DIV.outer.col.col7.last DIV.row.nest.first.last.wide DIV.inner.col.col7.first.last.id DIV SECTION#widgetQuicklink7 DIV.widgetBody.cpGrid.cpG DIV.row..wide DIV..col.col1.first. OL.semanticList LI.widgetItem.QuickLinks	Sample	#737679	#faf5e5	4.19 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: wide DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer10 DIV.siteWrap FOOTER#contentContainer DIV#cc17fc1b17-a660-41d3 DIV.row.outer.wide DIV.outer.col.col7.last DIV.row.nest.first.last.wide DIV.inner.col.col7.first.last.id DIV SECTION#widgetQuicklink7 DIV.widgetBody.cpGrid.cpG DIV.row..wide DIV..col.col1..last OL.semanticList LI.widgetItem.QuickLinks	Sample	#737679	#faf5e5	4.19 (AA pass for large text only)
DIV	HTML..js.flexbox.canvas.ca	Sample	#14140c	#faf5e5	16.96 (pass at level

	BODY.wide.cpTextResizeO class: url DIV#outer-wrap DIV#inner-wrap DIV#bodyWrapper DIV#structuralContainer1 DIV#banner1 DIV#structuralContainer10 DIV.siteWrap FOOTER#contentContainer DIV#cc17fc1b17-a660-41d3 DIV.row.outer.wide DIV.outer.col.col7.last DIV.row.nest.first.last.wide DIV.inner.col.col7.first.last.id DIV SECTION#widgetQuicklink7 DIV.addItemModal.hidden				AAA)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: wid DIV#widgetShareBodye9d8 DIV.row.....wide DIV.col.col1.first.last OL.semanticList LI.widgetItem	Sample	#77641d	#e3bf39	3.25 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: wid DIV#widgetShareBodye9d8 DIV.row.....wide DIV.col.col1.first.last OL.semanticList LI.widgetItem	Sample	#77641d	#e3bf39	3.25 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: wid DIV#widgetShareBodye9d8 DIV.row.....wide DIV.col.col1.first.last OL.semanticList LI.widgetItem	Sample	#77641d	#e3bf39	3.25 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: wid DIV#widgetShareBodye9d8 DIV.row.....wide DIV.col.col1.first.last OL.semanticList LI.widgetItem	Sample	#77641d	#e3bf39	3.25 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca	Sample	#77641d	#e3bf39	3.25 (AA pass for large

	BODY.wide.cpTextResizeO class: wid DIV#widgetShareBodye9d8 DIV.row.....wide DIV.col.col1.first.last OL.semanticList LI.widgetItem				text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: wid DIV#widgetShareBodye9d8 DIV.row.....wide DIV.col.col1.first.last OL.semanticList LI.widgetItem	Sample	#77641d	#e3bf39	3.25 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: wid DIV#widgetShareBodye9d8 DIV.row.....wide DIV.col.col1.first.last OL.semanticList LI.widgetItem	Sample	#77641d	#e3bf39	3.25 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: wid DIV#widgetShareBodye9d8 DIV.row.....wide DIV.col.col1.first.last OL.semanticList LI.widgetItem	Sample	#77641d	#e3bf39	3.25 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: wid DIV#widgetSiteToolsBody00 DIV.row.....wide DIV.col.col1.first.last OL.semanticList LI.widgetItem	Sample	#77641d	#e3bf39	3.25 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: wid DIV#widgetSiteToolsBody00 DIV.row.....wide DIV.col.col1.first.last OL.semanticList LI.widgetItem	Sample	#77641d	#e3bf39	3.25 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: wid DIV#widgetSiteToolsBody00 DIV.row.....wide DIV.col.col1.first.last	Sample	#77641d	#e3bf39	3.25 (AA pass for large text only)

	OL.semanticList LI.widgetItem				
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: wid DIV#widgetSiteToolsBody0 DIV.row.....wide DIV.col.col1.first.last OL.semanticList LI.widgetItem	Sample	#77641d	#e3bf39	3.25 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: wid DIV#widgetSiteToolsBody0 DIV.row.....wide DIV.col.col1.first.last OL.semanticList LI.widgetItem	Sample	#77641d	#e3bf39	3.25 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: wid DIV#widgetSiteToolsBody0 DIV.row.....wide DIV.col.col1.first.last OL.semanticList LI.widgetItem	Sample	#77641d	#e3bf39	3.25 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: wid DIV#widgetSiteToolsBody0 DIV.row.....wide DIV.col.col1.first.last OL.semanticList LI.widgetItem	Sample	#77641d	#e3bf39	3.25 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: wid DIV#widgetSiteToolsBody0 DIV.row.....wide DIV.col.col1.first.last OL.semanticList LI.widgetItem	Sample	#77641d	#e3bf39	3.25 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: wid DIV#widgetSiteToolsBody0 DIV.row.....wide DIV.col.col1.first.last OL.semanticList LI.widgetItem	Sample	#77641d	#e3bf39	3.25 (AA pass for large text only)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: wid DIV#widgetSiteToolsBody0 DIV.row.....wide DIV.col.col1.first.last OL.semanticList LI.widgetItem	Sample	#77641d	#e3bf39	3.25 (AA pass for large text only)

	class: wid DIV#widgetSiteToolsBody0 DIV.row.....wide DIV.col.col1.first.last OL.semanticList LI.widgetItem				
DIV	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: hid ASIDE#mainNavMegaMenu DIV#cc77675952-8615-4cd DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last SECTION#widgetPage71f8	Sample	#14140c	#ffffff	18.5 (pass at level AAA)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO ASIDE#mainNavMegaMenu DIV#cc77675952-8615-4cd DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last SECTION#widgetPage71f8 DIV.widgetBody DIV.widgetBody.cpGrid.cpG DIV.row.narrow DIV.col.col1 OL.semanticList.layout3 LI.megaMenuItem.widgetIte H4.widgetTitle	Sample	#97392b	#ffffff	7.15 (pass at level AAA)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO ASIDE#mainNavMegaMenu DIV#cc77675952-8615-4cd DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last SECTION#widgetPage71f8 DIV.widgetBody DIV.widgetBody.cpGrid.cpG DIV.row.narrow DIV.col.col1 OL.semanticList.layout3 LI.megaMenuItem.widgetIte OL.semanticList	Sample	#737679	#ffffff	4.57 (AAA pass for large text; AA for regular text)

	LI.megaMenuItem.level2.ui-				
DIV	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: hidc ASIDE#mainNavMegaMenu DIV#cc57e5b0eb-3ba3-4a6 DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last. SECTION#widgetPaged08a	Sample	#14140c	#ffffff	18.5 (pass at level AAA)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO ASIDE#mainNavMegaMenu DIV#cc57e5b0eb-3ba3-4a6 DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last. SECTION#widgetPaged08a DIV.widgetBody DIV.widgetBody.cpGrid.cpG DIV.row.narrow DIV.col.col1 OL.semanticList.layout3 LI.megaMenuItem.widgetIte H4.widgetTitle	Sample	#97392b	#ffffff	7.15 (pass at level AAA)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO ASIDE#mainNavMegaMenu DIV#cc57e5b0eb-3ba3-4a6 DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last. SECTION#widgetPaged08a DIV.widgetBody DIV.widgetBody.cpGrid.cpG DIV.row.narrow DIV.col.col1 OL.semanticList.layout3 LI.megaMenuItem.widgetIte OL.semanticList LI.megaMenuItem.level2.ui-	Sample	#737679	#ffffff	4.57 (AAA pass for large text; AA for regular text)
DIV	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO class: hidc ASIDE#mainNavMegaMenu	Sample	#14140c	#ffffff	18.5 (pass at level AAA)

	DIV#cc1d343243-7caf-444c DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last SECTION#widgetPage7662				
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO ASIDE#mainNavMegaMenu DIV#cc1d343243-7caf-444c DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last SECTION#widgetPage7662 DIV.widgetBody DIV.widgetBody.cpGrid.cpG DIV.row.narrow DIV.col.col1 OL.semanticList.layout3 LI.megaMenuItem.widgetIte H4.widgetTitle	Sample	#97392b	#ffffff	7.15 (pass at level AAA)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO ASIDE#mainNavMegaMenu DIV#cc1d343243-7caf-444c DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last SECTION#widgetPage7662 DIV.widgetBody DIV.widgetBody.cpGrid.cpG DIV.row.narrow DIV.col.col1 OL.semanticList.layout3 LI.megaMenuItem.widgetIte OL.semanticList LI.megaMenuItem.level2.ui-	Sample	#737679	#ffffff	4.57 (AAA pass for large text; AA for regular text)
DIV class: hidden	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO ASIDE#mainNavMegaMenu DIV#cc03fb5683-84ff-4b00- DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide	Sample	#14140c	#ffffff	18.5 (pass at level AAA)

	DIV.inner.col.col24.first.last SECTION#widgetPage94e1				
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO ASIDE#mainNavMegaMenu DIV#cc03fb5683-84ff-4b00- DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last SECTION#widgetPage94e1 DIV.widgetBody DIV.widgetBody.cpGrid.cpG DIV.row.narrow DIV.col.col1 OL.semanticList.layout3 LI.megaMenuitem.widgetIte H4.widgetTitle	Sample	#97392b	#ffffff	7.15 (pass at level AAA)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO ASIDE#mainNavMegaMenu DIV#cc03fb5683-84ff-4b00- DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last SECTION#widgetPage94e1 DIV.widgetBody DIV.widgetBody.cpGrid.cpG DIV.row.narrow DIV.col.col1 OL.semanticList.layout3 LI.megaMenuitem.widgetIte OL.semanticList LI.megaMenuitem.level2.ui-	Sample	#737679	#ffffff	4.57 (AAA pass for large text; AA for regular text)
DIV class: hidd	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO ASIDE#mainNavMegaMenu DIV#ccf2d23eaa-9308-421e DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last SECTION#widgetPage7093	Sample	#14140c	#ffffff	18.5 (pass at level AAA)
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO	Sample	#97392b	#ffffff	7.15 (pass at level AAA)

	ASIDE#mainNavMegaMenu DIV#ccf2d23eaa-9308-421e DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last SECTION#widgetPage7093 DIV.widgetBody DIV.widgetBody.cpGrid.cpG DIV.row.narrow DIV.col.col1 OL.semanticList.layout3 LI.megaMenuItem.widgetIte H4.widgetTitle				
A	HTML..js.flexbox.canvas.ca BODY.wide.cpTextResizeO ASIDE#mainNavMegaMenu DIV#ccf2d23eaa-9308-421e DIV.row.outer.wide DIV.outer.col.col24.first.last DIV.row.nest.first.last.wide DIV.inner.col.col24.first.last SECTION#widgetPage7093 DIV.widgetBody DIV.widgetBody.cpGrid.cpG DIV.row.narrow DIV.col.col1 OL.semanticList.layout3 LI.megaMenuItem.widgetIte OL.semanticList LI.megaMenuItem.level2.ui-	Sample	#737679	#ffffff	4.57 (AAA pass for large text; AA for regular text)

Appendix J

Appendix K

ADA Best Practices Tool Kit for State and Local Governments

Chapter 3

General Effective Communication Requirements Under Title II of the ADA

In this chapter, you will learn about the requirements of Title II of the ADA for effective communication. Questions answered include:

- What is effective communication?
- What are auxiliary aids and services?
- When is a state or local government required to provide auxiliary aids and services?
- Who chooses the auxiliary aid or service that will be provided?

A. Providing Equally Effective Communication

Under Title II of the ADA, all state and local governments are required to take steps to ensure that their communications with people with disabilities are as effective as communications with others.¹ This requirement is referred to as “effective communication”² and it is required except where a state or local government can show that providing effective communication would fundamentally alter the nature of the service or program in question or would result in an undue financial and administrative burden.

What does it mean for communication to be “effective”? Simply put, “effective communication” means that **whatever is written or spoken must be as clear and understandable to people with disabilities as it is for people who do not have disabilities**. This is important because some people have disabilities that affect how they communicate.

How is communication with individuals with disabilities different from communication with people without disabilities? For most individuals with disabilities, there is no difference. But people who have disabilities that affect hearing, seeing, speaking, reading, writing, or understanding may use different ways to communicate than people who do not.

The effective communication requirement applies to ALL members of the public with disabilities, including job applicants, program participants, and even people who simply contact state or local government agencies seeking information about programs, services, or activities.

¹ Department of Justice Nondiscrimination on the Basis of State and Local Government Services Regulations, 28 C.F.R. Part 35, § 35.160 (2005). The Department’s Title II regulation is available at www.ada.gov/reg2.htm.

² See Department of Justice Americans with Disabilities Act Title II Technical Assistance Manual II-7.1000 (1993). The Technical Assistance Manual is available at www.ada.gov/taman2.html.

1. Providing Equal Access With Auxiliary Aids and Services

There are many ways that you can provide equal access to communications for people with disabilities. These different ways are provided through “auxiliary aids and services.” **“Auxiliary aids and services” are devices or services that enable effective communication for people with disabilities.**³

Title II of the ADA requires government entities to make appropriate auxiliary aids and services available to ensure effective communication.⁴ You also must make information about the location of accessible services, activities, and facilities available in a format that is accessible to people who are deaf or hard of hearing and those who are blind or have low vision.⁵

Generally, the requirement to provide an auxiliary aid or service is triggered when a person with a disability requests it.

³ 28 C.F.R. §§ 35.104, 35.160.

⁴ 28 C.F.R. Part 35.160(b)(1).

⁵ 28 C.F.R. § 35.163 (a).

2. Different Types of Auxiliary Aids and Services

Here are some examples of different auxiliary aids and services that may be used to provide effective communication for people with disabilities. **But, remember, not all ways work for all people with disabilities or even for people with one type of disability. You must consult with the individual to determine what is effective for him or her.**

- qualified interpreters
- notetakers
- screen readers
- computer-aided real-time transcription (CART)
- written materials
- telephone handset amplifiers
- assistive listening systems
- hearing aid-compatible telephones
- computer terminals
- speech synthesizers
- communication boards
- text telephones (TTYs)
- open or closed captioning
- closed caption decoders
- video interpreting services
- videotext displays
- description of visually presented materials
- exchange of written notes
- TTY or video relay service
- email
- text messaging
- instant messaging
- qualified readers
- assistance filling out forms
- taped texts
- audio recordings
- Brailled materials
- large print materials
- materials in electronic format (compact disc with materials in plain text or word processor format)

B. Speaking, Listening, Reading, and Writing: When Auxiliary Aids and Services Must be Provided

Remember that communication may occur in different ways. Speaking, listening, reading, and writing are all common ways of communicating. When these communications involve a person with a disability, an auxiliary aid or service may be required for communication to be effective. The type of aid or service necessary depends on the length and complexity of the communication as well as the format.

1. Face-to-Face Communications

For brief or simple face-to-face exchanges, very basic aids are usually appropriate. For example, exchanging written notes may be effective when a deaf person asks for a copy of a form at the library.

For more complex or lengthy exchanges, more advanced aids and services are required. Consider how important the communication is, how many people are involved, the length of the communication anticipated, and the context.

Examples of instances where more advanced aids and services are necessary include meetings, hearings, interviews, medical appointments, training and counseling sessions, and court proceedings. In these types of situations where someone involved has a disability that affects communication, auxiliary aids and services such as qualified interpreters, computer-aided real-time transcription (CART), open and closed captioning, video relay, assistive listening devices, and computer terminals may be required. Written transcripts also may be appropriate in pre-scripted situations such as speeches.

Computer-Aided Real-Time Transcription (CART)

Many people who are deaf or hard of hearing are not trained in either sign language or lipreading. CART is a service in which an operator types what is said into a computer that displays the typed words on a screen.

2. Written Communications

Accessing written communications may be difficult for people who are blind or have low vision and individuals with other disabilities. Alternative formats such as Braille, large print text, emails or compact discs (CDs) with the information in accessible formats, or audio recordings are often effective ways of making information accessible to these individuals. In instances where information is provided in written form, ensure effective communication for people who cannot read the text. Consider the context, the importance of the information, and the length and complexity of the materials.

When you plan ahead to print and produce documents, it is easy to print or order some in alternative formats, such as large print, Braille, audio recordings, and documents stored electronically in accessible formats on CDs. Some examples of events when you are likely to produce documents in advance include training sessions, informational sessions, meetings, hearings, and press conferences. In many instances, you will receive a request for an alternative format from a person with a disability before the event.

If written information is involved and there is little time or need to have it produced in an alternative format, reading the information aloud may be effective. For example, if there are brief written instructions on how to get to an office in a public building, it is often effective to read the directions aloud to the person. Alternatively, an agency employee may be able to accompany the person and provide assistance in locating the office.

Don't forget . . .

Even tax bills and bills for water and other government services are subject to the requirement for effective communication. Whenever a state or local government provides information in written form, it must, when requested, make that information available to individuals who are blind or have low vision in a form that is usable by them.

3. Primary Consideration: Who Chooses the Auxiliary Aid or Service?

When an auxiliary aid or service is requested by someone with a disability, you must provide an opportunity for that person to request the auxiliary aids and services of their choice, and you must give primary consideration to the individual's choice.⁶ "Primary consideration" means that the public entity must honor the choice of the individual with a disability, with certain exceptions.⁷ The individual with a disability is in the best position to determine what type of aid or service will be effective.

The requirement for consultation and primary consideration of the individual's choice applies to aurally communicated information (i.e., information intended to be heard) as well as information provided in visual formats.

The requesting person's choice does not have to be followed if:

- the public entity can demonstrate that another equally effective means of communication is available;
- use of the means chosen would result in a fundamental alteration in the service, program, or activity; or
- the means chosen would result in an undue financial and administrative burden.

Video Remote Interpreting (VRI) or Video Interpreting Services (VIS)

VRI or VIS are services where a sign language interpreter appears on a videophone over high-speed Internet lines. Under some circumstances, when used appropriately, video interpreting services can provide immediate, effective access to interpreting services seven days per week, twenty-four hours a day, in a variety of situations including emergencies and unplanned incidents.

On-site interpreter services may still be required in those situations where the use of video interpreting services is otherwise not feasible or does not result in effective communication. For example, using VRI / VIS may be appropriate when doing immediate intake at a hospital while awaiting the arrival of an in-person interpreter, but may not be appropriate in other circumstances, such as when the patient is injured enough to have limited mobility or needs to be moved from room to room.

VRI / VIS is different from Video Relay Services (VRS) which enables persons who use sign language to communicate with voice telephone users through a relay service using video equipment. VRS may only be used when consumers are connecting with one another through a telephone connection.

⁶ 28 C.F.R. Part 35.160(b)(2).

⁷ See Title II Technical Assistance Manual II-7.1100.

4. Providing Qualified Interpreters and Qualified Readers

When an interpreter is requested by a person who is deaf or hard of hearing, the interpreter provided must be qualified.

A "qualified interpreter" is someone who is able to sign to the individual who is deaf what is being spoken by the hearing person and who can voice to the hearing person what is being signed by the person who is deaf. Certification is not required if the individual has the necessary skills. To be qualified, an interpreter must be able to convey communications effectively, accurately, and impartially, and use any necessary specialized vocabulary.⁸

Similarly, those serving as readers for people who are blind or have low vision must also be "qualified."⁹ For example, a qualified reader at an office where people apply for permits would need to be able to read information on the permit process accurately and in a manner that the person requiring assistance can understand. The qualified reader would also

need to be capable of assisting the individual in completing forms by accurately reading instructions and recording information on each form, in accordance with each form's instructions and the instructions provided by the individual who requires the assistance.

Did You Know That There are Different Types of Interpreters?

Sign Language Interpreters

Sign language is used by many people who are deaf or hard of hearing. It is a visually interactive language that uses a combination of hand motions, body gestures, and facial expressions. There are several different types of sign language, including American Sign Language (ASL) and Signed English.

Oral Interpreters

Not all people who are deaf or hard of hearing are trained in sign language. Some are trained in speech reading (lip reading) and can understand spoken words more clearly with assistance from an oral interpreter. Oral interpreters are specially trained to articulate speech silently and clearly, sometimes rephrasing words or phrases to give higher visibility on the lips. Natural body language and gestures are also used.

Cued Speech Interpreters

A cued speech interpreter functions in the same manner as an oral interpreter except that he or she also uses a hand code, or cue, to represent each speech sound.

8 28 C.F.R. § 35.104.

9 28 C.F.R. § 35.104.

5. Television, Videos, Telephones, and Title II of the ADA

The effective communication requirement also covers public television programs, videos produced by a public entity, and telephone communications.¹⁰ These communications must be accessible to people with disabilities.

a. Public Television and Videos

If your local government produces public television programs or videos, they must be accessible. A common way of making them accessible to people who are unable to hear the audio portion of these productions is closed captioning. For persons who are blind or have low vision, detailed audio description may be added to describe important visual images.

b. Telephone Communications

Public entities that use telephones must provide equally effective communication to individuals with disabilities. There are two common ways that people who are deaf or hard of hearing and those with speech impairments use telecommunication. One way is through the use of teletypewriters (TTYs) or computer equipment with TTY capability to place telephone calls. A TTY is a device on which you can type and receive text messages. For a TTY to be used, both parties to the conversation must have a TTY or a computer with TTY capability. If TTYs are provided for employees who handle incoming calls, be sure that these employees are trained and receive periodic refreshers on how to communicate using this equipment.

A second way is by utilizing telephone relay services or video relay services. Telephone relay services involve a relay operator who uses both a standard telephone and a TTY to type the voice messages to the TTY user and read the TTY messages to the standard telephone user. Video relay services involve a relay operator who uses both a standard telephone and a computer video terminal to communicate voice messages in sign language to the computer video terminal user and to voice the sign language messages to the standard telephone user.

Public employees must be instructed to accept and handle relayed calls in the normal course of business. Untrained individuals frequently mistake relay calls for telemarketing or collect calls and refuse to accept them. They also may mistakenly assume that deaf people must come into a government office to handle a matter in person even though other people are allowed to handle the same matter over the telephone.

¹⁰ 28 C.F.R. §§ 35.104, 35.160, 35.161.

C. Planning Ahead to Provide Effective Communication

Even before someone requests an auxiliary aid or service from your public entity, plan ahead to accommodate the communication needs of persons with disabilities. Prepare for the time when someone will request a qualified interpreter, Braille documents, video relay, or another auxiliary aid or service.

- **Identify local resources for auxiliary aids and services.** Even if you do not think there is anyone with a disability in your community, you need to be prepared.
- **Find out how you can produce documents in Braille or acquire other aids or services.** Technology is changing, and much of the equipment needed to ensure effective communication is less expensive than it once was. Consider whether it makes sense to procure equipment or obtain services through vendors. If your needs will be best met by using vendors, identify vendors who can provide the aids or services and get information about how much advance notice the vendors will need to produce documents or provide services.
- **Contract with qualified interpreter services and other providers so that interpreters and other aids and services will be available on short notice.** This is especially critical for time-sensitive situations, such as when a qualified interpreter is necessary to communicate with someone who is arrested, injured, hospitalized, or involved in some other emergency.
- **Use the checklist included in this Chapter to assess your agency's ability to provide effective communication and to figure out the next steps for achieving ADA compliance.**
- **Train employees about effective communication and how to obtain and use auxiliary aids and services. All employees who interact with the public over the telephone or in person need to know their role in ensuring effective communication.**

Appendix L



COMMONLY ASKED QUESTIONS ABOUT THE AMERICANS WITH DISABILITIES ACT AND LAW ENFORCEMENT

I. Introduction

Police officers, sheriff's deputies, and other law enforcement personnel have always interacted with persons with disabilities and, for many officers and deputies, the Americans with Disabilities Act (ADA) may mean few changes in the way they respond to the public. To respond to questions that may arise, this document offers common sense suggestions to assist law enforcement agencies in complying with the ADA. The examples presented are drawn from real-life situations as described by police officers or encountered by the Department of Justice in its enforcement of the ADA.

1. Q: What is the ADA?

A: The Americans with Disabilities Act (ADA) is a Federal civil rights law. It gives Federal civil rights protections to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in State and local government services, public accommodations, employment, transportation, and telecommunications.

2. Q: How does the ADA affect my law enforcement duties?

A: Title II of the ADA prohibits discrimination against people with disabilities in State and local governments services, programs, and employment. Law enforcement agencies are covered because they are programs of State or local governments, regardless of whether they receive Federal grants or other Federal funds. The ADA affects virtually everything that officers and deputies do, for example:

- receiving citizen complaints;
- interrogating witnesses;
- arresting, booking, and holding suspects;
- operating telephone (911) emergency centers;
- providing emergency medical services;
- enforcing laws;
- and other duties.

3. Q: Who does the ADA protect?

A: The ADA covers a wide range of individuals with disabilities. An individual is considered to have a "disability" if he or she has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment.

Major life activities include such things as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. To be substantially limited means that such activities are restricted in the manner, condition, or duration in which they are performed in comparison with most people.

- The ADA also protects people who are discriminated against because of their association with a person with a disability.

Example: Police receive a call from a woman who complains that someone has broken into her residence. The police department keeps a list of dwellings where people with AIDS are known to reside. The woman's residence is on the list because her son has AIDS. Police fail to respond to her call, because they fear catching the HIV virus. The officers have discriminated against the woman on the basis of her association with an individual who has AIDS.

4. Q: *What about someone who uses illegal drugs?*

A: Nothing in the ADA prevents officers and deputies from enforcing criminal laws relating to an individual's current use or possession of illegal drugs.

II. Interacting with People with Disabilities

5. Q: *What are some common problems that people with disabilities have with law enforcement?*

A: Unexpected actions taken by some individuals with disabilities may be misconstrued by officers or deputies as suspicious or illegal activity or uncooperative behavior.

Example: An officer approaches a vehicle and asks the driver to step out of the car. The driver, who has a mobility disability, reaches behind the seat to retrieve her assistive device for walking. This appears suspicious to the officer.

- Individuals who are deaf or hard of hearing, or who have speech disabilities or mental retardation, or who are blind or visually impaired may not recognize or be able to respond to police directions. These individuals may erroneously be perceived as uncooperative.

Example: An officer yells "freeze" to an individual who is running from an area in which a crime has been reported. The individual, who is deaf, cannot hear the officer and continues to run. The officer mistakenly believes that the individual is fleeing from the scene. Similarly, ordering a suspect who is visually impaired to get over "there" is likely to lead to confusion and misunderstanding, because the suspect may have no idea where the officer is pointing.

Some people with disabilities may have a staggering gait or slurred speech related to their disabilities or the medications they take. These characteristics, which can be associated with neurological disabilities, mental/emotional disturbance, or hypoglycemia, may be misperceived as intoxication.

Example: An officer observes a vehicle with one working headlight and pulls the vehicle over. When the driver hands the registration to the officer, the officer notices that the driver's hand is trembling and her speech is slurred. The officer concludes that the individual is under the influence of alcohol, when in fact the symptoms are caused by a neurological disability.

Example: A call comes in from a local restaurant that a customer is causing a disturbance. When the responding officer arrives at the scene, she discovers a 25-year-old man swaying on his feet and grimacing. He has pulled the table cloth from the table. The officer believes that the man has had too much to drink and is behaving aggressively, when in fact he is having a seizure.

What can be done to avoid these situations?

Training, sensitivity, and awareness will help to ensure equitable treatment of individuals with disabilities as well as effective law enforcement. For example:

- When approaching a car with visible signs that a person with a disability may be driving (such as a designated license plate or a hand control) , the police officer should be aware that the driver may reach for a mobility device.
- Using hand signals, or calling to people in a crowd to signal for a person to stop, may be effective ways for an officer to get the attention of a deaf individual.
- When speaking, enunciate clearly and slowly to ensure that the individual understands what is being said.
- Finally, typical tests for intoxication, such as walking a straight line, will be ineffective for individuals whose disabilities cause unsteady gait. Other tests, like breathalyzers, will provide more accurate results and reduce the possibility of false arrest.

6. Q: *What if someone is demonstrating threatening behavior because of his or her disability?*

A: Police officers may, of course, respond appropriately to real threats to health or safety, even if an individual's actions are a result of her or his disability. But it is important that police officers are trained to distinguish behaviors that pose a real risk from behaviors that do not, and to recognize when an individual, such as someone who is having a seizure or exhibiting signs of psychotic crisis, needs medical attention. It is also important that behaviors resulting from a disability not be criminalized where no crime has been committed. Avoid these scenarios:

- A store owner calls to report that an apparently homeless person has been in front of the store for an hour, and customers are complaining that he appears to be talking to himself. The individual, who has mental illness, is violating no loitering or panhandling laws. Officers arriving on the scene arrest him even though he is violating no laws.
- Police receive a call in the middle of the night about a teenager with mental illness who is beyond the control of her parents. All attempts to get services for the teenager at that hour fail, so the responding officer arrests her until he can get her into treatment. She ends up with a record, even though she committed no offense.

7. Q: *What procedures should law enforcement officers follow to arrest and transport a person who uses a wheelchair?*

A: Standard transport practices may be dangerous for many people with mobility disabilities. Officers should use caution not to harm an individual or damage his or her wheelchair. The best approach is to ask the person what type of transportation he or she can use, and how to lift or assist him or her in transferring into and out of the vehicle.

Example: An individual with a disability is removed from his wheelchair and placed on a bench in a paddy wagon. He is precariously strapped to the bench with his own belt. When the vehicle begins to move, he falls off of the bench and is thrown to the floor of the vehicle where he remains until arriving at the station.

- Some individuals who use assistive devices like crutches, braces, or even manual wheelchairs might be safely transported in patrol cars.
- Safe transport of other individuals who use manual or power wheelchairs might require departments to make minor modifications to existing cars or vans, or to use lift-equipped vans or buses. Police departments may consider other community resources, e.g., accessible taxi services.

8. Q: What steps should officers follow to communicate effectively with an individual who is blind or visually impaired?

A: It is important for officers to identify themselves and to state clearly and completely any directions or instructions -- including any information that is posted visually. Officers must read out loud in full any documents that a person who is blind or visually impaired needs to sign. Before taking photos or fingerprints, it is a good idea to describe the procedures in advance so that the individual will know what to expect.

9. Q: Do police personnel need to take special precautions when providing emergency medical services to someone who has HIV or AIDS?

A: Persons with HIV or AIDS should be treated just like any other person requiring medical attention. In fact, emergency medical service providers are required routinely to treat all persons as if they are infectious for HIV, Hepatitis B, or other blood borne pathogens, by practicing universal precautions. Many people do not know that they are infected with a blood borne pathogen, and there are special privacy considerations that may cause those who know they are infected not to disclose their infectious status.

- Universal precautions for emergency service providers include the wearing of gloves, a mask, and protective eye wear, and, where appropriate, the proper disinfection or disposal of contaminated medical equipment. Protective barriers like gloves should be used whenever service providers are exposed to blood.

Example: Police are called to a shopping mall to assist a teenager who has cut his hand and is bleeding profusely. As long as the attending officers wear protective gloves, they will not be at risk of acquiring HIV, Hepatitis B, or any other blood borne pathogen, while treating the teenager.

- Refusing to provide medical assistance to a person because he or she has, or is suspected of having, HIV or AIDS is discrimination.

Example: Police are called to a shopping mall, where an individual is lying on the ground with chest pains. The responding officer asks the individual whether she is currently taking any medications. She responds that she is taking AZT, a medication commonly prescribed for individuals who are HIV-positive or have AIDS. The officer announces to his colleagues that the individual has AIDS and refuses to provide care. This refusal violates the ADA.

III. Effective Communication

10. Q: *Do police departments have to arrange for a sign language interpreter every time an officer interacts with a person who is deaf?*

A: No. Police officers are required by the ADA to ensure effective communication with individuals who are deaf or hard of hearing. Whether a qualified sign language interpreter or other communication aid is required will depend on the nature of the communication and the needs of the requesting individual. For example, some people who are deaf do not use sign language for communication and may need to use a different communication aid or rely on lipreading. In one-on-one communication with an individual who lipreads, an officer should face the individual directly, and should ensure that the communication takes place in a well-lighted area.

- Examples of other communication aids, called “auxiliary aids and services” in the ADA, that assist people who are deaf or hard of hearing include the exchange of written notes, telecommunications devices for the deaf (TDD’s) (also called text telephones (TT’s) or teletypewriters (TTY’s)), telephone handset amplifiers, assistive listening systems, and videotext displays.
- The ADA requires that the expressed choice of the individual with the disability, who is in the best position to know her or his needs, should be given primary consideration in determining which communication aid to provide. The ultimate decision is made by the police department. The department should honor the individual’s choice unless it can demonstrate that another effective method of communication exists.
- Police officers should generally not rely on family members, who are frequently emotionally involved, to provide sign language interpreting.

Example: A deaf mother calls police to report a crime in which her hearing child was abused by the child’s father. Because it is not in the best interests of the mother or the child for the child to hear all of the details of a very sensitive, emotional situation, the mother specifically requests that the police officers procure a qualified sign language interpreter to facilitate taking the report. Officers ignore her request and do not secure the services of an interpreter. They instead communicate with the hearing child, who then signs to the mother. The police department in this example has violated the ADA because it ignored the mother’s request and inappropriately relied on a family member to interpret.

- In some limited circumstances a family member may be relied upon to interpret.

Example: A family member may interpret in an emergency, when the safety or welfare of the public or the person with the disability is of paramount importance. For example, emergency personnel responding to a car accident may need to rely on a family member to interpret in order to evaluate the physical condition of an individual who is deaf. Likewise, it may be appropriate to rely on a family member to interpret when a deaf individual has been robbed and an officer in hot pursuit needs information about the suspect.

Example: A family member may interpret for the sake of convenience in circumstances where an interpreter is not required by the ADA, such as in situations where exchanging written notes would be effective. For example, it would be appropriate to rely on a passenger who is a family member to interpret when an individual who is deaf is asking an officer for traffic directions, or is stopped for a traffic violation.

11. **Q:** If the person uses sign language, what kinds of communication will require an interpreter?

A: The length, importance, or complexity of the communication will help determine whether an interpreter is necessary for effective communication

- In a simple encounter, such as checking a driver's license or giving street directions, a notepad and pencil normally will be sufficient.
- During interrogations and arrests, a sign language interpreter will often be necessary to effectively communicate with an individual who uses sign language.
- If the legality of a conversation will be questioned in court, such as where Miranda warnings are issued, a sign language interpreter may be necessary. Police officers should be careful about miscommunication in the absence of a qualified interpreter -- a nod of the head may be an attempt to appear cooperative in the midst of misunderstanding, rather than consent or a confession of wrongdoing.
- In general, if an individual who does not have a hearing disability would be subject to police action without interrogation, then an interpreter will not be required, unless one is necessary to explain the action being taken.

Example: An officer clocks a car on the highway driving 15 miles above the speed limit. The driver, who is deaf, is pulled over and issued a noncriminal citation. The individual is able to understand the reasons for the citation, because the officer exchanges written notes with the individual and points to information on the citation. In this case, a sign language interpreter is not needed.

Example: An officer responds to an aggravated battery call and upon arriving at the scene observes a bleeding victim and an individual holding a weapon. Eyewitnesses observed the individual strike the victim. The individual with the weapon is deaf, but the officer has probable cause to make a felony arrest without an interrogation. In this case, an interpreter is not necessary to carry out the arrest.

12. Q: *Do I have to take a sign language interpreter to a call about a violent crime in progress or a similar urgent situation involving a person who is deaf?*

A: No. An officer's immediate priority is to stabilize the situation. If the person being arrested is deaf, the officer can make an arrest and call for an interpreter to be available later at the booking station.

13. Q: *When a sign language interpreter is needed, where do I find one?*

A: Your department should have one or more interpreters available on call. This is generally accomplished through a contract with a sign language interpreter service. Communicating through sign language will not be effective unless the interpreter is familiar with the vocabulary and terminology of law enforcement, so your department should ensure that the interpreters it uses are familiar with law enforcement terms.

14. Q: Is there any legal limit to how much my department must spend on communication aids like interpreters?

A: Yes. Your department is not required to take any step that would impose undue financial and administrative burdens. The “undue burden” standard is a high one. For example, whether an action would be an undue financial burden is determined by considering all of the resources available to the department. If providing a particular auxiliary aid or service would impose an undue burden, the department must seek alternatives that ensure effective communication to the maximum extent feasible.

15. Q: When would an officer use an assistive listening device as a communication aid?

A: Assistive listening systems and devices receive and amplify sound and are used for communicating in a group setting with individuals who are hard of hearing.

- At headquarters or a precinct building, if two or more officers are interrogating a witness who is hard of hearing, or in meetings that include an individual who is hard of hearing, an assistive listening device may be needed.

16. Q: What is a TDD and does every police station have to have one?

A: A telecommunications device for the deaf (TDD) is a device used by individuals with hearing or speech disabilities to communicate on the telephone. A TDD is a keyboard with a display for receiving typed text that can be attached to a telephone. The TDD user types a message that is received by another TDD at the other end of the line.

- Arrestees who are deaf or hard of hearing, or who have speech disabilities, may require a TDD for making outgoing calls. TDD’s must be available to inmates with disabilities under the same terms and conditions as telephone privileges are offered to all inmates, and information indicating the availability of the TDD should be provided.
- TDDs typically cost \$200-300 each and can be used with a standard telephone. It is unlikely that the cost of purchasing a TDD will be prohibitive. Still, a small department with limited resources could arrange to share a TDD with a local courthouse or other entity, so long as the TDD is immediately available as needed.

17. Q. What about “911” calls? How are those made accessible to people with speech or hearing disabilities?

A: Individuals with hearing and speech disabilities must have direct access to “911” or similar emergency telephone services, meaning that emergency response centers must be equipped to receive calls from TDD and computer modem users without relying on third parties or state relay services. It is important that operators are trained to use the TDD when the caller is silent, and not only when the operator recognizes the tones of a TDD at the other end of the line. For additional information, please refer to the Department of Justice’s publication, *Commonly Asked Questions Regarding Telephone Emergency Services*. For information about how to obtain this and other publications, see the resources section at the end of this document.

18. Q: Procedures at my office require citizens to fill out forms when reporting crimes. What if the person has a vision disability, a learning disability, mental retardation or some other disability that may prevent the person from filling out a form?

A: The simplest solution is to have an officer or clerk assist the person in reading and filling out the form. Police officers have probably been doing this for years. The form itself could also be provided in an alternative format. Providing a copy of the form in large print (which is usually as simple as using a copy machine or computer to increase type size) will make the form accessible to many individuals with moderate vision disabilities.

IV. Architectural Access

19. Q: Does the ADA require all police stations to be accessible to people with disabilities?

A: No. Individuals with disabilities must have equal access to law enforcement services, but the ADA is flexible in how to achieve that goal. The ADA requires programs to be accessible to individuals with disabilities, not necessarily each and every facility. Often, structural alterations to an existing police station or sheriff's office will be necessary to create effective access. In some situations, however, it may be as effective to use alternative methods, such as relocating a service to an accessible building, or providing an officer who goes directly to the individual with the disability. Whatever approach to achieving "program access" is taken, training of officers and deputies, well-developed policies, and clear public notice of the approach will be critical to ensuring successful ADA compliance.

Example: A police station in a small town is inaccessible to individuals with mobility disabilities. The department decides that it cannot alter all areas of the station because of insufficient funds. It decides to alter the lobby and restrooms so that the areas the public uses -- for filling out crime reports, obtaining copies of investigative reports for insurance purposes, or seeking referrals to shelter care -- are accessible. Arrangements are made to conduct victim and witness interviews with individuals with disabilities in a private conference room in the local library or other government building, and to use a neighboring department's accessible lock-up for detaining suspects with disabilities. These measures are consistent with the ADA's program accessibility requirements.

Example: An individual who uses a wheelchair calls to report a crime, and is told that the police station is inaccessible, but that the police department has a policy whereby a police officer will meet individuals with disabilities in the parking lot. The individual arrives at the parking lot, waits there for three hours, becomes frustrated, and leaves. By neglecting to adequately train officers about its policy, the police department has failed in its obligation to provide equal access to police services, and has lost valuable information necessary for effective law enforcement.

20. Q: What about holding cells and jails that are not accessible?

A: An arrestee with a mobility disability must have access to the toilet facilities and other amenities provided at the lock-up or jail. A law enforcement agency must make structural changes, if necessary, or arrange to use a nearby accessible facility.

- Structural changes can be undertaken in a manner that ensures officer safety and general security. For example, grab bars in accessible restrooms can be secured so that they are not removable.

- If meeting and/or interrogation rooms are provided, those areas should also be accessible for use by arrestees, family members, or legal counsel who have mobility disabilities.

21. Q: *Is there a limit to the amount of money my agency must spend to alter an existing police facility?*

A: Yes. It is the same legal standard of “undue burden” discussed earlier with regard to the provision of communication aids. Your agency is not required to undertake alterations that would impose undue financial and administrative burdens. If an alteration would impose an “undue burden”, the agency must choose an alternative that ensures access to its programs and services.

22. Q. *We are building a new prison. Do we need to make it accessible?*

A: Yes. All new buildings must be made fully accessible to, and usable by, individuals with disabilities. The ADA provides architectural standards that specify what must be done to create access.

- Either the Uniform Federal Accessibility Standards (UFAS) or the ADA Standards for Accessible Design (without the elevator exemption) (ADA Standards) may be used. UFAS has specific scoping requirements for prisons that require, among other things, that 5% of all cells be made accessible to individuals with mobility disabilities.
- Unlike modifications of existing facilities, there is no undue burden limitation for new construction.
- In addition, if an agency alters an existing facility for any reason -- including reasons unrelated to accessibility -- the altered areas must be made accessible to individuals with disabilities.

V. Modifications of Policies, Practices, and Procedures

23. Q: *What types of modifications in law enforcement policies, practices, and procedures does the ADA require?*

A: The ADA requires law enforcement agencies to make reasonable modifications in their policies, practices, and procedures that are necessary to ensure accessibility for individuals with disabilities, unless making such modifications would fundamentally alter the program or service involved. There are many ways in which a police or sheriff's department might need to modify its normal practices to accommodate a person with a disability.

Example: A department modifies a rule that prisoners or detainees are not permitted to have food in their cells except at scheduled intervals, in order to accommodate an individual with diabetes who uses medication and needs access to carbohydrates or sugar to keep blood sugar at an appropriate level.

Example: A department modifies its enforcement of a law requiring a license to use motorized vehicles on the streets, in order to accommodate individuals who use scooters or motorized wheelchairs. Such individuals are pedestrians, but may need to use streets where curb cuts are unavailable.

Example: A department modifies its regular practice of handcuffing arrestees behind their backs, and instead handcuffs deaf individuals in front in order for the person to sign or write notes.

Example: A department modifies its practice of confiscating medications for the period of confinement, in order to permit inmates who have disabilities that require self-medication, such as cardiac conditions or epilepsy, to self-administer medications that do not have abuse potential.

Example: A department modifies the procedures for giving Miranda warnings when arresting an individual who has mental retardation. Law enforcement personnel use simple words and ask the individual to repeat each phrase of the warnings in her or his own words. The personnel also check for understanding, by asking the individual such questions as what a lawyer is and how a lawyer might help the individual, or asking the individual for an example of what a right is. Using simple language or pictures and symbols, speaking slowly and clearly, and asking concrete questions, are all ways to communicate with individuals who have mental retardation.

- Informal practices may also need to be modified. Sometimes, because of the demand for police services, third party calls are treated less seriously. Police officers should keep in mind that calling through a third party may be the only option for individuals with certain types of disabilities.

VI. Resources

24. Q: *It sounds like awareness and training are critical for effective interaction with individuals with disabilities. How can I find out more about the needs of my local disability community?*

A: State and local government entities were required, by January 26, 1993, to conduct a “self-evaluation” reviewing their current services, policies, and practices for compliance with the ADA. Entities employing 50 or more persons were also to develop a “transition plan” identifying structural changes that needed to be made. As part of that process, the ADA encouraged entities to involve individuals with disabilities from their local communities. Continuing this process will promote access solutions that are reasonable and effective. Even though the deadlines for the self-evaluation, transition plan, and completion of structural changes have passed, compliance with the ADA is an ongoing obligation.

25. Q: *Where can I turn for answers to other questions about the ADA?*

A: The Department of Justice’s toll-free ADA Information Line answers questions and offers free publications about the ADA. The telephone numbers are: 800-514-0301 (voice) or 800-514-0383 (TTY). Publications are also available from the ADA Website www.ada.gov.

Note: Reproduction of this document is encouraged.