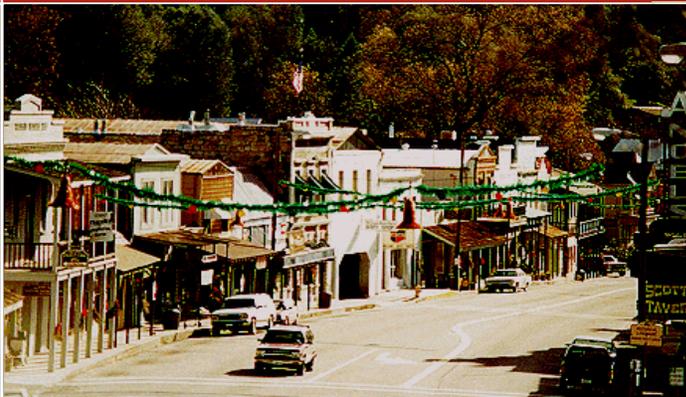


CITY OF ANGELS



SELF EVALUATION AND TRANSITION PLAN



SUBMITTED BY



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1.0 Introduction and Overview

1.1 Introduction

The ADA is a comprehensive civil rights law for persons with disabilities in both employment and the provision of goods and services. The ADA states that its purpose is to provide a "clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities." Congress emphasized that the ADA seeks to dispel stereotypes and assumptions about disabilities and to assure equality of opportunity, full participation, independent living, and economic self-sufficiency for people with disabilities.

This ADA Self-Evaluation and Transition Plan is being prepared in partial fulfillment of the requirements set forth in Title II of the Americans with Disabilities Act (ADA). The ADA states that a public entity must reasonably modify its policies, practices, or procedures to avoid discrimination against people with disabilities. This report will assist the City of Angels, and related public entities governed by the individuals who sit as the Board of Supervisors, in identifying policy, program, and physical barriers to accessibility and in developing barrier removal solutions that will facilitate the opportunity of access to all individuals.

This 2009 plan describes the process by which policies, programs, and facilities were evaluated for compliance with the ADA; presenting the findings of that evaluation; and providing recommendations for ensuring compliance. This section provides an overview of the requirements for developing the Self-Evaluation and Transition Plan and outlines the plan development process itself. Subsequent sections will describe and evaluate policies and programs and will establish the relationship between physical and programmatic barriers to accessibility.

1.2 Legislative Mandate

The development of a Transition Plan is a requirement of the federal regulations implementing the Rehabilitation Act of 1973, which require that all organizations receiving federal funds make their programs available without discrimination toward people with disabilities. The Act, which has become known as the "civil rights act" of persons with disabilities, states that:

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

Subsequent to the enactment of the Rehabilitation Act, Congress passed the Americans with Disabilities Act (ADA) on July 26, 1990. Title II of the ADA covers programs, activities, and services of public entities. The Department of Justice's Title II regulation adopts the general prohibitions of discrimination established under Section 504 and incorporates specific prohibitions of discrimination for the ADA. Title II provides protections to individuals with disabilities that are at least equal to those provided by the nondiscrimination provisions of Title V of the Rehabilitation Act.

Specifically, the City may not, either directly or through contractual arrangements, do any of the following:

- Deny persons with disabilities the opportunity to participate as members of advisory boards and commissions.
- Deny persons with disabilities the opportunity to participate in services, programs, or activities that are not separate or different from those offered others, even if the City offers permissibly separate or different activities.
- In determining the location of facilities, make selections that have the effect of excluding or discriminating against persons with disabilities.

Title II of the ADA provides that public entities must identify and evaluate all programs, activities, and services and review all policies, practices, and procedures that govern administration of the entity's programs, activities, and services. This report, and certain documents incorporated by reference, establishes the City's ADA Self Evaluation and Transition Plan.

1.3 ADA Self-Evaluation Report Requirements and Process

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:

1. Identified the City's programs, activities, and services; and
2. Reviewed the policies, practices, and procedures that govern the administration of the City's programs, activities, and services.

The ADA sets forth specific requirements for preparation of an acceptable Transition Plan. 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 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.

1.4 Discrimination and Accessibility

There are two kinds of accessibility:

- Program accessibility; and
- Physical accessibility

Absence of discrimination requires that both types of accessibility be provided. Programmatic accessibility includes physical accessibility, but also entails all of the policies, practices, and procedures that permit people with disabilities to participate in programs and to access important information. 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. Program accessibility requires that individuals with disabilities be provided an equally effective opportunity to participate in or benefit from a public entity's programs and services. Program accessibility may be achieved by either structural or non-structural methods. Non-structural methods include acquisition or redesign of equipment, assignment of aides to beneficiaries, and provision of services at alternate sites.

Programs offered by the City to the public must be accessible. Accessibility includes advertisement, orientation, eligibility, participation, testing or evaluation, physical access, provision of auxiliary aids, transportation, policies, and communication.

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

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

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

1.5 Undue Burden

The City is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of its program or activity, would create a hazardous condition resulting in a direct threat to the participant or others, or would represent an undue financial and administrative burden.

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

1.6 Facility Survey

In 2009, the City of Angels conducted a physical audit of City facilities to identify facility barriers and identify recommendations and alterations in order to meet state and federal accessibility standards. The list of facilities surveyed will include:

- City owned parks
- City owned buildings
- City maintained pedestrian facilities
- City programs housed in leased facilities

1.7 Self Evaluation

In 2008, the City began an evaluation of its policies, programs, and procedures to determine current levels of service and the extent to which its policies and programs created barriers to accessibility for persons with disabilities.

A questionnaire administered to department 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. Questionnaires were distributed and received from the following departments:

- City Hall Administration
- Community Development/Planning and Building
- Fire Department
- Police Department
- Public Works
- Water Department

Information provided in the completed questionnaires and meetings with City staff revealed that the City's existing policies, programs, and procedures may present barriers to accessibility for people with disabilities. It is the intent of the City to address the following programmatic accessibility barriers in the following areas:

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

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

Notice Requirements – How the public is informed of the rights and protections provided by the ADA for access to public programs, services, and activities.

Printed Information – printed materials produced by or distributed by a department.

Televised and Audiovisual Public Information – Information provided via multi-media such as public service announcements, webinars, and Power Point presentations.

Website – City and departmental websites

Public telephones and communication devices – communication devices such as phones, video phones, and the California Relay System and TTY/TDD's for the deaf and hard of hearing and people with speech impediments.

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

Program Eligibility and Admission – Steps needed to participate in a program such as filling out forms, interviews, and admission criteria.

Public Meetings – Meetings, events, and hearings to which the public are invited.

Transportation Services

Tours and Trips

Use of Consultants for Delivering Program Services – Consultants hired to provide City services to the public.

Emergency Evacuation Procedures

Facilities – Building and facilities in which City programs are housed.

Special Events on Public Properties – Special events on City property hosted by the City or by private parties.

A copy of the survey questionnaire can be found in Appendix A. Findings from each program provider's self-reported responses can be found in Appendix B.

1.8 Public Outreach

A Public meeting was held on October 19th 2009. Over 75 flyers were posted on public transportation, schools, clinics and in several prominent areas in the City of Angels such as hospitals and supermarkets. The flyer was posted on <http://www.thepinetree.com>. The meeting was also advertized in the Stockton record, Calaveras Enterprise, and the Union Democrat papers. Cecilie Rose email and also sent by postal mail the meeting flyer to several organizations that service people with disabilities in the City of Angels. Five members of the public attended. The public meeting minutes can be found in Appendix C.

The following organizations were also notified of the public meeting:

- Disability Resource Agency for Independent Living
- Area VI Developmental Disabilities Board
- Area 12 Agency On Aging
- Living Well With Parkinsons...What's Shakin!
- National Alliance for the Mentally Ill
- Valley Mountain Regional Center

2.0 Definitions

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

2.1 Disability

The term *disability* means, with respect to an individual:

1. A physical or mental impairment that substantially limits one or more of the major life activities of such individual;
2. A record of such impairment; or
3. Being regarded as having such impairment.

2.2 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.

2.3 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.

2.4 Complaint

A complaint is a claimed violation of the ADA.

2.5 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 that are not symptoms of a mental or physiological disorder.

2.6 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:

1. The nature and severity of the impairment;
2. The duration or expected duration of the impairment; and
3. The permanent or long-term impact (or expected impact) of or resulting from the impairment.

2.7 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.

2.8 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.

2.9 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:

1. To a registration or application process to enable an individual with a disability to be considered for the program or activity;
2. 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
3. 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.

2.10 Undue Burden

The City of Angels 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 Angels, 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.

During this time of economic downturn and diminished City resources basic services, provided by the City of Angels must take priority. The ADA plan will be prioritized with all other City programs to meet the City's obligations.

City ADA Coordinator:

Mary Kelly
City Hall
(209)736-2181
marykelly@angelscamp.gov

2.11 Auxiliary Aids and Services

The term *auxiliary aids* and services include:

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

3.0 Policies and Programmatic Accessibility Findings and Actions

3.1 Introduction

Programs, activities and services offered by the City of Angels to the public must be accessible. Accessibility applies to all aspects of a program or service, including advertisement, orientation, eligibility, participation, testing or evaluation, physical access, provision of auxiliary aids, transportation, policies, and communication.

3.2 Overview

This section details the review of current City-wide policies, services, programs, and activities based on meetings with City staff and self-reported responses to the program accessibility questionnaire from the following departments and divisions:

- City Hall Administration
- Fire Department
- Planning and Building
- Police Department
- Public Works
- Water Department

The findings and recommendations contained in this section will serve as a basis for the implementation of specific improvements for providing access to City programs. All departments, divisions and programs will utilize these recommendations to facilitate the participation of persons with disabilities in programs and activities, and services.

3.3 Programmatic Modifications

The ADA Coordinator, or designee, will follow-up with each department to ensure that the recommendations from this Self Evaluation Report are implemented. In those situations where a policy, program, or procedure creates a barrier to accessibility that is unique to a department or a certain program, the ADA Coordinator, or designee, will coordinate with the department head or program manager to address the removal of the barrier in the most reasonable and accommodating manner.

3.4 Findings and Recommended Actions – City-Wide Programs, Activities, and Services

This section is organized into categories based on the requirements of Title II of the ADA.

Accessible/Adaptive Equipment

Customer Service

Notice Requirements

Printed Information

Televised and Audiovisual Public Information

Website

Public Telephones and Communication Devices

Training and Staffing

Program Eligibility and Admission

Public Meetings

Transportation Services

Tours and Trips

Use of Consultants for Delivering Program Services

Emergency Evacuation Procedures

Facilities

Special Events on Public Properties

ADA Self Evaluation and Transition Plan**Accessible/Adaptive Equipment**

Adaptive aids are devices, controls, appliances, or items that make it possible for persons with disabilities to improve their ability to function independently and participate in programs, services, and activities offered by the City.

Self-Evaluation Findings:

No departments reported allowing the public to use or access electronic equipment such as photocopiers and computers. No departments reporting providing adaptive aids such as pen and paper and clipboards. No departments reported providing adaptable workstations.

Recommended Actions:

1. Provide standard equipment at each site where programs are administered to facilitate basic communications access using alternative formats. Equipment may include, but not be limited to, paper and pencil, an enlarging copy machine, and access to TDD/TTY or relay service (711) technology.
2. Collaborate with community organizations such as the Disability Resource Agency for Independent Living for Independent Living (DRAIL) to develop and maintain a current resource list of assistive technology equipment and sources for acquiring them.
3. Establish and maintain a “Resources Toolkit” (see Section 6.0) of adaptive aids and human resources that should be available for use by individuals participating in City programs. Include information about the availability of specific equipment and/or individuals who are available to provide special services (e.g., ASL translation) in public information materials such as brochures and the City’s website.
4. Include accessibility as a criterion for purchasing decision making. Whenever possible, evaluate furniture and building materials purchases for compatibility with a wide range of disabilities and sensitivities. Select items that are easily adjustable or can be modified to accommodate a variety of physical and ergonomic needs when purchasing items such as furniture, site furnishings, and office systems. Consultation with disability organizations and persons with disabilities (please see Section 6.0 for Disability Resources) will assist in this task.
5. Maintain accessible equipment.

ADA Self Evaluation and Transition Plan**Customer Service**

In-person interaction with the public is one of the primary functions of most City departments. Some City departments have eligibility requirements.

Self-Evaluation Findings:

Few departments reported that they tracked accessibility requests. No departments reported charging an additional fee for modifying a program for a person with a disability. Few departments indicated that they consult or have partnerships with outside organizations who provide services to people with disabilities.

Recommended Actions:

1. Make appropriate modifications to regular practices to accommodate the needs of individuals with disabilities when providing customer service.
2. Allow the use of service animals to assist persons in accessing programs, activities and services in City facilities. Since service animals are not always dogs, staff should be made aware of the definition of a service animal and the protocol and etiquette for service animals.
3. Develop criteria for determining reasonable modifications to provide program accessibility, which may include acquisition or redesign of equipment, assignment of aides to persons with disabilities, and provision of services at alternative accessible sites. An approach should include:
 - Requests for reasonable modification in programs or services should be made to the department responsible for the program or service.
 - The department offering the program or service should meet with the individual with a disability to identify which aspects of the program limit participation and what modifications can be made.
 - The department offering the program or service should consult with the relevant program or service staff to determine the reasonable modification. The department offering the program or service may also consult with the City's ADA Coordinator or other resources providing services or information regarding persons with disabilities as appropriate.
 - The department offering the program or service should document the modification(s) that was offered and the response of the person with the disability to the modification(s) offered. This documentation should be filed with the City ADA Coordinator's office. All accessibility requests should be tracked. The ADA requests should be analyzed periodically to look for global issues that can be addressed and problems that can be solved proactively.
 - If individuals with a disability are not satisfied with the results of this process, they should be directed to the City's ADA Grievance Procedure.

ADA Self Evaluation and Transition Plan

4. Assess the composition and needs of the disabled population. Take the necessary steps to improve communication and outreach to increase the effective participation of community members with disabilities in all City programs and activities.
5. Create partnerships with organizations who provide services to the disabled populations to assist in getting the word out about City programs. Keep programs up-to-date through increased community involvement and partnerships with organizations that offer services to persons with disabilities.
6. Publicize efforts to increase participation by persons with disabilities, which might include activities such as distributing program brochures to members of the disability community.
7. Continue the process of not charging an additional fee for program modifications or alternative formats.

Notice Requirements

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

Self-Evaluation Findings:

Few departments have a nondiscrimination statement that includes persons with disabilities. No departments reported posting a nondiscrimination statement in a location that maximizes public exposure. The nondiscrimination statement should include information about how to reach an ADA coordinator. Few departments notify all persons that meetings, hearings, and conferences will be held in accessible locations and that adaptive aids such as assistive listening devices will be provided upon request to participants with disabilities. There are occasions where non-discrimination language is not included on printed agendas, including web documents.

No departments reported notifying all persons about how and with whom to file a disability complaint. No departments reported having a formal procedure for making changes to programs to include a person with a disability.

Recommended Actions:

1. Increase outreach to persons with disabilities and the organizations that serve them. The City should inform the public of the possible modifications that can be provided to make services, programs, and activities accessible.
2. Include the following notice (or a similar notice) regarding the City's commitment to providing accessible services in all City publications that provide information about City services, programs, or activities. The notice should also be placed in all City departments in a location that will maximize public exposure.

ADA Self Evaluation and Transition Plan

In accordance with the Americans with Disabilities Act and California Law, it is the policy of the City of Angels to offer its public programs, services and meetings in a manner that is readily accessible to everyone, including individuals with disabilities. If you are a person with a disability and require information or materials in an appropriate alternative format; or if you require any other accommodation, please contact department staff. Advance notification within this guideline will enable the City to make reasonable arrangements to ensure accessibility.

*The City ADA Coordinator can be reached at (209) 736-2181
E-mail: timsbearer@angelscamp.gov*

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

**POLICY ON NON-DISCRIMINATION
ON THE BASIS OF DISABILITY**

The City of Angels does not discriminate on the basis of disability in the admissions or access to its programs or activities.

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

*City of Angels ADA Coordinator
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Angels Camp, CA 95222
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4. List those City agencies, departments, and specialized services that offer TTY/TDD in printed City directories and include the following statement:

The City of Angels offers Text Telephone (TTY) services for persons with hearing or speech impairments: ()____-____

ADA Self Evaluation and Transition Plan

5. Develop a statement regarding accessible locations and the availability of auxiliary aids upon request that is included on all public announcements, postings for City programs, and applications, including:
 - The notice of non-discrimination;
 - Information regarding site accessibility, including the accessible bus route serving the program, facility, or event;
 - The department's text telephone (TDD/TTY) number, California Relay Service information, and the phone number and email address of the person who can provide assistance in meeting special needs; and
 - A notice that information is available in alternative formats with 72 hours notice.

Printed Information

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

Self-Evaluation Findings:

Most departments provide printed information to the public. Some departments reported that they provided printed materials in alternative formats upon request. No departments reported including pictures of people with disabilities in their printed materials.

Recommended Actions:

1. 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.
2. Publicize the City's commitment to provide program information in alternative formats on an individual basis as requested.
3. Ensure the uniformity of charges for a publication for all formats of that publication.
4. Include the following notice on all materials printed by the City that are made available to the public:

This publication can be made available in alternative formats, such as, Braille, large print, audiotape, or computer disk. Requests can be made by calling (209) ____-____ (Voice) or (209) ____-____ (TDD). Please allow 72 hours for your request to be processed.

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

ADA Self Evaluation and Transition Plan

6. Provide program, facility, permit, and reservation information in a variety of formats upon request (for example, enlarge print format for persons with visual disabilities or in simple language for persons with cognitive disabilities). Provide programmatic changes (e.g., staff assistance), upon request to assist in filling out forms or when alternative formats are unavailable or infeasible.
7. Produce meeting agendas and other public information distributed at meetings in alternative formats when requested.
8. When photos are provided, include photos of persons with disabilities.

Televised and Audiovisual Public Information

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

Self-Evaluation Findings:

Few departments reported providing audiovisual and televised presentations.

Recommended Action:

1. Use closed captioning or other alternatives to audio presentations for City programs and for audiovisual presentations produced by the City (including videos, films, and City Council meetings) in order to ensure that persons with hearing impairments can benefit from these presentations.
2. When presenting PowerPoint presentations, read all slides and describe all graphics. This will allow the blind and visually impaired to fully understand the information being presented.
3. When including images in audiovisual information, include people with disabilities.

Website – City and Departmental Websites

As people turn to the Internet as their primary source of information regarding services, programs, activities, and facilities, the City's website (<http://www.angelscamp.gov/>) takes on increased importance as a communications tool.

Providing public access to City publications on-line is an effective means of reaching persons with disabilities. New accessibility standards for electronic and information technology covered by

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Section 508 of the Rehabilitation Act Amendments of 1998 have set forth the technical and functional performance criteria necessary for such technology to be accessible.

Self-Evaluation Findings:

Most departments provide information about their programs on the web. However, no departments reported including information about access for the disabled, such as locations of accessible parking and restrooms, on the web. No departments note that they verified their websites are accessible to people with visual impairments who use speaking browsers.

Recommended Actions:

1. Increase outreach to persons with disabilities by having the website include more information about the City's commitment to providing accessible services.
2. Include the City's Policy on Non-Discrimination on the Basis of Disability on the City's website.
3. List those City agencies, departments, and specialized services that offer TTY/TTD in the website telephone directory, <http://www.angelscamp.gov>, and include the following statement:

The City of Angels government offers Text Telephone (TTY) or Telecommunications Device for the Deaf (TDD) services for persons with speech or hearing impairments.

4. Provide information regarding programs, facilities, permits, and reservations on the City's website in an accessible format. This information should be easily found by new web users.
5. Include the City's statement regarding accessible locations and the availability of auxiliary aids upon request on the website.
6. Continually improve the accessibility of web pages through the use of web accessibility analysis to meet and/or exceed Section 508 of the Rehabilitation Act guidelines for accessibility of electronic information. Acquire the technological resources necessary to create accessible PDF and graphics files as described in ADAAG standards for electronic and information technology.
7. Assign the ISD department the authority provide standards and oversight for outside vendors who create pages and for departments who post their own documents. This will support consistent and accessible web pages. Monitor web pages for continued compliance with accessible web page standards.
8. Provide training to City staff members in creating accessible PDF and other electronic files for posting on City or departmental websites.

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9. Use services that help web page authors provide an accessible website by identifying and repairing barriers to access for individuals with disabilities. One of the most commonly used services is <http://webxact.watchfire.com/>, but new products and services are constantly being introduced.
10. See Section 6.0 for resources on creating and maintaining accessible websites.

Public Telephones and Communication Devices***Self-Evaluation Findings:***

Many departments reported using the California Relay Service, or 711, to communicate with the hearing and speech impaired. No departments reported that they publish how they communicate with the deaf, or have TTY/TDD device numbers listed in their publications. No departments stated that have trainings on how to communicate with the hearing and speech impaired.

Recommended Action:

1. Request that the phone company provide an amplification device, a shelf, and text telephone (TDD/TTY) or an outlet for a text telephone at each site where public phones are available.
2. Widely disseminate information regarding the availability and location of City Telephone Communication Devices for the Deaf (TDD/TTY), and train staff members in the use of TDD/TTY equipment or other means of communicating over the telephone with a person with a hearing or speech disability, such as the California Relay Service (CRS) – 711.
3. All publications that list phone numbers should also include information on how the deaf and speech impaired can communicate with departments by phone.
4. Consider Remote Video Interpreting Services (VRI) for communicating with the deaf. There are many situations where a live interpreter is required, such as in medical situations, but VRI is a convenient, flexible, lower-cost alternative to live interpreters. Please see Section 6.0 for more resources for communicating with the deaf and hearing impaired.

Training and Staffing***Self-Evaluation Findings:***

In general, city staff members did not reports being familiar with problems encountered by persons with disabilities, and have limited experience working with individuals with disabilities. Many staff members may not be knowledgeable about the different types of reasonable modifications that would make their services accessible.

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One of the most frequently identified needs by City departments is more and improved accessibility training. Different types of training are necessary depending on the type of work and the amount of public contact involved with a specific position. Most of the departments reported that their staff has had informal training about their department's obligations and policies to enable persons with disabilities to participate in their programs. However, sufficient numbers of current staff members have not yet been trained in areas such as:

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

Recommended Actions:

1. Provide all City staff members with on-going awareness and sensitivity training. Provide resources such as the County of Long Beach's website, Disability Etiquette: Interacting with Persons with Disabilities (http://www.longbeach.gov/hr/ada/disability_etiquette.asp). Include persons with disabilities as trainers.
2. Provide training to City staff members who have contact with the public about how to provide modifications and use assistive devices to make their programs, activities and services accessible. Ensure that customer service training includes information about communicating with and providing modifications for persons with a variety of disabilities. Include program-specific adaptations, assistive devices, and modifications in each department's accessibility policy manual.
3. Develop a comprehensive disability access training program. Educate all City staff about their responsibilities under the ADA. The City's ADA Coordinator and line supervisors should be responsible for ensuring that staff members receive training. Reference materials that address special modifications should be included in this training.
4. Develop standard guidelines for training materials. These guidelines should include standard language that appropriately describes the City's policies on inclusion and non-discrimination, and staff members should receive training in using the guidelines effectively.
5. Whenever staff has contact with the public and depending on operational needs, consider offering training to employees who wish to learn basic American Sign Language (ASL) communication skills. This training should emphasize basic communication skills and should not be viewed as a substitute for employing qualified ASL interpreters when requested.
6. Train maintenance staff with respect to accessibility compliance and building codes to achieve and maintain accessibility.
7. Provide City staff members with training in general building evacuation procedures for assisting persons with hearing, speech, visual, mobility, and learning disabilities in an emergency.

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

Program Eligibility and Admission

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

Self-Evaluation Findings:

No departments reported having limitations or ratios requirements that would exclude persons with disabilities. Forms used by programs do not contain a nondiscrimination statement. Some departments noted that they have eligibility requirements. These requirements were physical or mental performance standards for staff based on performance and safety standards.

Some departments note that they require an interview prior to participation.

Recommended Actions:

1. Ensure that individuals with disabilities are not excluded from regular programs or are required to accept special services or benefits. Involve individuals with disabilities in regular programs to the maximum extent possible.
2. Modify policies, practices, or procedures to avoid discrimination unless the modification would fundamentally alter the nature of the program or create a hazardous situation.
3. Ensure that when specific requirements that exclude or limit the participation of persons with disabilities are necessary for the safe operation of programs, those requirements are based on real risks, not on speculation, stereotypes, or generalizations.
4. Include a nondiscrimination statement on all forms.
5. When interviews are required for program participation, ensure that the meetings are held in an accessible location and that auxiliary aids are provided upon request.

Public Meetings

Many City departments are responsible for planning and conducting public meetings.

Self-Evaluation Findings:

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Some departments hold public meetings. Some departments reported that they provide auxiliary aids upon request to allow people with disabilities to fully participate in meetings.

Recommended Actions:

1. Schedule public meetings at accessible locations. An accessible location includes, but is not limited to, the following: wheelchair accessible path-of-travel to the meeting room, accessible restrooms, accessible parking, an accessible route from transit and parking to the meeting facility, temperature control, signage, and the ability to provide access to fresh air for persons with chemical sensitivities.
2. Maintain a list of on-call American Sign Language interpreters who may be brought to meetings to assist individuals with hearing impairments (see Section 6).
3. When a fully accessible site is not available, then make reasonable modification so that an individual with a disability can participate. These modifications may include phone-in participation, video recording, and meeting transcripts.
4. Make information available to City staff on the types of modification requests that may be made by persons with different types of disabilities. Provide information about auxiliary aids such as different types of assistive listening systems, sign language interpreters, readers, descriptive services, and other assistive technologies like "real-time captioning." Provide guidance in the layout of the room, sign-in table and refreshments table, to insure that these features are accessible.
5. Display a notice on meeting agendas indicating the availability of accessibility modifications.
6. Provide agendas and other meeting materials in alternative formats, when requested.
7. Consider assigning a staff member to be a greeter at public meetings and events. Identify the staff member as a resource for persons who may require assistance.
8. Provide flexibility in the time limit on speaking for individuals with communication difficulties.
9. Provide assistive listening devices at public meetings, when requested.
10. Publicize the availability of American Sign Language (ASL) interpreters in all meeting announcements. Include the following notice in all meeting publicity:

All City public meetings are conducted in accessible locations.

If you require accommodations to participate in this meeting, these may be requested by calling: (209)____-____ or (209) ____-____ (TTY) at least 72 hours in advance.

Copies of documents used in this meeting are available in accessible formats upon request.

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11. Develop a checklist for creating accessible meetings and selecting accessible meeting spaces, and make the list available to all City departments and programs.
12. Prepare a list of already accessible meeting spaces to facilitate the scheduling of meetings and/or the relocation of meetings upon request.
13. Move disability-related agenda items to the beginning of agendas when possible. Some people with disabilities are unable to stay late at meeting because they use paratransit or have fixed schedules, as they need to use personal care attendants.

Transportation Services***Self-Evaluation Findings:***

No departments reported providing transportation services to the public.

Recommended Actions:

1. Ensure that when transportation is provided for City programs, accessible vehicles are available.
2. Ensure that schedules for transportation are available in alternative formats.

Tours and Trips***Self-Evaluation Findings:***

Some departments reported that they provide tours and trips to the public. These trips in general are not made accessible to people with disabilities.

Recommended Actions:

1. Ensure that tours are provided in a way that allows people with mobility, visual, speech, hearing and cognitive disabilities to fully participate.
2. Evaluate the destination of the tour or trip in order to determine the level of accessibility and any accommodations or modifications that may be required.
3. If a tour route or a portion of a route is not accessible, the tour will be rerouted or the department providing the tour will determine an alternate accommodation (e.g. photographs, close-captioned videos, etc.) that will allow the tour to be experienced.

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4. Provide information to participants in advance of a tour or trip regarding the destination, transportation, and other characteristics of the event so that informed requests for accommodations can be made.
5. Provide information about accessibility of the tour on the program's website.

Use of Consultants for Delivering Program Services***Self-Evaluation Findings:***

Few departments reported using consultants for delivering program services.

Recommended Actions:

1. For those departments that use outside contracted employees to provide services to the public, a procedure should be established to ensure that their work is consistent with City accessibility policies and standards, including contract language and a monitoring procedure.

Emergency Evacuation Procedures

All City departments require established emergency evacuation procedures to safely evacuate persons with disabilities who may need special assistance in an emergency.

Self-Evaluation Findings:

Most departments reported that they did not have a plan to safely evacuate people with disabilities in an emergency.

Recommended Actions:

1. Develop guidelines for the evacuation of persons with disabilities in various types of emergency situations. Each department, division, or program should use these guidelines to create their own emergency evacuation plans. These plans should:
 - Address what to do when an alarm is triggered;
 - Establish meeting places for assistance and evacuation chairs;
 - Provide direction on what to do if assistance is not available; and
 - Establish floor captains.
2. Specific suggestions for evacuation plans and procedures can be found through the US Access Board (www.access-board.gov/evacplan.htm) and the Emergency Procedures for Employees with Disabilities in Office Occupancies document published by FEMA and the US Fire Administration.

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3. Train City staff regarding emergency evacuation procedures with periodic drills, both announced and unannounced.
4. Review existing procedures dealing with emergencies to ensure that persons with disabilities can be alerted and that they can alert emergency service providers. Provide all evacuation policies and procedures in alternative formats when requested. Work with disability organizations to explore the use of other technologies such as audible exit signs for orientation and direction and vibrating paging systems.
5. Departments that routinely provide emergency services should have priority for receiving equipment that accommodates alternative format communication.
6. Provide training for public safety personnel to enable them to communicate in basic American Sign Language in the event that there is an emergency condition and the area is being evacuated. For example, this training would be provided to police, firefighters, lifeguards, and building inspectors involved in post-disaster emergencies.
7. Take the necessary steps to ensure that emergency teams are aware of persons with disabilities in their communities who may require special assistance in the event of an emergency.
8. Provide American Sign Language interpreters at emergency facilities, on an as-needed basis. To accomplish this, form a pool of interpreters as a resource from which to draw upon (see Section 6.0).

Facilities***Self-Evaluation Findings:***

Few departments reported that they tracked accessibility complaints.

Recommended Actions:

1. Provide accessible facilities such as parking, including van accessible parking, path-of-travel, entry doors, signage, and transaction counters at customer service locations. If alternative locations for providing accessible services are required, provide those services in the most integrated setting, without stigmatizing the user.
2. Provide information about facility accessibility on department publications including the department's website.
3. All requests relating to facility access should be tracked. The ADA requests should be analyzed periodically to look for global issues that can be addressed and problems that can be solved proactively.

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4. If individuals with a disability are not satisfied with the results of this complaint process, they should be directed to the City's ADA Grievance procedure.

Special Events on Public Properties***Self-Evaluation Findings:***

No departments reported that they offer special events on City property.

Recommended Actions:

1. In situations where private organizations sponsor events in City facilities, the City will inform private organizations about applicable ADA requirements.
2. The City will provide a checklist and information during the application process to inform organizers of their responsibility for accessibility under the ADA. The checklist and information will be available on the City's website.

3.5 Policy Review: City Municipal Code

This review was completed using the electronic version of the City of Angels, CA City Code published by Code Publishing Company and current through Ordinance 433, April 1, 2008.

Overall Recommendations:

- Provide meeting agendas, hand-outs and other written materials in alternative formats upon request. Alternative formats may include large print, audio tape, CD, Braille, etc.
- When forms are required for applications, provide alternative accessible formats for a person with disabilities, when requested, for a fee not to exceed listed fees.
- When signatures are needed, give an alternative for a person with a disability to providing a written signature such as a signature stamp.

TITLE 1 GENERAL PROVISIONS

No recommended actions.

TITLE 2 ADMINISTRATION & PERSONNEL

Chapter 2.12

Civil defense and disaster council—Membership, section E. (2.12.030)

Recommended action:

Add language that states that the Civil Defense and Disaster Council should also include representative of groups which service people with disabilities.

Procedures For Appointment Of Advisory Boards -- Section 2.44.010 Generally.

Add language that states that the composition of boards should also reflect a cross section of people of the population of people in terms of people with disabilities, in addition to a cross section of the city population in terms of age, sex, economic status and ethnic background.

TITLE 3 REVENUE & FINANCE

Chapter 3.30

Purchase, Bid Procedure, Consultant Services And Property Disposal

Recommended action:

Add language that consultants who provide services on the part of the City are under the same obligation as the City to provide services in a non-discriminatory manner.

TITLE 5 BUSINESS TAXES, LICENSES & REGULATIONS

TITLE 6 ANIMALS

Chapter 6.04

Exemptions (6.04.080)

Recommended Actions:

Add language to include service animals assisting with other types of disabilities such as a signal alert dog for the deaf or seizure alert dog for people with epilepsy.

Allowing To Run At Large (6.08.010)

Recommended Action:

Add language exempting service animals such as miniature horses which guide are used as guide horses for the blind.

TITLE 8 HEALTH & SAFETY

Chapter 8.12

Toilet and shower construction (8.12.070)

Recommended Action:

Add language requiring that an accessible campsite be provided in each camping facility.

TITLE 9 PUBLIC PEACE, MORALS & WELFARE

No recommended actions.

TITLE 10 VEHICLES & TRAFFIC

Chapter 10.04

Pedestrian (10.04.110)

"Pedestrian" means any person on foot. (Ord. 213 §1.11, 1977)

Recommended Action:

Change to any person on foot or a person using a mobility devices such as a motorized wheelchair or scooter.

Bicycle riders--Persons driving or riding animals (10.08.040)

Recommended Action:

Add language to include people using mobility devices such as wheelchairs and scooters.

CHAPTER 12 STREETS, SIDEWALKS & PUBLIC PLACES

Chapter 12.20

Curb, Gutter And Sidewalks (12.20.020)

Recommended Action:

City standards should include the most recent State and federal accessibility codes, “the Chapter 11 2008 California Access Compliance Reference Manual Last Updated November 03, 2008 Coordinated with changes reflected in 2007 California Building Standards Code Effective January 01, 2008” and the 2004 Federal ADAAG codes.

CHAPTER 13 PUBLIC SERVICES

No recommended actions.

TITLE 14 WATER SYSTEM

No recommended actions.

TITLE 15 BUILDINGS & CONSTRUCTION

Chapter 15.04

Uniform Codes--Building Permits

Recommended Action:

City standards should include the most recent State and federal accessibility codes, “the Chapter 11 2008 California Access Compliance Reference Manual Last Updated November 03, 2008 Coordinated with changes reflected in 2007 California Building Standards Code Effective January 01, 2008” and the 2004 Federal ADAAG codes.

CHAPTER 16 SUBDIVISIONS

No recommended actions.

CHAPTER 17 ZONING

No recommended actions.

4.0 Transition Plan

Title II of the ADA requires that public entities having responsibility for or authority over facilities, streets, roads, sidewalks, and/or other areas meant for pedestrian use develop a Transition Plan to make their facilities meet the standards for Program Accessibility. Program Accessibility means that a program, activity and/or service are accessible when viewed in its entirety. Simply put, a Transition Plan transitions inaccessible facilities into environments that are accessible to and functional for individuals with disabilities.

This Transition Plan combines the findings of the facility surveys, public rights-of-way surveys, policy assessments, and program evaluations. Specific policy and program recommendations can be found in Section 3. The specific architectural modifications required to make programs accessible are listed in the Angels Camp —Facility Reports (please see Appendix D). Each facility report contains a complete list of architectural barriers and barrier removal actions. Not all of these barriers must be removed in order to provide program access. The first priority is to remove those barriers limiting access to programs.

In compliance with the requirements of the ADA, the City will maintain in working order equipment and features that are required to provide access to individuals with disabilities.

This Transition Plan is divided into two parts; facilities, which includes buildings, parks, and their related grounds, and the public pedestrian rights-of-way (ROW), which includes sidewalks, curb cuts, and signalized intersections that fall within the City's area of responsibility.

4.1 FACILITIES

A. Program Barrier Removal Priorities

A workshop was held with City staff to review and set priorities for removing barriers to provide programmatic access for the public. All facilities in which the City provides programs, activities and services were reviewed and ranked based on the following criteria. Each of these criteria is deemed by the City to have equal importance with no single criteria having priority over another:

These criteria were used as the basis for prioritizing facilities for removal of architectural barriers:

- **Public Use Level:** Facilities that receive a high level of public use.
- **Social Need:** Facilities that meet social needs.
- **Citizen Rights:** Facilities where services are provided to exercise citizen rights— voting, right to a trial, access to elected officials, etc.
- **Citizen responsibilities:** Facilities where taxes are paid, permits and licenses are obtained, and where services are obtained and have access to services such as building permits.

- **Program uniqueness:** Some programs are unique to a building, facility, or park and cannot occur at another location.
- **Identified Complaints:** Efforts should focus on where there are identified accessibility complaints.

B. Prioritizing Barrier Removal within Facilities

City Staff confirmed priorities for barrier removal within each facility based on criteria published in the ADA. Barriers are assigned levels of priority using the following criteria:

- **Priority One:** The highest priority is placed on those barrier removal actions that provide accessibility at the main entrance of a facility or improve a path of travel to the portion of the facility where program activities take place (e.g., parking, walks, ramps, stairs, doors, corridors, etc.).
- **Priority Two:** A second level priority is placed on those barrier removal actions that improve or enhance access to program use areas (e.g., transaction counters, conference rooms, public offices, tennis courts, restrooms, etc.).
- **Priority Three:** A third level priority is placed on those barrier removal actions that improve access to amenities serving program areas (e.g., drinking fountains, telephones, site furnishings, vending machines).
- **Priority Four:** A fourth level of priority identifies areas or features not required to be modified for accessibility (no public programs are located in this area, or programs and services can be provided in other locations).

C. Phasing Schedule for Facilities

All similar corrective measures for barrier removal may be done at one time. For example: All concrete pads for ADA parking may be done as one project.

It is impossible to immediately remove all barriers to program access. Barriers in facilities will be removed systematically, City-wide, based on established program priorities. It is the intent of the City to address barriers to accessibility in public buildings and parks based upon on the immediate necessity of programmatic access, degree of complexity, and overall cost. The responsibility for ensuring barrier removal will reside with the Steve Flaigg, the City of Angels building inspector.

The City of Angels reserves the right to modify barrier removal priorities in order to allow flexibility in accommodating community requests, petitions for reasonable modifications from persons with disabilities, changes in City programs, and funding constraints and opportunities. It is the goal of this Transition Plan to provide access to the programs, activities and services provided by the City.

Interim measures will be explored and implemented in order to provide programmatic access to the public pending the implementation of physical barrier removal projects.

The following table describe the priorities and schedule for barrier removal in public facilities. This preliminary schedule represents a 10 year plan for barrier removal. It is the City’s intent to review all barriers during the first year of the implementation of this plan and address those barriers that can be resolved through programmatic modifications. The City will then revise the following schedule for the removal of the remaining barriers.

Facility priorities:

Time Frame	Facility
1-3 years	Firehouse/Council Chambers Building/Planning, Police Station
4-6 years	City Hall Visitor's Center Museum Utica Park
7-10 years	All parking lots Altaville School Gateway Park Tryon Park

4.2 PEDESTRIAN RIGHTS-OF-WAYS (ROW)

A. Prioritizing ROW Barrier Removal

Safe and inviting pedestrian paths of travel encourage interaction between citizens, strengthens neighborhoods and contributes to the vitality of the community at large. In this time of rising energy costs and the associated environmental impact of motorized vehicle use, pedestrian paths of travel become even more important.

People with disabilities depend on a safe and accessible pedestrian system to conduct their daily lives. Many of the elements and conditions that go unnoticed by the non-disabled public pose significant impediments to disabled persons. Ambulatory pedestrians can simply walk around an obstruction in the sidewalk or step off a curb face without much notice; however for individuals who use wheelchairs, these ordinary features become a major impediment. A sighted person can duck under an overhanging tree limb, but to a blind person, the presence of the limb is not readily apparent and may cause physical injury.

As compared to the general population, people with disabilities are generally more reliant on pedestrian networks. A large portion of the disabled population does not drive and depend on self-mobility or public transportation to get around. These factors, coupled with an aging population

(where disabling conditions increase dramatically) highlight the importance of pedestrian systems that will serve all populations within the community, both in the present and into the future.

A ROW Transition Plan must include (at a minimum) an assessment of existing sidewalks and a schedule for curb ramp installations where an existing pedestrian walkway crosses a curb or other barrier. The DOJ Title II regulations require state and local government entities to prioritize the installation of curb ramps serving locations as follows:

- 1) State and local government offices and facilities
- 2) Transportation facilities
- 3) Places of public accommodation (private-sector facilities covered by Title III)
- 4) Places of employment
- 5) Residential areas

Recent case law has held that ROW Transition Plan requirements must go beyond simply installing curb ramps. In *Barden v. the City of Sacramento*, the Court held that the use of sidewalks by pedestrians is a program or activity subject to the ADA. The settlement provides that pedestrian rights-of-way be made accessible to individuals with vision and/or mobility disabilities. This will include installation of compliant curb ramps at intersections, improvements in crosswalk access, and removal of barriers that obstruct the sidewalk, including narrow pathways, abrupt changes in level, excessive cross slopes, and overhanging obstructions.

Similar cases to *Barden* include *Lonberg v. Riverside* where a mandated performance schedule for curb ramp installation was imposed on the County by the court.

In summary, for the City to meet the program access obligations, removing rights-of-way impediments beyond simply installing curb ramps is required. This plan outlines a roadmap for the City of Angels to follow in order to make its ROW facilities accessible to individuals with disabilities.

B. Surveys of Existing ROW Conditions

As part of the ROW Transition Plan process, Angels Camp has completed inventories of existing conditions along high-priority pedestrian corridor:

- Main St between Pine St & Hardscrable St
- Main St between Lee Ln and Stanislaus Ave
- Main St between Murphy's Grade Rd and Lee Ln
- Main St at Bret Harte Road
- Main St Between Sams Way and Pine St
- Main St between Hardscrable St. and Hwy 4
- Stanislaus Ave between Main Street and San Joaquin Ave
- Murphy's Grade between Gardner Ln and Main St

The purpose of taking these inventories was to collect baseline data regarding accessibility to pedestrian facilities within the City. In turn, this inventory data will be used to strategize on priorities for the improvement of accessibility of pedestrian facilities throughout the City. The inventory can be summarized as follows:

Curb Ramps

In 2009, portions of the City were surveyed to determine the presence or lack of pedestrian ramps and to determine the level of compliance of each ramp.

Sidewalks and Driveway Crossings

In 2009, portions of the City were surveyed to examine accessibility barriers at driveways and sidewalk cross slopes.

Obstructions

In 2009, portions of the City were surveyed to examine impediments along sidewalks. The survey checked for elements such as protruding or overhanging objects or vegetation, obstructions due to placement of poles or utility boxes, and lifted or displaced sidewalk.

Traffic Signals

In 2009, portions of the City were surveyed to determine pedestrian accessibility to pedestrian traffic signals.

The City will continue to survey pedestrian rights-of-way to indentify potential barriers.

C. Pedestrian Rights-Of-Way Prioritization (ROW)

To promote efficiency and accessibility, some Cities construct curb ramps at every point where a sidewalk intersects a curb; however, under Title II of the ADA, a City is not necessarily required to do so. Traffic safety considerations may make construction of ramps at some locations undesirable. Alternative routes to buildings that make use of existing curb ramps may be acceptable under the concept of program accessibility in the limited circumstances where individuals with disabilities need only travel a marginally longer route. In addition, the undue financial or administrative burden limitation recognized by Title II of the ADA may limit the number of curb ramps that the City is required to provide.

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

- ***Priority One:*** Walkways serving government buildings and facilities.
- ***Priority Two:*** Walkways serving bus stops and other transportation services
- ***Priority Three:*** Walkways serving places of public accommodations and business districts
- ***Priority Four:*** Walkways serving residential areas.

D. Phasing Schedule for Rights-of-Way Improvements

Location/Map Reference	Priority	Years	Feature Type	Map Key	Lot Number
Curb Ramps					
Curb Ramps - South Main Street	1	3-5 years	Curb Ramp	3 - 6	
Curb Ramps - South Main Street	1	3-5 years	Curb Ramp	3 - 7	
Curb Ramps - South Main Street	1	3-5 years	Curb Ramp	3 - 7	
Curb Ramps - South Main Street	1	3-5 years	Curb Ramp	3 - 7	
Curb Ramps - South Main Street	2	5-8 years	Curb Ramp	3 - 3	
Curb Ramps - South Main Street	2	5-8 years	Curb Ramp	3 - 3	
Curb Ramps - South Main Street	2	5-8 years	Curb Ramp	3 - 3	
Curb Ramps - North Main Street	3	8-10 years	Curb Ramp	all	
Curb Ramps - South Main Street	3	8-10 years	Curb Ramp	3 - 1	
Curb Ramps - South Main Street	3	8-10 years	Curb Ramp	3 - 1	
Curb Ramps - South Main Street	3	8-10 years	Curb Ramp	3 - 2	
Curb Ramps - South Main Street	3	8-10 years	Curb Ramp	3 - 4	
Curb Ramps - South Main Street	3	8-10 years	Curb Ramp	3 - 5	
Curb Ramps - South Main Street	3	8-10 years	Curb Ramp	3 - 1	
Curb Ramps - South Main Street	3	8-10 years	Curb Ramp	3 - 4	
Curb Ramps - South Main Street	3	8-10 years	Curb Ramp	3 - 5	
Curb Ramps - South Main Street	3	8-10 years	Curb Ramp	3 - 4	
Curb Ramps - South Main Street	3	8-10 years	Curb Ramp	3 - 1	
Curb Ramps - South Main Street	3	8-10 years	Curb Ramp	3 - 4	
Curb Ramps - South Main Street	3	8-10 years	Curb Ramp	3 - 5	
Curb Ramps - South Main Street	3	8-10 years	Curb Ramp	3 - 1	
Signalized Intersections:					
Murphy's Grade Rd	3	8-10 years	Traffic Signals		
Pedestrian Rights-of-Ways					
Main Street (from Bret Harte Rd)	1	3-5 years	Walk	4 - 1	PROW - 60006008
Main Street (Between Pine St & Hardscrable St)	1	3-5 years	Walk	4 - 1	PROW - 60010034
Main Street (Between Pine St & Hardscrable St)	1	3-5 years	Walk	4 - 2	PROW - 60010034
Main Street (Between Pine St & Hardscrable St)	1	3-5 years	Walk	4 - 1	PROW - 60010043
Main Street (Between Pine St & Hardscrable St)	1	3-5 years	Walk	4 - 1	PROW - 60010045
Murphy's Grade (Between Gardner Lane and Main St)	3	8-10 years	Walk	4 - 1	PROW - 58018006
Murphy's Grade (Between Gardner Lane and Main St)	3	8-10 years	Walk	4 - 1	PROW - 58020009
Murphy's Grade (Between Gardner Lane and Main St)	3	8-10 years	Walk	4 - 1	PROW - 58022005
Main Street (Between Murphys Rd and Lee Ln)	3	8-10 years	Walk	4 - 1	PROW - 58022012
Main Street (Between Murphys Rd and Lee Ln)	3	8-10 years	Walk	4 - 2	PROW - 58022012
Main Street (Between Murphys Rd and Lee Ln)	3	8-10 years	Walk	4 - 1	PROW - 58022015
Main Street (Between Murphys Rd and Lee Ln)	3	8-10 years	Walk	4 - 2	PROW - 58022015
Main Street (Between Murphys Rd and Lee Ln)	3	8-10 years	Walk	4 - 1	PROW - 58022016

Location/Map Reference	Priority	Years	Feature Type	Map Key	Lot Number
Main Street (Between Lee Ln and Stanislaus Ave)	3	8-10 years	Walk	4 - 1	PROW - 58023006
Main Street (Between Lee Ln and Stanislaus Ave)	3	8-10 years	Walk	4 - 1	PROW - 58023008
Main Street (Between Lee Ln and Stanislaus Ave)	3	8-10 years	Walk	4 - 2	PROW - 58024001
Main Street (Between Lee Ln and Stanislaus Ave)	3	8-10 years	Walk	4 - 1	PROW - 58024001
Main Street (Between Lee Ln and Stanislaus Ave)	3	8-10 years	Walk	4 - 1	PROW - 58024005
Main Street (Between Lee Ln and Stanislaus Ave)	3	8-10 years	Walk	4 - 1	PROW - 58024009
Stanislaus (Between Main St and San Joaquin Ave)	3	8-10 years	Walk	4 - 1	PROW - 58024012
Stanislaus (Between Main St and San Joaquin Ave)	3	8-10 years	Walk	4 - 2	PROW - 58024012
Main Street (Between Lee Ln and Stanislaus Ave)	3	8-10 years	Walk	4 - 1	PROW - 58024013
Main Street (Between Lee Ln and Stanislaus Ave)	3	8-10 years	Walk	4 - 2	PROW - 58024015
Main Street (Between Lee Ln and Stanislaus Ave)	3	8-10 years	Walk	4 - 1	PROW - 58024015
Stanislaus (Between Main St and San Joaquin Ave)	3	8-10 years	Walk	4 - 1	PROW - 58024016
Stanislaus (Between Main St and San Joaquin Ave)	3	8-10 years	Walk	4 - 2	PROW - 58024016
Main Street (Between Murphys Rd and Lee Ln)	3	8-10 years	Walk	4 - 1	PROW - 58025002
Main Street (Between Murphys Rd and Lee Ln)	3	8-10 years	Walk	4 - 1	PROW - 58025010
Main Street (Between Murphys Rd and Lee Ln)	3	8-10 years	Walk	4 - 1	PROW - 58025012
Main Street (Between Murphys Rd and Lee Ln)	3	8-10 years	Walk	4 - 1	PROW - 58025013
Main Street (Between Murphys Rd and Lee Ln)	3	8-10 years	Walk	4 - 1	PROW - 58026003
Main Street (Between Murphys Rd and Lee Ln)	3	8-10 years	Walk	4 - 1	PROW - 58026021
Stanislaus (Between Main St and San Joaquin Ave)	3	8-10 years	Walk	4 - 1	PROW - 60001011
Stanislaus (Between Main St and San Joaquin Ave)	3	8-10 years	Walk	4 - 2	PROW - 60001011
Stanislaus (Between Main St and San Joaquin Ave)	3	8-10 years	Walk	4 - 3	PROW - 60001011
Stanislaus (Between Main St and San Joaquin Ave)	3	8-10 years	Walk	4 - 1	PROW - 60002012
Main Street (Between Sams Way and Pine St)	3	8-10 years	Walk	4 - 1	PROW - 60006009
Main Street (Between Sams Way and Pine St)	3	8-10 years	Walk	4 - 1	PROW - 60010023
Main Street (Between Sams Way and Pine St)	3	8-10 years	Walk	4 - 1	PROW - 60010024
Main Street (Between Sams Way and Pine St)	3	8-10 years	Walk	4 - 1	PROW - 60010025
Main Street (Between Pine St & Hardscrable St)	3	8-10 years	Walk	4 - 1	PROW - 60010042
Main Street (Between Pine St & Hardscrable St)	3	8-10 years	Stairway	6 - 1	PROW - 60010044
Main Street (Between Pine St & Hardscrable St)	3	8-10 years	Walk	4 - 1	PROW - 60010044
Main Street (Between Pine St & Hardscrable St)	3	8-10 years	Walk	4 - 1	PROW - 60010044
Main Street (Hardscrable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 60012002
Main Street (Hardscrable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 60012003
Main Street (Hardscrable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 60012004
Main Street (Hardscrable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 60012008
Main Street (Hardscrable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 60012011
Main Street (Hardscrable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 60012011
Main Street (Hardscrable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 60012011
Main Street (Hardscrable St & Hwy 4)	3	8-10 years	Walk	4 - 2	PROW - 60012011
Main Street (Hardscrable St & Hwy 4)	3	8-10 years	Telephone	11 - 1	PROW - 60012012
Main Street (Hardscrable St & Hwy 4)	3	8-10 years	Telephone	11 - 1	PROW - 60012012
Main Street (Hardscrable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 60012012
Main Street (Hardscrable St & Hwy 4)	3	8-10 years	Walk	4 - 2	PROW - 60012012
Main Street (Hardscrable St & Hwy 4)	3	8-10 years	Walk	4 - 3	PROW - 60012012

Location/Map Reference	Priority	Years	Feature Type	Map Key	Lot Number
Main Street (Hardscable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 60012013
Main Street (Hardscable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 60012023
Main Street (Hardscable St & Hwy 4)	3	8-10 years	Walk	4 - 2	PROW - 60012023
Main Street (Hardscable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 60012023
Main Street (Hardscable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 60012025
Main Street (Hardscable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 60012027
Stanislaus (Between Main St and San Joaquin Ave)	3	8-10 years	Walk	4 - 1	PROW - 60018001
Stanislaus (Between Main St and San Joaquin Ave)	3	8-10 years	Walk	4 - 2	PROW - 60018001
Main Street (Between Sams Way and Pine St)	3	8-10 years	Walk	4 - 1	PROW - 62003014
Main Street (Between Sams Way and Pine St)	3	8-10 years	Walk	4 - 1	PROW - 62003031
Main Street (Between Sams Way and Pine St)	3	8-10 years	Walk	4 - 1	PROW - 62003032
Main Street (Between Pine St & Hardscable St)	3	8-10 years	Walk	4 - 1	PROW - 62003033
Main Street (Between Pine St & Hardscable St)	3	8-10 years	Walk	4 - 1	PROW - 62003033
Main Street (Between Pine St & Hardscable St)	3	8-10 years	Walk	4 - 1	PROW - 62004006
Main Street (Between Pine St & Hardscable St)	3	8-10 years	Walk	4 - 1	PROW - 62004006
Main Street (Hardscable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 62004018
Main Street (Hardscable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 62004018
Main Street (Hardscable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 62004022
Main Street (Hardscable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 62004022
Main Street (Hardscable St & Hwy 4)	3	8-10 years	Walk	4 - 2	PROW - 62004023
Main Street (Hardscable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 62004023
Main Street (Hardscable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 62004025
Main Street (Hardscable St & Hwy 4)	3	8-10 years	Walk	4 - 2	PROW - 62004025
Main Street (Hardscable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 62004025
Main Street (Hardscable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 62004026
Main Street (Hardscable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 62004026
Main Street (Hardscable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 62004027
Main Street (Hardscable St & Hwy 4)	3	8-10 years	Walk	4 - 2	PROW - 62004027
Main Street (Hardscable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 62004029
Main Street (Hardscable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 62004029
Main Street (Hardscable St & Hwy 4)	3	8-10 years	Walk	4 - 2	PROW - 62004030
Main Street (Hardscable St & Hwy 4)	3	8-10 years	Walk	4 - 3	PROW - 62004030
Main Street (Hardscable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 62004030
Main Street (Hardscable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 62004050
Main Street (Hardscable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 62004054
Main Street (Between Pine St & Hardscable St)	3	8-10 years	Walk	4 - 3	PROW - 62004064
Main Street (Between Pine St & Hardscable St)	3	8-10 years	Walk	4 - 1	PROW - 62004064
Main Street (Between Pine St & Hardscable St)	3	8-10 years	Walk	4 - 2	PROW - 62004064
Main Street (Between Pine St & Hardscable St)	3	8-10 years	Walk	4 - 1	PROW - 62004064
Main Street (Between Pine St & Hardscable St)	3	8-10 years	Walk	4 - 2	PROW - 62004064
Main Street (Between Pine St & Hardscable St)	3	8-10 years	Walk	4 - 3	PROW - 62004064
Main Street (Hardscable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 62004065
Main Street (Hardscable St & Hwy 4)	3	8-10 years	Walk	4 - 2	PROW - 62004065
Main Street (Hardscable St & Hwy 4)	3	8-10 years	Walk	4 - 3	PROW - 62004065
Main Street (Hardscable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 62004065

Location/Map Reference	Priority	Years	Feature Type	Map Key	Lot Number
Main Street (Hardscrable St & Hwy 4)	3	8-10 years	Walk	4 - 2	PROW - 62004065
Main Street (Hardscrable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 62004066
Main Street (Hardscrable St & Hwy 4)	3	8-10 years	Walk	4 - 2	PROW - 62004066
Main Street (Hardscrable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 62004071
Main Street (Hardscrable St & Hwy 4)	3	8-10 years	Walk	4 - 2	PROW - 62004071
Main Street (Hardscrable St & Hwy 4)	3	8-10 years	Walk	4 - 2	PROW - 62004071
Main Street (Hardscrable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 62004071
Main Street (Hardscrable St & Hwy 4)	3	8-10 years	Stairway	6 - 1	PROW - 62004083
Main Street (Between Pine St & Hardscrable St)	3	8-10 years	Stairway	6 - 1	PROW - 62004083
Main Street (Between Pine St & Hardscrable St)	3	8-10 years	Stairway	6 - 2	PROW - 62004083
Main Street (Between Pine St & Hardscrable St)	3	8-10 years	Stairway	6 - 1	PROW - 62004083
Main Street (Between Pine St & Hardscrable St)	3	8-10 years	Stairway	6 - 2	PROW - 62004083
Main Street (Between Pine St & Hardscrable St)	3	8-10 years	Walk	4 - 1	PROW - 62004083
Main Street (Between Pine St & Hardscrable St)	3	8-10 years	Stairway	6 - 1	PROW - 62004083
Main Street (Between Pine St & Hardscrable St)	3	8-10 years	Stairway	6 - 2	PROW - 62004083
Main Street (Between Pine St & Hardscrable St)	3	8-10 years	Walk	4 - 1	PROW - 62004086
Main Street (Hardscrable St & Hwy 4)	3	8-10 years	Walk	4 - 1	PROW - 62004088
Murphy's Grade (Between Gardner Lane and Main St)	4	unknown	Walk	4 - 1	PROW - 58019001
Murphy's Grade (Between Gardner Lane and Main St)	4	unknown	Walk	4 - 1	PROW - 58019003
Murphy's Grade (Between Gardner Lane and Main St)	4	unknown	Walk	4 - 1	PROW - 58019004
Murphy's Grade (Between Gardner Lane and Main St)	4	unknown	Walk	4 - 1	PROW - 58019005
Murphy's Grade (Between Gardner Lane and Main St)	4	unknown	Walk	4 - 1	PROW - 58019011
Murphy's Grade (Between Gardner Lane and Main St)	4	unknown	Walk	4 - 1	PROW - 58019012
Murphy's Grade (Between Gardner Lane and Main St)	4	unknown	Walk	4 - 1	PROW - 58020014
Murphy's Grade (Between Gardner Lane and Main St)	4	unknown	Walk	4 - 1	PROW - 58020015
Murphy's Grade (Between Gardner Lane and Main St)	4	unknown	Walk	4 - 1	PROW - 58021016
Main Street (Between Murphys Rd and Lee Ln)	4	unknown	Walk	4 - 1	PROW - 58025001
Main Street (Between Murphys Rd and Lee Ln)	4	unknown	Walk	4 - 1	PROW - 58025006
Main Street (Between Sams Way and Pine St)	4	unknown	Walk	4 - 1	PROW - 60014001
Main Street (from Bret Harte Rd)	4	unknown	Walk	4 - 1	PROW - 62002034
Main Street (from Bret Harte Rd)	4	unknown	Walk	4 - 1	PROW - 62002041
Main Street (from Bret Harte Rd)	4	unknown	Walk	4 - 1	PROW - 62003001
Main Street (from Bret Harte Rd)	4	unknown	Walk	4 - 1	PROW - 62003003
Main Street (from Bret Harte Rd)	4	unknown	Walk	4 - 1	PROW - 62003004
Main Street (Between Sams Way and Pine St)	4	unknown	Walk	4 - 1	PROW - 62003008
Main Street (Between Sams Way and Pine St)	4	unknown	Walk	4 - 1	PROW - 62003008
Main Street (Between Sams Way and Pine St)	4	unknown	Walk	4 - 1	PROW - 62003008

5.0 ADA Policy and Complaint Procedure

If a public entity has 50 or more employees, it is required to designate at least one responsible employee to coordinate Americans with Disabilities Act (ADA) compliance. The City of Angels has designated the Director of Administrative Services as its primary “Designated Access Coordinator” and has also assigned ADA Coordinator responsibilities at the department-level to designated departmental management staff members. The Coordinator is responsible for coordinating the efforts of the City to comply with Title II and for investigating any complaints that the City has violated Title II of the ADA. The Coordinator is also responsible for coordinating the efforts of the City to comply with Title 24 and all other applicable State and Federal physical and program accessibility requirements.

All complaints or grievances submitted to the City of Angels must be in writing on a form designated and contain specific information about the alleged violation or discrimination including: name; address; telephone number of the complainant; and the location, date, and a complete description of the problem. Anonymous complaints or grievances will not be accepted. Complaints or grievances will be kept confidential to the greatest extent possible, unless ordered released by a court of competent jurisdiction (see Evidence Code 1040). Alternative means of filing complaints or grievances may be accepted at the discretion of the ADA Coordinator. These may be submitted by telephone, e-mail (confidentiality cannot be assured), letter, personal interview, or tape recording, upon request. However, all complaints or grievances must provide all the information required consistent with the format of the official complaint form.

Currently, the City of Angels has a citizen complaint form that can be found at the following website (<http://www.angelscamp.gov/complaintform.htm>). All complaints can be submitted by the complainant or his/her designee via website at the below location or, upon approval of a request to submit in an alternative method, by telephone at (209) 736.2181 (Voice) or by fax at (209) 736.0709; or via e-mail at timshearer@angelscamp.gov. Complaints should be submitted as soon as possible, but no later than 60 calendar days, after the date of the alleged violation or discriminatory act.

*City of Angels
Director of Administrative Services
c/o Administration Department
P.O. Box 667
584 South Main Street
Angels Camp, CA 95222*

If a complaint is regarding building or facility inaccessibility, the ADA Coordinator will forward the complaint within seven calendar days to the City of Angels Building and Safety Division for investigation and will formally acknowledge receipt of the complaint to the complainant (see the Enforcement Procedure for City of Angels, California Disabled Access Regulations).

For all other complaints or grievances, the ADA Coordinator will contact the complainant to discuss the complaint or grievance within 30 calendar days after receipt of the complaint or grievance.

Within 30 calendar days of this contact, the ADA Coordinator will respond in writing and, where appropriate, in an alternative format accessible to the complainant. The response will explain the position of the City of Angels and offer options for substantive and reasonable resolution of the complaint or grievance.

If the response by the ADA Coordinator does not satisfactorily resolve the issue, the decision may be appealed to the Angels Camp Administrator or his/her designee within 30 calendar days following receipt of the response.

Within 30 calendar days after receipt of an appeal, the City Administrator or his/her designee will contact the complainant to discuss the complaint or grievance and possible resolutions. Within 30 calendar days of this contact, the City Administrator will respond in writing and, where appropriate, in a reasonable format accessible to the complainant, with a final resolution of the complaint or grievance.

Every reasonable attempt will be made by the City of Angels to remedy the disability complaints or grievances in a timely manner subject to staff and budget constraints.

If any Title 24 Building Code or ADA complaint or grievance resides under the jurisdiction of another public entity, the complainant will be notified the City of Angels lacks jurisdiction.

City of Angels

CITIZEN COMPLAINT FORM

The City does require you to provide your Name, Phone number and email address to follow up on these complaints.

Your Name

Physical Address

Mailing Address

City, St Zip

Email Address

Please enter your daytime phone number if we need more information

DATE AND TIME

Please enter the date and time that the problem was noticed in the space below.

Date:

Time:

LOCATION

Please enter the location where the problem was noticed in the space below.

PROBLEM NOTICED

Please select the problem noticed from the list below.

- Abandoned or Hazardous Vehicle
- Animal Problem
- Bad or Unusual Odors
- Damage to Park
- Dangerous Tree or Limb On/Over Street
- Faded Red/Green/Blue/White Zone Paint
- Fire Hazard
- Graffiti
- Health Hazard
- Hydrant Problem
- Illegal Building or Construction
- Illegal Dumping on City Property
- Illegal Grading or Hauling
- Illegal Signs
- Mudslide

Please enter any further details (such as street light/utility pole number) you may have on the problem that will help us identify where the problem is located or why it might be occurring.

Bottom of Form

6.0 Program Accessibility Guidelines, Standards & Resources

Introduction

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

Federal Accessibility Standards and Regulations and Resources

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

U.S. Department of Justice

- **The U.S. Department of Justice**, <http://www.ada.gov>. The US DOJ provides many free ADA materials including the Americans with Disability Act (ADA) text. Printed materials may be ordered by calling the ADA Information Line 1.800.514.0301 (Voice) or 1.800.514.0383 (TDD). Publications are available in standard print as well as large print, audiotape, Braille, and computer disk for people with disabilities. Documents, including the following publications, can also be downloaded from the Department of Justice website.
- **ADA Regulation for Title II**, <http://www.ada.gov/reg2.html>. This publication describes Title II of the Americans with Disabilities Act, Pub. L. 101-336, which prohibits discrimination on the basis of disability by public entities. Title II of the ADA protects qualified individuals with disabilities from discrimination on the basis of disability in the services, programs, or activities of all state and local governments. This rule adopts the general prohibitions of discrimination established under section 504, as well as the requirements for making programs accessible to individuals with disabilities and for providing equally effective communications. It also sets forth standards for what constitutes discrimination on the basis of mental or physical disability, provides a definition of disability and qualified individual with a disability, and establishes a complaint mechanism for resolving allegations of discrimination.
- **Title II Technical Assistance Manual (1993) and Yearly Supplements**, <http://www.ada.gov/taman2.html> and supplement <http://www.ada.gov/taman2up.html>. This manual explains in lay terms what state and local governments must do to ensure that their services, programs, and activities are provided to the public in a nondiscriminatory manner.

- **Current Text of the Americans with Disabilities Act of 1990**, including changes made by the ADA Amendments Act of 2008 (P.L. 110-325), <http://www.ada.gov/pubs/adastatute08.pdf>. The ADA prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, state and local government services, public accommodations, commercial facilities, and transportation. It also mandates the establishment of TDD/telephone relay services.
- **ADA Information for Law Enforcement**, <http://www.ada.gov/policeinfo.htm>. This page contains compliance assistance materials to help state and local law enforcement officers understand how to interact with victims, witnesses, suspects, and others who have disabilities.

US Access Board

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

State Of California Accessibility Standards and Regulations and Resources

Title 24, California Building Code

- **The State of California** has also adopted a set of design guidelines for accessible facilities, which can be found in the California Code of Regulations, Title 24, Part II, California Building Code (CBC), www.iccsafe.org. CBC contains general building design and construction requirements relating to fire and life safety, structural safety, and access compliance. CBC provisions provide minimum standards to safeguard life or limb, health, property and public welfare by regulating and controlling the design, construction, quality of materials, use and occupancy, location and maintenance of all buildings and structures and certain equipment. Although California has adopted most of the ADAAG requirements, there are some differences. In general, the more restrictive requirement (whether federal or state) should be applied when designing accessible facilities. The complete Title 24 or any of its parts is available for purchase from the International Code Council (ICC), 5360 South Workman Mill Road, Whittier, CA 90601, 1.800.423.6587, www.iccsafe.org or at various bookstores that carry technical books.

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

Division of the State Architect

- **The Division of State Architect (DSA)**, <http://www.dsa.dgs.ca.gov/Pubs/default.htm>, also provides information and resources for accessible or universal design. The DSA's website is <http://www.dsa.dgs.ca.gov>. For technical assistance contact DSA's Access Compliance Program at 1130 K Street, Suite 101, Sacramento, California 95814 (916.322.4700).
DSA's 2003 California Access Compliance Reference Manual. The purpose of this book of regulations and statutes together is to clarify the obligations for architectural accessibility in California.

General Disability Etiquette

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

- **The County of Long Beach**, disability etiquette publication, http://www.longbeach.gov/hr/ada/disability_etiquette.asp.
- **Easter Seals Disability Etiquette website**, http://www.easterseals.com/site/PageServer?pagename=ntl_etiquette.
- **City of Sacramento's Disability Etiquette Website**, http://www.cityofsacramento.org/adaweb/learning_about_disabilities.htm.

Local, State, and National Organizations Who Provide Disability Services and Information

- **Disability Resource Agency for Independent Living**, <http://www.drail.org/index.php>. Disability Resource Agency for Independent Living is a non-profit organization, dedicated to working towards the objectives of the Disability Rights and Independent Living Movement through the provision of comprehensive services designed to empower and improve the quality of life for persons with disabilities. Telephone number 209.532.0963, TTY number 209.532.1280, Fax number 209.532.1591
- **The AT Network (Assistive Technology) local advocates**, <http://www.atnet.org/index.php?page=advocacy>. AT Advocates are community based, information and referral specialists who can assist consumers with a variety of assistive technology issues. They work at Independent Living Centers in California. AT Advocates can provide information on assistive technology, provide referrals to qualified AT professional for

evaluations, assessments and training, help locate vendors, services and funding resources, make outreach and community education presentations.

- **Abledata**, <http://www.abledata.com>. The National Institute on Disability and Rehabilitation Research of the U.S. Department of Education maintains a national web-based service, which provides up-to-date links to assistive technologies and disability-related resources.
- **Disability Resources, Inc.**, <http://www.disabilityresources.org>. Disability Resources, Inc. is a national nonprofit organization that provides information about resources for independent living. DRI maintains an on-line directory of assistive technology resources.
- **CATS**, <http://www.atnet.org>. CATS is a statewide project of the California Department of Rehabilitation that promotes access to assistive technologies, related services, and information to enable people with disabilities to be successful, independent, and productive. CATS maintains several directories on their website including assistive technology vendors and service providers for Hard of Hearing/Deaf, Learning Disabled, Mobility/Physical/Orthopedic, Speech/Language, visually impaired/Blind.
- **World Institute on Disabilities (WID) Accessibility and Assistive Technology Resource List**: <http://www.wid.org/resources/accessibility-assistive-technology/>. WID maintains a comprehensive list of accessible technology resources.
- **The Center for Accessible Technology**, <http://www.cforat.org>. CFORAT provides access to computers for people with disabilities. Their goal is for children with disabilities to succeed in school, adults with disabilities can find (and keep) jobs and all people with disabilities can use the internet, email and benefit from the digital revolution
- **BuyAccessible Wizard**, <http://www.buyaccessible.org>. The BuyAccessible Wizard is a web-based application that guides users through a process of gathering data and providing information about Electronic and Information Technology (EIT) and section 508 compliance. This wizard helps federal government officials who acquire EIT products or services make decisions.
- **American Association of People with Disabilities Telecommunications and Technology Policy Initiative**, <http://www.aapd.com/TTPI/TTPI.html>. The American Association of People with Disabilities (AAPD), the country's largest cross-disability membership organization, organizes the disability community to be a powerful voice for change – politically, economically, and socially. The mission of the Telecommunications and Technology Policy Initiative (TTPI) is to ensure that all technology, products, and services are designed with disability users in mind.

Accessible Websites

Local Organizations who provide information about creating and maintaining accessible websites

- **Disability Resource Agency for Independent Living**, <http://www.drail.org/index.php>. Disability Resource Agency for Independent Living is a non-profit organization, dedicated to working towards the objectives of the Disability Rights and Independent Living Movement through the provision of comprehensive services designed to empower and improve the quality of life for persons with disabilities. Telephone number 209.532.0963, TTY number 209.532.1280, Fax number 209.532.1591.
- Search **Amador-Tuolumne Action Agency (A-TCAA)**, <http://www.infonettc.org/>. A-TCAA maintains extensive three county listings and referral systems. A-TCAA's other services include a five-county food bank, the region's only emergency and transitional shelters for the homeless, Head Start preschools, three family learning centers, youth mentoring programs, drug and alcohol prevention programs, home weatherization and utility bill assistance, tax assistance, Lifeline emergency assistance.

State and National Organizations who information about creating and maintaining accessible websites

How to tell if your site is accessible

- **HiSoftware Services**, www.hisoftware.com. This company provides accessible software consulting.
Free website accessibility checker provided by HiSoftware, <http://www.cynthiasays.com>.
- **IBM's Rational Policy Tester® for accessibility compliance (website accessibility checker)**, <http://www-01.ibm.com/software/awdtools/tester/policy/accessibility/>. This software helps determine the site's level of compliance with government standards.
- **Web Accessibility Initiative for Evaluating Website Accessibility**, <http://www.w3.org/WAI/eval/Overview.html>. This is a list of resources which provide general procedures and tips for evaluation in different situations, from evaluation during Web site development to ongoing monitoring of existing sites. This list is intended to supplement other content management and quality assurance procedures.
- **List of Communication and Information Technology Resources maintained by the Access Board**, <http://www.access-board.gov/links/communication.htm>.

Resources for Web developers

- **Accessibility of State and Local Government Websites to People with Disabilities**, <http://www.ada.gov/websites2.htm>. Publications providing guidance on making state and local government websites accessible.
- **Rich Media Home**, <http://ncam.wgbh.org/richmedia/index.php>. A growing collection of resources for developers and users interested in ways to make rich media accessible to people with disabilities.
- **Section 508 guide for web developers**, <http://www.access-board.gov/sec508/guide/1194.22.htm>
Section 508 on-line accessible software development training, <http://www.section508.gov/IRSCourse/>

Emergency Preparedness

Local Disability Organizations Who Provide Information About Emergency Preparedness

- **Disability Resource Agency for Independent Living**, <http://www.drail.org/index.php>. Disability Resource Agency for Independent Living is a non-profit organization, dedicated to working towards the objectives of the Disability Rights and Independent Living Movement through the provision of comprehensive services designed to empower and improve the quality of life for persons with disabilities. Telephone number 209.532.0963, TTY number 209.532.1280, Fax number 209.532.1591.
- Search **Amador-Tuolumne Action Agency (A-TCAA)**, <http://www.infonettc.org/>. A-TCAA maintains extensive three county listings and referral systems. A-TCAA's other services include a five-county food bank, the region's only emergency and transitional shelters for the homeless, Head Start preschools, three family learning centers, youth mentoring programs, drug and alcohol prevention programs, home weatherization and utility bill assistance, tax assistance, Lifeline emergency assistance.

State and National Resources for Emergency Preparedness Plans

- National Organization Disability resources on **Emergency Preparedness for Employers and Businesses**, <http://www.nod.org/index.cfm?fuseaction=Page.viewPage&pageId=1564>.
- **Prepare Now Earthquake Tips for the Hearing Impaired**, <http://www.preparenow.org/deaf.html>.

- **United States Department of Labor** Emergency Preparedness for People with Disabilities, <http://www.dol.gov/odep/programs/emergency.htm>. The Office of Disability Employment Policy (ODEP) assumed a leadership role on the Interagency Coordinating Council as chair of the Subcommittee on Emergency Preparedness in the Workplace. The subcommittee has developed **Preparing the Workplace for Everyone**, a framework of guidelines for federal agencies related to including employees and visitors with disabilities in emergency plans: http://www.dol.gov/odep/pubs/ep/preparing/Workplace_Final.pdf.
- **Federal Agency for Emergency Management**, <http://www.fema.gov/plan/prepare/specialplans.shtm>. This site has a helpful checklist for including individuals with special needs in evacuation plans.
- **National Center for Accessible Media** Accessible Emergency Alerts for People with Disabilities, <http://ncam.wgbh.org/alerts/>. The Access to Emergency Alerts project unites emergency alert providers, local information resources, telecommunications industry and public broadcasting representatives, and consumers in a collaborative effort to research and disseminate replicable approaches to make emergency warnings accessible.

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

Facilities and Programs

- **ADA Document Portal**, <http://www.adaportal.org>. The ADA document portal provides links to an ADA Collection consisting of more than 7,400 documents on a wide range of topics. The ADA Document Portal is supported by the ten ADA & IT Technical Assistance Centers
- **DisabilityInfo.Gov**: A one-stop interagency portal for information on federal programs, services, and resources for people with disabilities, their families, employers, service providers, and other community members.
- **Beneficial Designs**, <http://www.beneficialdesigns.com>. Beneficial Designs works toward universal access through research, design, and education. Beneficial Designs develops assistive and adaptive technology, performs rehabilitation research, contract design, legal consultation, standards development, and serves as a rehabilitation information resource.
- **Common ADA Errors**, <http://www.ada.gov/error.htm>. This document lists a sampling of common accessibility errors or omissions that have been identified through the Department of Justice's ongoing enforcement efforts. The significance of the errors is discussed and references are provided to the requirements of the ADA Standards for Accessible Design.

Museums

- **American Association of Museums**, <http://www.aam-us.org>. Accessible exhibit design publications are available for purchase from AAM's website, including Everyone's Welcome (available in a variety of formats), which addresses museum programs and the ADA, the Accessible Museum, which offers model programs of accessibility for older people and people with disabilities, and What Museum Guides Need to Know to provide access to blind and visually impaired visitors.
- **Smithsonian Institution**, <http://www.si.edu/opa/accessibility/exdesign/start.htm>. The Accessibility Program has developed the Smithsonian Guidelines for Accessible Exhibition Design.
- **Department of Justice's Resources on Museum Accessibility**, <http://www.ada.gov/business.htm#museumaccess>

Parks and Recreation

- **Access Board Recreational Guidelines**, <http://www.access-board.gov/recreation/final.htm>. Final accessibility guidelines to serve as the basis for standards to be adopted by the Department of Justice for new construction and alterations of recreation facilities including amusement rides, boating facilities, fishing piers and platforms, golf courses, miniature golf, sports facilities, and swimming pools and spas.
- **National Center on Accessibility**, <http://www.ncaonline.org>. NCA is a cooperative project between the National Park Service and Indiana University to provide information and technical assistance, primarily on recreation access. An example of the research activities of the NCA is the National Trails Surface Study. This study is primarily the result of questions that NCA has, for many years and continues to receive from organizations, agencies and individuals who desire to make their trails accessible; are interested in an unobtrusive surface that blends and is friendly to the environment; and provides a quality trail experience for people with and without disabilities. NCA also publishes What is an Accessible Trail?, which summarizes the federal guidelines for outdoor developed areas and is available for downloading from its website. The NCA website also has information on campground accessibility, accessible picnic tables, access to beaches, and inclusion of people with disabilities in aquatic venues.
- **National Center on Physical Activity and Disability**, <http://www.ncpad.org>. The Center provides information and resources on physical activity to help people with disabilities find ways to become more active and healthier. The Center also provides information on how to provide access to fitness centers, schools, recreation facilities, camps, and health and leisure services.
- **United Cerebral Palsy's Sports and Leisure**: http://www.ucp.org/ucp_channel.cfm/1/15. UCP's Sports and Leisure Channel is designed for people with disabilities who are interested in sports and other leisure activities and proposes creative ideas for inclusive community recreation

programs, including outdoor adventure activities for people with disabilities.

- **Paralyzed Veterans of America (PVA) Sports and Recreation Resources**, http://www.pva.org/site/PageServer?pagename=sports_main. PVA is a national advocacy organization representing veterans. PVA's Sports and Recreation Program promotes a range of activities for people with disabilities, with special emphasis on activities that enhance lifetime health and fitness.
- **United Spinal Association list of Wheelchair Recreation, Sports & Travel in California**, <http://www.usatechguide.org/techguide.php?vmode=1&catid=402>
- **United States Association of Blind Athletes**, <http://www.usaba.org>. The United States Association of Blind Athletes enhances the lives of blind and visually impaired people by providing the opportunity for participation in sports and physical activity. More resources for the blind and visually impaired are available in the Blind/Visually impaired section below.

Schools

- **Disabilities, Opportunities, Internetworking, and Technology (DO-IT)**, <http://www.washington.edu/doiit>. DO-IT serves to increase the participation of individuals with disabilities in challenging academic programs and careers. It promotes the use of computer and networking technologies to increase independence, productivity, and participation in education and employment.
- **DisabilityInfo.gov online resources for Education**, <http://www.disabilityinfo.gov/digov-public/public/DisplayPage.do?parentFolderId=61>. A comprehensive list including college preparatory materials, transition issues for children with special needs in elementary, middle school, high school, and secondary education. Guidelines for Accessing Alternative Format, inclusion materials, educational technology.

Transportation

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

- Accessible Transportation List of Resources from **Disabilityinfo.gov**, <http://www.disabilityinfo.gov/digov-public/public/DisplayPage.do?parentFolderId=126>. This list includes resources for rural transportation, transporting seniors, and much more.
- **Foothill Commuter Service and Rideshare**, <http://www.foothillrideshare.com/>. The Foothill to Valley Commuter Service Project is currently being facilitated between Amador, Calaveras

and Tuolumne Counties (Tri-County). The project establishes and promotes regional collaborative efforts to improve transit ridership and offer ride-share options to residents within all three counties.

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

Things to Know

- The definition of legally blind is 20/200 vision with best correction. Most persons who are considered blind have some sight.
- Most people who are blind are mobile and independent.
- While many persons who are blind can use Braille, the majority of persons who are blind do not.

Things to Do

- Introduce yourself. Identify who you are and what your job or role is. Give the person verbal information that is visually obvious to those who can see.
- Be descriptive when giving directions. For instance, saying, "Over there," has little meaning to someone who cannot see you point. Instead, saying, "Four doors after turning right from the elevator," would be much more helpful.
- Always ask someone if they need your assistance and how you can assist them. Lead someone who is blind only after they have accepted your offer to do so. Allow them to hold your arm rather than you holding theirs. It is important that they control their own movements.
- Many techniques are used as tools for independence. Some persons who are blind use a "clock" reference for things directly in front of them such as a meal. For example, something could be positioned at three o'clock (to their right) or six o'clock (directly in front and close). Before using this technique, ask the person if this is useful. Remember to describe things from their perspective, not yours.

Alternative Formats: Braille, Large Print, OCR

Braille Services

The following individuals provide Braille printing services:

- Patty Nash, pattynash@sbcglobal.net, 1715 Central Ave, #17 in Alameda. Phone: 510-521-2042
- Lynne Laird, andlyn@sbcglobal.net, 2909 Forest Ave. Berkeley, CA 94705-1310. Phone: 510-845-5858

Large Print

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

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

Optical Character Recognition (OCR) Systems

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

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

Local Resources for the Blind/Visually Impaired

- **Disability Resource Agency for Independent Living,** <http://www.drail.org/index.php>. Disability Resource Agency for Independent Living is a non-profit organization, dedicated to working towards the objectives of the Disability Rights and Independent Living Movement through the provision of comprehensive services designed to empower and improve the quality

of life for persons with disabilities. Telephone number 209.532.0963, TTY number 209.532.1280, Fax number 209.532.1591.

- Search **Amador-Tuolumne Action Agency** (A-TCAA), <http://www.infonettc.org>. A-TCAA maintains extensive three county listings and referral systems. A-TCAA's other services include a five-county food bank, the region's only emergency and transitional shelters for the homeless, Head Start preschools, three family learning centers, youth mentoring programs, drug and alcohol prevention programs, home weatherization and utility bill assistance, tax assistance, Lifeline emergency assistance.

State and National Organizations Who Provide Blind Services

- **Lighthouse for the Blind and Visually Impaired**, <http://www.lighthouse-sf.org>. The LightHouse is the largest agency providing direct service, advocacy and information to the blind and visually impaired community of Northern California. Since 1902, they have offered solutions to living with vision loss.
- **State of California Office of Special Services to the Blind:** <http://www.cdss.ca.gov/cdssweb/PG83.htm>. Under the Office for Special Services, the Office of Services to the Blind (OSB) provides information and referral on services, programs, entitlements, and products of benefit to individuals who are blind or visually impaired and their families or service providers. OSB staff assists such individuals in understanding the availability of services, their eligibility for services, and the purpose and scope of the various service programs.
- **Lighthouse International**, <http://www.lighthouse.org>. Founded in 1905, Lighthouse International is a non-profit organization whose goal is to prevent the disability associated with vision loss and to enhance the daily lives of people with visual impairments at any age. New York Lighthouse Vision Rehabilitation Services is a major provider of vision rehabilitation services in New York State. Other activities of Lighthouse International include professional education, research, prevention, and advocacy. In partnership with the Royal National Institute for the Blind, it built VisionConnection, a global Internet portal for people who are partially sighted or blind. It sells products for consumers through the Lighthouse Store, and to professionals through its Professional Products Division, also known as the Low Vision SuperStore.
- **American Foundation for the Blind**, <http://www.afb.org>. The American Foundation for the Blind is committed to improving accessibility in all aspects of life—from cell phones to ATMs, on web sites and in workplaces. Services include assistance in making products and services accessible to people with visual impairments. AFB offers expert consulting services and accessible media production. AFB provides objective product evaluations of adaptive technologies through its assistive technology product database. Local assistance is available through the American Foundation for the Blind-West, 44 Montgomery Street, Suite 1305, San Francisco, CA 94040 (415.392.4845) or by email at sanfran@afb.net.

- **National Federation of the Blind**, <http://www.nfb.org>. NFB is a national organization advocating on behalf of persons who are blind or have low vision. NFB provided on-line resources for technology for the blind, including a technology resource list, a computer resource list, screen access technology, sources of large print software for computers, and sources of closed circuit TV (CCTV's).
- **Abledata**, <http://www.abledata.com>. The National Institute on Disability and Rehabilitation Research of the U.S. Department of Education maintains a national web-based service, which provides up-to-date links to assistive technologies and disability-related resources. Abledata maintains a comprehensive section on blind and low-vision resources.
- **United States Association of Blind Athletes**, <http://www.usaba.org>. The United States Association of Blind Athletes enhances the lives of blind and visually impaired people by providing the opportunity for participation in sports and physical activity.
- **National Center for Accessible Media**, <http://ncam.wgbh.org/index.html>. is a research and development facility dedicated to the issues of media and information technology for people with disabilities in their homes, schools, workplaces, and communities.

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

Things to Know

- Most persons who are deaf or hard-of-hearing have some hearing.
- Sign language is not another form of English. It is a language with its own grammar, context and rules.
- Lip-reading, while helpful without sound clues, is only about 30% effective.
- Long conversations with persons who lip-read can be very fatiguing.
- Not all persons who are deaf use sign language, read or write.
- Not all persons who are deaf speak or lip-read.

Things to Do

- Determine how the person prefers to communicate.
- If the person uses an interpreter, address the person directly, not the interpreter.

- If the person reads lips, speak in a normal not exaggerated way. Short, simple sentences are best.
- If the person reads lips, avoid blocking their view of your face. Make sure the lighting is good.
- Gain their attention before starting a conversation.
- If there is any doubt that you have been misunderstood, ask if they understand you.
- Be aware of situations where a person may be waiting for assistance (i.e., transportation, a table, the start of an activity), where the common method of communication is by announcement or the calling of the person's name. Develop an alternative method for notifying the deaf and/or hard-of-hearing person.

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

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

- **California Relay Service (CRS) or 711**, http://www.ddtp.org/california_relay_service/. The CRS provides specially-trained operators to relay telephone conversations back and forth between people who are deaf, hard of hearing, or speech-disabled and all those they wish to communicate with by telephone.
- **U.S. Access Board Guidelines on accessibility, usability, and compatibility of telecommunications**, <http://www.access-board.gov/telecomm/telecom.pdf>.
- **TDI**, <http://www.tdi-online.org>, TDI's (formerly known as Telecommunications for the Deaf, Inc.) mission is to promote equal access in telecommunications and media for people who are deaf, hard of hearing, late deafened, or deaf blind. TDI's on-line resources include information about telecommunications access such a TTY, pagers, telephony, VoIP, and more.

ASL Interpreters

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

The required qualifications of these interpreters should be established. Many non-certified interpreters provided by local services may have excellent skills and be qualified to handle most circumstances. However, certain circumstances, such as the provision of emergency medical

services, may require interpreters who are approved by the courts and can ensure a level of confidentiality.

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

- Sign Language Interpreting (916) 483-4751 (signinterpreting.com)
- Eaton Interpreting Services (916) 721-3636 (eatoninterpreting.com)
- Sacramento Valley Registry of Interpreters for the Deaf (www.savrid.org)
- A Show of Hands (916) 247-8859 (www.a-show-of-hands.com)
- NorCal Services for Deaf and Hard of Hearing (209) 474-8996 (<http://www.norcalcenter.org>)
- Bay Area Communication Access (415) 356-0405
- Communiqué Services (707) 546-6869
- Hands on Services (800) 900-9478 (www.handsonsvs.com)
- Interpreting and Consulting Services (707) 747-8200 (<http://www.icsdeaf.org>)
- Partners in Communication (800) 513-4403 (<http://www.partnersincommunicationllc.com>)
- Sign Language People, (800) 894-2345 (<http://www.signlanguagepeople.com>)

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

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

Individuals who are hard of hearing generally do not use ASL interpreters. Always ask the individual requesting an accommodation what type of accommodation works best for them. Determining what accommodation(s) will be provided is an interactive process. Depending on the situation, accommodating an individual who is hard of hearing may include note writing, use of assistive listening devices, and/or provision of Computer Assisted Real-Time (CART) captioning.

Captioning

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

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

Computer Assisted Real-Time (CART)

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

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

Assistive Listening Systems and 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.

- **US Access Board's Assistive Listening Systems Technical Bulletins**, <http://www.access-board.gov/adaag/about/bulletins/als-a.htm>.
- **American Speech-Language-hearing Association page on Assistive Listening Devices**, http://www.asha.org/public/hearing/treatment/assist_tech.htm
- **The California Telephone Access Program (CTAP)**, <http://www.ddtp.org/>. The California Telephone Access Program (CTAP) distributes telecommunications equipment and services to individuals certified as having difficulty using the telephone. CTAP is a California State mandated program, under governance of the California Public Utilities Commission (CPUC). Equipment and some network services are available at no charge to eligible consumers.

Local Organizations Who Provide Deaf Services

- **Disability Resource Agency for Independent Living**, <http://www.drail.org/index.php>. Disability Resource Agency for Independent Living is a non-profit organization, dedicated to working towards the objectives of the Disability Rights and Independent Living Movement through the provision of comprehensive services designed to empower and improve the quality of life for persons with disabilities. Telephone number 209.532.0963, TTY number 209.532.1280, Fax number 209.532.1591.
- Search **Amador-Tuolumne Action Agency (A-TCAA)**, <http://www.infonettc.org>. A-TCAA maintains extensive three county listings and referral systems. A-TCAA's other services include

a five-county food bank, the region's only emergency and transitional shelters for the homeless, Head Start preschools, three family learning centers, youth mentoring programs, drug and alcohol prevention programs, home weatherization and utility bill assistance, tax assistance, Lifeline emergency assistance.

State and National Organizations Who Provide Deaf Services

- **Hearing and Speech Center of Northern California**, www.hearingspeech.org.
- **State of California Office for Deaf Access**, <http://www.cdss.ca.gov/cdssweb/PG145.htm>. The ODA has two primary purposes. First, it acts as a liaison between the California Department of Social Services (CDSS) Director's Office and the deaf community, various programs, agencies, and other organizations concerned with deafness or hearing loss. Second, the ODA provides contract administration and program oversight of CDSS' contracts with a network of eight, private, non-profit agencies that provide a variety of DAP services to California's deaf, deaf-blind, hard of hearing and late-deafened populations.
- **National Association of the Deaf**, <http://www.nad.org/>. NAD is a national consumer organization representing people who are deaf and hard of hearing. NAD provides information about standards for American Sign Language Interpreters and the Captioned Media Program on its website.

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

Things to Know

- Many people who are deaf and blind became so later in life. Many deaf/blind people have some vision and/or some hearing. People who were deaf and became blind later in life may prefer finger spelling and sign, but people who were blind first may not know any sign language.
- There are many different ways to communicate with deaf/blind people. Be flexible and patient. Communication with deaf/blind people can take a long time.
- Plan things in advance so the deaf/blind individual knows what to expect and can plan accordingly. Try not to make last minute changes. If for any reason plans must change, explain the situation.
- Tunnel or other kinds of partial vision can be confusing to the deaf/blind. If a deaf/blind person has some vision, it may be more confusing than useful at times.

Things to Do

- Treat a person who is deaf-blind as you would treat anyone else. Always be natural – never patronizing in your words and your actions.
- Offer your arm when walking with a person who is deaf-blind. Do not push him or her ahead of you; let them hold your arm, just below the elbow.
- Address a person who is deaf-blind directly, not through someone else. Speak by forming the letters of the manual alphabet distinctly while he or she holds one hand lightly over yours to feel the position of your fingers. Be careful to move the fingers directly from the position of one letter to the next and pause slightly between words. If you or the person who is deaf-blind are unfamiliar with the manual alphabet, you can print capital letters in their palm. Be sure to pause between words.
- Let the person who is deaf/blind know when you enter or leave the room. Always communicate who you are.
- Use the words “see” and “hear” or “blind” naturally, without hesitation if your conversation calls for them.
- Personal items such as wallets, purses and keys should not be touched unless you are asked. A deaf-blind person can handle money, pay the check, open doors etc. Do not move a coat, cane etc. without first telling the deaf/blind person.
- Guide his hand to objects by leading with yours. Let his hand rest lightly on the back of your hand as you move it slowly towards what you want to touch. When you make contact, slowly slip your hand out from underneath. This works for objects you want to show him for whatever reason. It might be just so he can explore it, or it might be a handrail on the stairs, or even a drink or snack.
- Let the deaf/blind person think for herself. Give as much information as possible, then let the deaf/blind person make the decisions for herself.
- Allow time for a deaf/blind person to answer a question. A pause of a few seconds may well mean she is considering, not that she has no idea.

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

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

Local Organizations Who Provide Deaf/Blind Services

- **Disability Resource Agency for Independent Living**, <http://www.drail.org/index.php>. Disability Resource Agency for Independent Living is a non-profit organization, dedicated to working towards the objectives of the Disability Rights and Independent Living Movement through the provision of comprehensive services designed to empower and improve the quality of life for persons with disabilities. Telephone number 209.532.0963, TTY number 209.532.1280, Fax number 209.532.1591.
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State and National Organizations Who Provide Deaf/Blind Services

- **Frequently asked questions about deaf/blindness**, <http://www.deafblindinfo.org/start/faq>.
- **A to Z Deafblind**, <http://www.deafblind.com>.
- **Center for the Deaf Blind**, www.deaf-blind.org.
- **Guidelines for Working/Playing with Deaf-Blind People**, <http://dss.jsu.edu/db.htm>.

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

Things to Know

- There are many reasons (not just paralysis) why someone uses a wheelchair or has a mobility impairment.
- There is a wide range of physical abilities among those who use wheelchairs. Persons using them may require different degrees of assistance or no assistance at all.
- Some people do not use wheelchairs exclusively, but may use canes, leg braces, and in some cases, no assistive devices at all for short periods.
- Some people with mobility impairments have a hidden mobility disability, such as a person with heart disease who can not walk very far.

Things to Do

- If you are requested to fold, carry or store a wheelchair, treat it with care. Wheelchairs can break, and are difficult to repair on short notice. It is extremely disruptive to the user if their wheelchair is unavailable.
- When speaking to someone who uses a wheelchair, give the person a comfortable viewing angle of your face. Having to look straight up is not a comfortable viewing angle.
- Make sure all wheelchair-accessible routes have good signage. The signs should be placed low enough so that a wheelchair user can see them. If construction temporarily changes an accessible path of travel, make sure that this new route is well signed.
- Always ask before offering help.

Auxiliary Aids/Assistive Devices for people with mobility impairments

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

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

Local Organizations Who Provide Services for Wheelchair Users and People With Mobility Impairments

- **Disability Resource Agency for Independent Living**, <http://www.drail.org/index.php>. Disability Resource Agency for Independent Living is a non-profit organization, dedicated to working towards the objectives of the Disability Rights and Independent Living Movement through the provision of comprehensive services designed to empower and improve the quality of life for persons with disabilities. Telephone number 209.532.0963, TTY number 209.532.1280, Fax number 209.532.1591.
- Search **Amador-Tuolumne Action Agency (A-TCAA)**, <http://www.infonettc.org>. A-TCAA

maintains extensive three county listings and referral systems. A-TCAA's other services include a five-county food bank, the region's only emergency and transitional shelters for the homeless, Head Start preschools, three family learning centers, youth mentoring programs, drug and alcohol prevention programs, home weatherization and utility bill assistance, tax assistance, Lifeline emergency assistance.

National Organizations Who Provide Services Wheelchair Users and People With Mobility Impairments

- **ADA Document Portal**, <http://www.adaportal.org>, provides links to an ADA Collection consisting of more than 7,400 documents on a wide range of topics. The ADA Document Portal is supported by the ten ADA & IT Technical Assistance Centers
- **DisabilityInfo.Gov**: A one-stop interagency portal for information on Federal programs, services, and resources for people with disabilities, their families, employers, service providers, and other community members.
- **Beneficial Designs**, <http://www.beneficialdesigns.com>. Beneficial Designs works toward universal access through research, design, and education. Beneficial Designs develops assistive and adaptive technology, performs rehabilitation research, contract design, legal consultation, standards development, and serves as a rehabilitation information resource.
- **Common ADA Errors**, <http://www.ada.gov/error.htm>. This document lists a sampling of common accessibility errors or omissions that have been identified through the Department of Justice's ongoing enforcement efforts. The significance of the errors is discussed and references are provided to the requirements of the ADA Standards for Accessible Design.

Psychiatric Disabilities: Things to Know, Things to Do

Things to Know

- People who have psychiatric disabilities have varying personalities and different ways of coping with their disability. Some may have trouble picking up on social cues; others may be supersensitive. One person may be very high energy, while someone else may appear sluggish. Treat each person as an individual. Ask what will make them most comfortable and respect their needs to the maximum extent possible.
- People with psychiatric disabilities may at times have difficulty with daily life activities. Their disorder may interfere with their ability to feel, think or relate to others. Most people with psychiatric disabilities are not violent. One of the main obstacles they face is the attitudes that people have about them. Because it is a hidden disability, chances are you will not even realize that the person has a mental health condition.

- A person with a brain injury may have poor impulse control. The person may make inappropriate comments and may not understand social cues or “get” indications that they have offended someone. In their frustration to understand, or to get their own ideas across, they may seem pushy. All of these behaviors arise as a result of the injury.
- Remember that the person is an adult and, unless you are informed otherwise, can make their own decisions.

Things to Do

- 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.
- Speak to a person with a psychiatric disability in clear sentences, using simple words and concrete—rather than abstract—concepts. Break down complex questions into smaller parts.
- 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 a frustration to understood, or to get own ideas across, they may seem pushy.
- Gauge the pace, complexity, and vocabulary of your speech according to theirs. Do not use baby talk or talk down to people who have psychiatric disabilities.
- Provide a direct line that bypasses a phone tree if a person has trouble handling phone menus. For some people, using a phone menu is a challenging task.
- In a crisis, stay calm and be supportive as you would with anyone. Ask how you can help, and find out if there is a support person who can be sent for. If appropriate, you might ask if the person has medication that he needs to take
- Remember that the person is an adult and, unless you are informed otherwise, can make their own decisions.
- People with psychiatric disabilities may be anxious to please and always give you the answer they think you want to hear. Questions should be phrased in a neutral way to elicit accurate information. Verify responses by repeating each question in a different way.
- Try to keep the pressure of the situation to a minimum.

Local Organizations Who Provide Information about Psychiatric Disabilities

- **Disability Resource Agency for Independent Living**, <http://www.drail.org/index.php>. Disability Resource Agency for Independent Living is a non-profit organization, dedicated to working towards the objectives of the Disability Rights and Independent Living Movement through the provision of comprehensive services designed to empower and improve the quality of life for persons with disabilities. Telephone number 209.532.0963, TTY number 209.532.1280, Fax number 209.532.1591.
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State and National Organizations Who Provide Information about Psychiatric Disabilities

- **National Alliance on Mental Illness (NAMI)**, <http://www.nami.org>. For three decades, NAMI has established itself as the most formidable grassroots mental health advocacy organization in the country. Dedication, steadfast commitment and unceasing belief in NAMI's mission by grassroots advocates have produced profound changes. NAMI's greatest strength is the dedication of their grassroots leaders and members. NAMI promotes awareness, support, and advocacy for the mentally ill and their families.
- **Internet Mental Health**, <http://www.mentalhealth.com>. This site is a free encyclopedia of mental health information created by a Canadian psychiatrist. The site provides current information about mental illness, state-of-the-art, interactive psychiatric tools. Internet Mental Health does not accept any corporate sponsors.

Developmental Disabilities: Things to know, Things to Do

Things to Know

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

disorder may interfere with their ability to feel, think or relate to others.

- 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 their frustration to understand, or to get ideas across, they may seem pushy. All of these behaviors arise as a result of the injury.
- Remember that the person is an adult and, unless you are informed otherwise, can make their own decisions.
- People with developmental disabilities may be anxious to please and always give you the answer they think you want to hear. Questions should be phrased in a neutral way to elicit accurate information. Verify responses by repeating each question in a different way.

Things to Do

- Provide a direct line that bypasses a phone tree if a person has trouble handling phone menus. For some people, using a phone menu is a challenging task.
- People with learning disabilities have a different way of learning. They may require more time or alternative formats to be able to understand new things.
- Ask what will make him most comfortable and respect his needs to the maximum extent possible. People who have developmental disabilities have varying personalities and different ways of coping with their disability. Some may have trouble picking up on social cues; others may be supersensitive. One person may be very high energy, while someone else may appear sluggish. Treat each person as an individual.
- 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 frustration to understood, or to get ideas across, they may seem pushy.
- Speak to a person with a developmental disability in clear sentences, using simple words and concrete—rather than abstract—concepts. Break down complex questions into smaller parts.
- Gauge the pace, complexity, and vocabulary of your speech according to theirs. Do not use baby talk or talk down to people who have developmental disabilities.
- In a crisis, stay calm and be supportive as you would with anyone. Ask how you can help, and find out if there is a support person who can be sent for.
- Remember that the person is an adult and, unless you are informed otherwise, can make their own decisions.

- People with developmental disabilities may be anxious to please and always give you the answer they think you want to hear. Questions should be phrased in a neutral way to elicit accurate information. Verify responses by repeating each question in a different way.
- Stress can affect the person's ability to function. Try to keep the pressure of the situation to a minimum.
- It may be easier for the person to function in a quiet environment without distractions, such as a radio playing, people moving around or loudly patterned curtains.
- Provide clear signs with pictograms. These can help a person who has developmental disabilities to find their way around a facility.

Local Organizations Who Provide Information about Developmental Disabilities

- **Disability Resource Agency for Independent Living**, <http://www.drail.org/index.php>. Disability Resource Agency for Independent Living is a non-profit organization, dedicated to working towards the objectives of the Disability Rights and Independent Living Movement through the provision of comprehensive services designed to empower and improve the quality of life for persons with disabilities. Telephone number 209.532.0963, TTY number 209.532.1280, Fax number 209.532.1591.
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State and National Organizations Who Provide Information about Developmental Disabilities

- **Area VI Developmental Disabilities Board**, <http://www.areaboard6.ca.gov>. Area Board VI works to protect the rights of people with developmental disabilities and their families, who live in Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne counties.
- **California Department of Developmental Services**, <http://dds.ca.gov>. The California Department of Developmental Services is the agency through which the State of California provides services and supports to individuals with developmental disabilities.
- **State Council on Developmental Disabilities**, <http://www.scdd.ca.gov>. The State Council

on Developmental Disabilities (SCDD) is established by state and federal law as an independent state agency to ensure that people with developmental disabilities and their families receive the services and supports they need.

- **The Arc**, <http://www.thearc.org>. The Arc (formerly Association for Retarded Citizens of the United States) is the country's largest voluntary organization committed to the welfare of all children and adults with mental retardation and their families. Local information is available from Arc California, 1225 Eighth Street, Suite 590, Sacramento, CA 95814 (916.552.6619) or by email at arcca@quicknet.com.

Learning Disabilities: Things to Know, Things to Do

Things to Know

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

Things to Do

- 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.
- People with dyslexia or other reading disabilities have trouble reading written information. Give them verbal explanations and allow extra time for reading.
- It may be easier for the person to function in a quiet environment without distractions, such as a radio playing, people moving around or loudly patterned curtains.

Local Organizations Who Provide Information about Learning Disabilities

- **Disability Resource Agency for Independent Living**, <http://www.drail.org/index.php>. Disability Resource Agency for Independent Living is a non-profit organization, dedicated to working towards the objectives of the Disability Rights and Independent Living Movement through the provision of comprehensive services designed to empower and improve the quality of life for persons with disabilities. Telephone number 209.532.0963, TTY number 209.532.1280, Fax number 209.532.1591.
- Search **Amador-Tuolumne Action Agency (A-TCAA)**, <http://www.infonettc.org>. A-TCAA maintains extensive three county listings and referral systems. A-TCAA's other services include a five-county food bank, the region's only emergency and transitional shelters for the homeless, Head Start preschools, three family learning centers, youth mentoring programs, drug and alcohol prevention programs, home weatherization and utility bill assistance, tax assistance, Lifeline emergency assistance.

State and National Organizations Who Provide Information about Learning Disabilities

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

Speech Impairments: Things to Know, Things to Do

Things to Know

- Speech impairments can be caused by a variety of conditions.
- Speech impairments may be a single condition, or may be part of other impairments. For example, some disorders only affect the sound of the voice. Other disorders are part of a more complex condition, such as cerebral palsy.
- Most people with speech disorders understand everything that is said to them.

Things to Do

- Give the person your full attention. Do not interrupt or finish the person's sentences. If you have trouble understanding, don't nod or pretend to understand. Ask them to repeat. In most cases the person won't mind and will appreciate your effort to hear what they have to say.
- If you are not sure whether you have understood, you can repeat for verification.
- Move your conversation to a quieter environment.
- After trying, you still cannot understand the person, ask them to write it down or to suggest another way of facilitating communication or dial 711 and for the California Relay System for the hearing and speech impaired.
- It may be easier for the person to function in a quiet environment without distractions, such as a radio playing, people moving around or loudly patterned curtains.
- Ask the person how you can best relay information. Be direct in your communication. A person with a learning disability may have trouble grasping subtleties.

- If you are not sure that the person understands you, ask if they would like you to write down what you were saying.
- Provide a direct line that bypasses a phone tree in case the person needs to call.

Local Organizations Who Provide Information about Speech Impairments

- **Disability Resource Agency for Independent Living**, <http://www.drail.org/index.php>. Disability Resource Agency for Independent Living is a non-profit organization, dedicated to working towards the objectives of the Disability Rights and Independent Living Movement through the provision of comprehensive services designed to empower and improve the quality of life for persons with disabilities. Telephone number 209.532.0963, TTY number 209.532.1280, Fax number 209.532.1591.
- Search **Amador-Tuolumne Action Agency (A-TCAA)**, <http://www.infonettc.org>. A-TCAA maintains extensive three county listings and referral systems. A-TCAA's other services include a five-county food bank, the region's only emergency and transitional shelters for the homeless, Head Start preschools, three family learning centers, youth mentoring programs, drug and alcohol prevention programs, home weatherization and utility bill assistance, tax assistance, Lifeline emergency assistance.

State and National Organizations Who Provide Information about Speech Impairments:

- **About the National Dissemination Center for Children with Disabilities**, <http://www.nichcy.org/Disabilities/Specific/pages/SpeechLanguageImpairments.aspx>
- **The Stuttering Foundation**, <http://www.stutteringhelp.org/>. The Stuttering Foundation provides free online resources, services and support to those who stutter and their families, as well as support for research into the causes of stuttering.

Multiple Chemical Sensitivity: Things to Know, Things to Do

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

Things to know

- A person with MCS may need to wear a mask in order to protect themselves from perfumes, smoke, and other substances that are generally not a problem for most people, but are for that individual.
- People with MCS may have many different triggers. Some scents may harm some persons with MCS, but not others.

Things to Do

- Open a window, or allow the person with MCS to sit next to an open window.
- Accommodate the individual by phone if possible so they can avoid exposure to scents.
- Avoid the use of air fresheners, scented cleaning products. Avoid wearing any perfumes or other fragranced products such as laundry detergent, fabric softeners, hair care products, lotions, aftershave, deodorants.
- Provide advance notice of building events such as new construction, remodeling, roofing, pesticide applications, floor waxing, carpet shampooing and similar activities with provisions for alternative workspace as necessary. Post signs at all entrances and exits to notify building occupants of upcoming or recent activities.
- Keep the ventilation system functioning at optimum performance and free of contaminants. Install and maintain separate exhaust systems to remove fumes from restrooms, cooking areas and copy rooms.
- Eliminate or minimize the use of carpeting. If carpeting and carpet adhesives are used, select the least toxic products with low or no Volatile Organic Compound's (VOC's) and air well prior to installation. Avoid flooring materials that require frequent stripping and waxing. Select the least toxic/allergenic/unscented building materials, furnishings and supplies. Materials should have no or low VOCs including formaldehyde.

Local Organizations Who Provide Information about Multiple Chemical Sensitivity

- **Disability Resource Agency for Independent Living**, <http://www.drail.org/index.php>. Disability Resource Agency for Independent Living is a non-profit organization, dedicated to working towards the objectives of the Disability Rights and Independent Living Movement through the provision of comprehensive services designed to empower and improve the quality of life for persons with disabilities. Telephone number 209.532.0963, TTY number 209.532.1280, Fax number 209.532.1591.

- Search **Amador-Tuolumne Action Agency (A-TCAA)**, <http://www.infonettc.org/>. A-TCAA maintains extensive three county listings and referral systems. A-TCAA's other services include a five-county food bank, the region's only emergency and transitional shelters for the homeless, Head Start preschools, three family learning centers, youth mentoring programs, drug and alcohol prevention programs, home weatherization and utility bill assistance, tax assistance, Lifeline emergency assistance.

State and National Organizations Who Information About Multiple Chemical Sensitivity

- **Job Accommodation Network Employees with Multiple Chemical Sensitivity and Environmental Illness**, <http://www.jan.wvu.edu/media/MCS.html>.
- **Understanding & Accommodating People with Multiple Chemical Sensitivity**, <http://www.ilru.org/html/publications/bookshelf/MCS.html>.
- **The Environmental Illness Resource**, <http://www.ei-resource.org>.
- **Environmental Health Network**, <http://ehnca.org/>.
- **Multiple Chemical Sensitivity Referral and Resources**, <http://www.mcsrr.org/>
- **Creating an Accessible Indoor Environment**, <http://missourikidshealthcoalition.wetpaint.com/page/Attachment+to+Mary+Lamielle%27s+Letter>. A helpful letter with details on maintaining an indoor environment.

Funding For Projects

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

APPENDIX A

City of Angels

AMERICANS with DISABILITIES ACT

PROGRAMS/SERVICES SELF-EVALUATION QUESTIONNAIRE

BACKGROUND:

The purpose of this questionnaire is to gather data on how your department's programs¹ are, or are not, accessible to people with disabilities. Questions are in the areas of:

Description of the program

- A. Customer service
- B. Outreach and information
- C. Training and staffing
- D. Programs
- E. Accessible/adaptive equipment, and
- F. Facilities

Explanation of terms

Your participation in completing this questionnaire will assist your department in improving its ability to serve the needs of people with disabilities. Please see page 15 for explanations of terms and acronyms.

INSTRUCTIONS:

Please fill out a separate questionnaire for each program or service offered by your Department. For example, The Police Department operates programs/services in several Divisions. A separate questionnaire needs to be filled out for each program.

After completing the questionnaire, please submit it via email to cecilier@migcom.com. Any questions, please email or call Cecilie Rose at 510-845-7549. Supporting materials such as forms, brochures, etc. can be sent to Cecilie Rose at MIG, 800 Hearst Ave. Berkeley, CA 94710
Deadline is November 15, 2008.

General description of the programs¹

Department/Division: _____

Name and title of person completing this questionnaire: _____

Telephone number: _____ Fax number: _____ Email: _____

¹ "Programs", when used in this questionnaire, refers to programs, activities and services offered to the public by the county.

Program name(s): _____

Date program questionnaire filled out: _____

Please give a brief description of each program(s): _____

A. ACCESSIBLE/ADAPTIVE EQUIPMENT

A1 Do you allow the public to use electronic equipment (i.e. copying machines, personal computers, microfilm readers, etc.) in your programs?

Yes___ No___ N/A___

Please describe:

A2 Do you ensure that electronic equipment is accessible to and usable by individuals with disabilities by providing equipment such as workstations, easily reachable equipment, or staff assistance?

Yes___ No___ Don't know___

If yes, please describe:

A3 Are auxiliary aids (such as tools, access to equipment, moveable light sources, adjustable worktable levels, paper and pen, etc.) provided to assist persons with disabilities?

Yes___ No___

If yes, please describe:

B. CUSTOMER SERVICE

B1 If any of the department's programs (activities or services) have eligibility requirements for participation, do they contain any of the following?

Physical or mental fitness or performance requirements? Yes___ No___

If yes, please describe:

Safety Standards? Yes___ No___

If yes, please describe:

B2 How do you ensure that these policies do not discriminate against people with disabilities?

Please write your answer here:

B3 Does your department make changes to standard operating procedures to include a person with disabilities?

Yes___ No___ Don't Know___

If yes, please briefly describe this process:

B4 Is there a formal procedure for making changes to standard operating procedure?

Yes___ No___ Don't Know___

If yes, please briefly describe the process you have established:

B5 Do you track accessibility requests?

Yes___ No___ Don't Know___

If yes, how many requests have you received and what type:

B6 Does your program charge an additional fee for people with disabilities for modifying programs?

Yes___ No___ Don't Know___

If yes, please briefly describe the fees or charges:

B7 Does your department consult or work with any outside organizations that assist people with disabilities?

Yes___ No___ Don't Know___

If yes, please provide a list of organizations:

C. NOTICE REQUIREMENTS

C1 Do you have a non-discrimination statement that includes persons with disabilities?

Yes___ No___ Don't Know___

Please describe:

C2 Is a non-discrimination statement that includes information about how to reach the ADA coordinator posted in all departments in a location that maximizes public exposure?

Yes___ No___ Don't Know___

Please describe:

C3 Do you notify all persons that your meetings, hearings, interviews, and conferences will be held in accessible locations and that adaptive/auxiliary aids (such as assistive listening devices, readers for the blind, pen and paper) will be provided, upon request, to participants with disabilities?

Yes___ No___ Don't Know___

C4 How do you notify all persons about how and with whom to file a disability discrimination complaint and what procedures are they told to follow?

Please describe the process here:

D. PRINTED INFORMATION

D1 Do you provide printed information to the public?

Yes___ No___ Don't Know___

D2 What type of printed documents do you publish and distribute to the public? (Only answer if you answered "yes" to D1)

Please describe:

D3 Are all the program documents controlled centrally? (Only answer if you answered "yes" to D1)

Yes___ No___ Don't Know___

D4 How do you make documents and publications available to individuals with visual disabilities? (check all that apply):

___ Audiotape

___ Large print

___ Braille

___ Electronic Copy

___ Do not provide any alternative formats upon request

___ Other: If so, please list them:

D5 Do you make the content of documents and publications available in simple, easy-to-understand language for individuals with learning disabilities?

Yes___ No___ Don't Know___

If yes, provide a sample copy of the document or publication.

D6 Do you show images of people in your publications?

Yes___ No___ Don't Know___

D7 Do you also include images of people with disabilities?

Yes___ No___ Don't Know___

If yes, provide a sample copy of the document or publication.

E. TELEVISION AND AUDIOVISUAL PUBLIC INFORMATION

E1 Does your department prepare audiovisual or televised presentations or website demonstrations/webinars for the public or make audiovisual presentations to the public?
Yes___ No___ Don't Know___

E2 How do you make audiovisual or televised or on-line presentations prepared or presented by your department to the public accessible to individuals with disabilities?

___ Captioning

___ Transcription

___ Do not provide alternative formats upon request

___ Other: If so, please list them:

E3 What type of audiovisual presentations (film, videotape, television) does your department provide? (Only answer this question if you answered "yes" to E1).

Please describe:

E4 Do you show images of people in your audiovisual presentations? (Only answer this question if you answered "yes" to E1).

Yes___ No___ Don't Know___

If yes, provide a sample copy of the presentation.

E5 Do you also portray individuals with disabilities in your audiovisual presentations? (Only answer this question if you answered "yes" to E4).

Yes___ No___ Don't Know___

If yes, provide a sample copy of the presentation.

F. WEBSITE

F1 Does your department have a website?

Yes___ No___ Don't Know___

F2 What is your department's website? What information is provided on this site?

Please describe briefly what information is provided:

F3 Does your department's website include information about accessibility of facilities (parking, bathrooms, assistive listening devices, etc.) where programs or services are offered? (Only answer if you answered "yes" to F1).

Yes___ No___ Don't Know___

Please describe briefly what information is provided about accessible features:

F4 Does your department ensure that its website is usable by individuals with disabilities, including those who use speaking browsers?

Yes___ No___ Don't Know___

F5 Are the documents provided on your website for downloading accessible to persons with visual disabilities?

Yes___ No___ Don't Know___

Please describe:

G. PUBLIC TELEPHONES AND COMMUNICATION DEVICES

G1 How do you communicate by telephone with individuals with hearing or speech difficulties?

Please describe:

G2 If you use Text Telephones (TTY's) or Telecommunication Devices for the Deaf (TDD's), list the location, telephone number, and organization of TTY/TDD directories in which the TTY/TDD number is listed:

G3 Do you use the California relay service (711)?
Yes___ No___ Don't Know___

Please describe:

G4 Do you publish your TTY/TDD number or California Relay Service numbers in all materials where a phone number is listed?
Yes___ No___ Don't Know___

Please describe:

G5 Do you train your staff in operating TTY/TDD's and in other means of communicating over the telephone with a person with a hearing or speech disability?
Yes___ No___ Don't Know___

Please describe:

H. TRAINING AND STAFFING

H1 Do any staff members have contact with the public?
Yes___ No___ Don't Know___

H2 How do you inform staff members who have contact with the public of your department's obligations and policies that enable persons with disabilities to participate in programs or activities?

Please describe:

H3 How have you trained these staff members? (Only answer if you answered "yes" to H2).

Please describe:

- H4** Are there staff members in your department who provide emergency services to the public?
Yes___ No___ Don't Know___

If yes, describe:

- H5** If yes, have they had training in American Sign Language (ASL) or other means of communicating in emergency situations with people who have hearing or speech impairments?

Please describe:

- H6** Are there other staff members who would be able to provide better customer service if they had training in American Sign Language (ASL) or other means of communicating with people who have hearing impairments?
Yes___ No___ Don't Know___

Please describe:

I. PROGRAM ELIGIBILITY REQUIREMENTS AND ADMISSION

- I1** Are there any limitations or ratios for the number of people with disabilities who may participate in or be admitted to any department program?
Yes___ No___ Don't Know___

If yes, please briefly describe the programs:

- I2** Does your program use any criteria (for example good health, residency, letters of recommendation) or written and/or oral tests (including level of skill or achievement, or other factor being tested) in the admissions process?
Yes___ No___ Don't Know___

- I3** If yes, please list and describe participation requirements. (Only answer if you answered "yes" to I2).

- I4** Are there any forms required for admission to the program (for example, tests and/or the submission of other admissions criteria such as certificates?).
Yes___ No___ Don't Know___

If yes, please list the forms or email them to cecilier@migcom.com

- I5** Do the forms contain a notice that your organization does not discriminate against people with disabilities?
Yes___ No___ Don't Know___

Please describe:

- I6** Is an interview required prior to an applicant's entrance into the program?
Yes___ No___ Don't Know___

Please describe:

J. PUBLIC MEETINGS

- J1** Does your department hold public meetings?
Yes___ No___ Don't Know___

- J2** Do you require that public meetings, hearings, and conferences be held in accessible locations?
Yes___ No___ Don't Know___

- J3** Are interpreters, readers, or adaptive equipment provided when requested for meetings, interviews, and conferences?
Yes___ No___ Don't Know___

- J4** How much advance notice do you request? (Only answer if you answered "yes" to J3).

- J5** Do you ensure that all 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?
Yes___ No___ Don't Know___

Please describe:

K. TRANSPORTATION SERVICES

K1 Do you provide transportation to volunteers, program participants, visitors, and others who participate in your programs?

Yes ___ No ___ Don't Know ___

K2 What procedures does your department follow to make transportation accessible to persons who have visual disabilities?

Please describe:

K3 What procedures does your department follow to make transportation accessible to persons who have hearing disabilities?

Please describe:

K4 What procedures does your department follow to make transportation accessible to persons who have mobility disabilities?

Please describe:

K5 What procedures does your department follow to make transportation accessible to persons who have learning disabilities?

Please describe:

L. TOURS AND TRIPS

L1 Does your department provide tours of your facilities or organize trips for members of the public?

Yes ___ No ___ Don't Know ___

L2 Please list and describe the tours and trips. (Only answer if you answered "yes" to L1).

L3 How do you provide accessible tours to people with visual impairments?

Please describe:

L4 How do you provide accessible tours to people with hearing impairments?

Please describe:

L5 How do you provide accessible tours to people with mobility impairments?

Please describe:

L6 How do you provide accessible tours to people with learning impairments?

Please describe:

M. USE OF CONSULTANTS

M1 Do you use consultants to conduct programs on behalf of your department?

Yes___ No___ Don't Know___

M2 How do you ensure that consultants are aware of their obligations to facilitate participation of individuals with disabilities in programs or activities operated on behalf of your department?

Please describe:

M3 How do you monitor this obligation?

Please describe:

N. EMERGENCY EVACUATION PROCEDURES

N1 What equipment and/or procedures do you use to notify individuals with visual disabilities of emergencies and evacuation procedures?

Please list equipment and/or procedures specific to individuals with visual disabilities.

N2 What equipment and/or procedures do you use to notify individuals with hearing disabilities of emergencies and evacuation procedures?

Please list equipment and/or procedures specific to individuals with visual disabilities.

N3 What equipment and/or procedures do you use to notify individuals with mobility disabilities of emergencies and evacuation procedures?

Please list equipment and/or procedures specific to individuals with visual disabilities.

N4 What equipment and/or procedures do you use to notify individuals with cognitive disabilities of emergencies and evacuation procedures?

Please list equipment and/or procedures specific to individuals with visual disabilities.

O. FACILITIES

O1 List all facilities, or portions of facilities, used for department programs. For each facility, designate the activity for which it is used. (Note: Facilities leased or otherwise used from another person/organization should also be included).

O2 Have you had requests for improving accessibility to your department's programs or facilities?

Yes ___ No ___ Don't Know ___

Please describe:

- O3** Would the implementation of any measure to improve accessibility for people with disabilities to your programs pose an unfair financial or administrative burden?
Yes___ No___ Don't Know___

If yes, list an alternative means that would not pose a financial or administrative burden.

P. SPECIAL EVENTS AND PRIVATE EVENTS ON PUBLIC PROPERTIES

- P1** Does your department organize special events or do you help facilitate private events on public property?
Yes___ No___ Don't Know___

If yes, please describe briefly the type of event and what types of outside organizations are involved.

- P2** How do you ensure that both private entities and your staff are aware of their obligations to facilitate participation of individuals with disabilities in these special events or private events held on public property?

Please describe:

SUBMIT YOUR SURVEY.
Thank you for completing this survey...

EXPLANATION OF TERMS

Term	Explanation
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	See adaptive aids.
Hearing impairment	Partial or total deafness.
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.
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 recoded meeting on the web.

APPENDIX B

Department Reports

The following are survey summaries based on answers to the Programs, Services, and Activities Questionnaire (please see appendix A).

ADMINISTRATION DEPARTMENT

Description of Programs and Services

The Administration Department provides the overall management of the City. The Administration Department is directly responsible to the City Council, which is the policy-making body of the City of Angels.

ADA Self-Evaluation Contact:

Mary Kelly, Director of Administrative Services
P.O. Box 667
584 South Main Street
Angels Camp, CA 95222
Telephone number 209.736.2181
Fax number 209.736.0709
marykelly@angelscamp.gov

Customer Service

- The Administrative Department does not charge an additional fee for people with disabilities.

Eligibility

- There are no circumstances in which the participation of a person with a disability in Administrative Department programs would be restricted or excluded.
- Interviews are required for participation in some Administrative Department programs.

Website

- The Administrative Department publicizes information about its programs, services, and facilities on its website, www.angelscamp.gov.

Training and Staffing

- Administrative Department staff have contact with the public.

Public Meetings

- Administrative Department meetings are held in accessible locations.

Outside Consultants

- The Administrative Department employs outside consultants to work with the public on behalf of the City.

FIRE DEPARTMENT

Description of Programs and Services

The Fire Department provides department operations and prevention.

ADA Self-Evaluation Contact:

Nathan Pry, Captain/ Fire Marshal
P.O. Box 667
1404 East Hwy 4
Angels Camp, CA 95222
Telephone Number 209.736.4081
Fax Number 209.736.9048
nathanpry@angelscamp.gov

Program/Activity	Facility Name and Location
Fire Department Activities	Fire Chief's office Captain's office Fire training room or meeting hall, kitchen.

Customer Service

- The Fire Department does not charge an additional fee for people with disabilities.

Eligibility

- There are circumstances in which the participation of a person with a type of impairment would be restricted or excluded in programs offered by the Fire Department. These exclusions or restrictions are necessary to the operation of the programs and to provides a direct threat to themselves or others.
- The Fire Department has an on-going partnership with organizations which provide services to people with disabilities during emergencies such as the Red Cross and the County Office of Education.

Notice Requirements

- The public is informed about procedures for filing a disability discrimination complaint by word of mouth.

Printed Information

Type of Information	Accessible PDF File	Audio Tape	Computer Disk	Braille	Large Print	Readers
Burning Regulations Weed abatement Bulletins.					X	

X indicates auxiliary aids or services currently available.

- The Fire Department provides documents and publications in simple, easy-to-understand language for individuals with learning disabilities.

Website

- The Fire Department publicizes information about its programs, services, and facilities on its website, www.angelscamp.gov.

Training and Staffing

- Fire Department staff have contact with the public.
- Staff members are trained regarding the Fire Department’s obligation and policies that enable persons with disabilities to participate in programs and activities by reading the Standard Operating Procedures documents.

Tours and Trips

- The Fire Department provides tours and trips. All portions of the trip are accessible to people who use wheelchairs.

Emergency Evaluation Procedures

- The Fire Department has staff who can guide people out in the event of an emergency.

PLANNING & BUILDING DEPARTMENT

Description of Programs and Services

ADA Self-Evaluation Contact:

David Hanham, Assistant Planning Director
P.O. Box 667
571 Stanislaus Avenue, Suite J
Angels Camp, CA 95222
Telephone number 209.736.1346
Fax number 209.736.9048
davidhanham@angelscamp.gov

Customer Service

- The Planning and Building Department does not charge an additional fee for people with disabilities.
- The Planning and Building Department tracks disability-related complaints.

Notice Requirements

- The public is advised that the Planning and Building Department is prepared to make reasonable modifications to programs or services to make them accessible to people with disabilities.
- The public is notified that the accessibility of meeting locations and the availability of modifications provided for persons with disabilities.

Printed Information

Type of Information	Accessible PDF File	Audio Tape	Computer Disk	Braille	Large Print	Readers
Agendas, Public Notices		X	X	X	X	

X indicates auxiliary aids or services currently available.

- The Planning and Building Department provides documents and publications in simple, easy-to-understand language for individuals with learning disabilities.

Website

- The Planning and Building Department publicizes information about applications, the City’s municipal code, and the general plan on its website, www.angelscamp.gov.

Public Telephones and Communication Devices

- The Planning and Building Department has access to and is aware of the California Relay Service, or 711 for communicating by telephone with individuals with speech and hearing disabilities.

Training and Staffing

- Planning and Building Department staff have contact with the public.
- Meetings are held in accessible locations.
- Staff members are trained regarding the Planning and Building Department obligation and policies that enable persons with disabilities to participate in programs.

Public Meetings

- Rooms used for public meetings are accessible.
- Auxiliary aids and services (such as sign language interpreters) are available at public meetings, interviews, and conferences with two days notice.

POLICE DEPARTMENT

Description of Programs and Services

ADA Self-Evaluation Contact:

Dale Mendenhall, Chief of Police
P.O. Box 459
200 Mounte Verde Street
Angels Camp, CA 95222
Telephone number 209.736.2567
Fax number 209.736.0517
dalemendenhall@angelscamp.gov

Customer Service

- The Police Department does not charge an additional fee for people with disabilities.

Eligibility

- There are circumstances in which the participation of a person with a type of impairment would be restricted or excluded in programs offered by the Police Department. These exclusions or restrictions are necessary to the operation of the programs or provides a direct threat to others.

Customer Service

- The Police Department has a process for determining whether a policy or practice modification would fundamentally alter the nature of the program. Their policies must meet requirements set by the state.

Notice Requirements

- The public is informed about procedures for filing a disability complaint. The public is advised to file their complaints at City Hall.

Website

- The Police Department publicizes information about its programs, services, and facilities on its website, www.goldrush.com/~angelspd.

Public Telephones and Communication Devices

- The Police Department has access to and is aware of the California Relay Service or 711 for communicating by telephone with individuals with speech and hearing disabilities.

Training and Staffing

- Police Department staff have contact with the public.
- Staff members are trained regarding the Police Department's obligation and policies that enable persons with disabilities to participate in programs and activities by in service trainings during briefings.

Tours and Trips

- The Police Department provides tours and trips.

Emergency Evacuation Procedures

- The Police Department has a means of alerting people with disabilities of an activated alarm. In the event of an emergency evacuation they notify the Calaveras County Sheriff's Dispatch, who in turn contacts TDD lines through 911, Inc.
- The Police Department uses Calaveras Transit and Foothill Village to request buses with lifts.

PUBLIC WORKS DEPARTMENT

Description of Programs and Services

ADA Self-Evaluation Contact:

Rick Soracco, Distribution & Collections Foreman
P.O. Box 667
2990 Centennial Road
Angels Camp, CA 95222
Telephone number 209.736.2181
Fax number 209.736.0709
rick@angelscamp.gov

Customer Service

- The Public Works Department does not charge an additional fee for people with disabilities.

Eligibility

- There are circumstances in which the participation of a person with a type of impairment would be restricted or excluded in programs offered by the Public Works Department. These exclusions or restrictions are necessary to the operation of the programs and to provides a direct threat to themselves or others and are based on the City of Angel's safety manual.

WATER DEPARTMENT

Description of Programs and Services

ADA Self-Evaluation Contact:

Garett Walker, Plant Operator
P.O. Box 667
1131 Murphys Grade Road
Angels Camp, CA 95222
Telephone number 209.736.0790
Fax number 209.736.0709
garettwalker@angelscamp.gov

Program/Activity	Facility Name and Location
	Water Treatment Plant Waste Water Treatment Plant Sprayfields

Customer Service

- The Water Department does not charge an additional fee for people with disabilities.

Printed Information

- The Water Department prepared Consumer confidence Reports. These reports are sent to City Hall. City hall is responsible for making these documents accessible to persons with visual disabilities.
- The Water Department provides documents and publications in simple, easy-to-understand language for individuals with learning disabilities according to California State Standards.

Public Meetings

- Water Department attends public meetings, but it does not hold or host meetings

Training and Staffing

- Water Department staff have contact with the public through sampling or response to water complaints.

Tours and Trips

- The Water Department provides tours and trips

APPENDIX C

**City of Angels American with Disabilities Act
Self-Evaluation and Transition Plan Update
Public Meeting Minutes
Monday October 19 2009, 4 – 6 pm**

Attendees

City of Angels: Steve Flaigg, Building Inspector

Members of the Public:

Five members of the public attended.

Consultants:

Tim Gilbert, Cecilie Rose

Overview

Meeting participants were welcomed and encouraged to review the Self-Evaluation and Transition Plan. Tim Gilbert opened the meeting. Tim Gilbert said that he and Cecilie Rose were hired to help the City of Angels put their Self-Evaluation and Transition Plan (SETP) together. Tim Gilbert explained that the Americans with Disabilities Act is not just a code, but civil rights legislation. Gilbert gave an update on the status of the Self-Evaluation and Transition Plan. Gilbert presented a background on the ADA, how the SETP was created, and gave some highlights of the SETP.

Meeting Minutes

Steve Flaigg posted over 75 posted in local hospitals, clinics, schools, and on public transit. The flyer was posted on <http://www.thepinetree.com>. The meeting was also advertized in the Stockton record, Calaveras Enterprise, and the Union Democrat newspapers. Cecilie Rose mailed and emailed the meeting flyer to several organizations that serve people with disabilities in the City of Angels.

Tim Gilbert explained that Facility surveys have been conducted that identified potential barriers in the City buildings, Parks, and high-traffic City-maintained Rights-of-Ways (ROW). The barriers found during the survey process have been prioritized, and the information has been included in the Self-Evaluation and Transition Plan.

The next steps include:

- 1) review the comments on this draft from the community
- 2) use the Plan to continue the process of removing barriers to access within the City.

Questions and Responses

Public question: What are other local counties doing?

MIG response: Every county is responsible for its own plan. We are not sure what surrounding communities have done in terms of Self-Evaluation and Transition Plans.

Public response: We will look into what plans the public schools are working on.

Public question: How is this plan enforced?

MIG response: Enforcement is done primarily through the courts.

Public question: Is there a blue print for putting together a Self-Evaluation and Transition Plan?

MIG Response: The requirements of a Self-Evaluation and Transition Plan are listed on page 2 of the SETP.

Tim Gilbert described the programmatic survey that was distributed to each department. The survey has extensive questions about access to City programs including: adaptive equipment, customer service, notice requirements, printed information, television and audio public information, websites, public telephones and communication devices, training and staffing, program eligibility and admission, public meetings, transportation services, tours and trips, use of consultants, facility access, and special events on public properties.

Public question: How often should the plan be updated?

MIG response: The plan is a living document. It needs to be updated when programs, services, and activities change. All government programs that provide services to the public were supposed to have done a Self-Evaluation by 1992, and implemented them by 1995. Some cities have a programmatic checklist that each department goes through on a regular basis to make ensure that programs continue to be accessible.

Tim Gilbert explained how vital programmatic access was. There was a lawsuit with the State Parks where a person with a hearing impairment asked for a transcript of a video, but the person was treated rudely and dismissed by staff. The State Parks lost the lawsuit. Ironically, a transcript for the video was available.

Tim Gilbert explained that while programs had to be accessible, access requests can not pose an undue burden to the City. For example, requesting a copy of the last 10 year's budget in Braille by tomorrow would be costly and impossible. Instead, the City can offer to have someone read the budgets or provide the budgets in electronic format.

Public question: Where will the plan live?

City of Angels Response: The plan will be placed on the City of Angels website.

Public comment: The plan is well written, clear, and does not use too many acronyms.

Tim Gilbert described the facility survey. He noted that some of the buildings surveyed are historical building, such as the Altaville School house, and that although historical buildings need to be accessible, if an alteration will threaten the historical significance of a building, an alternative modification may be used.

Public question: What codes are used for facility surveys?

MIG response: State codes, title 24, and Federal Codes, otherwise known as the ADAAG codes. In cases where the codes differ, the more stringent of the two codes is applied. After the facility surveys were conducted, the City prioritized the barriers.

Public question: Are all public facilities surveyed?

MIG response: Yes, all public facilities were surveyed. Note that Title II of the ADA allows public agencies to move a program to an accessible location.

Public question: Were stores also surveyed?

MIG response: No, stores are covered by Title III of the ADA. This plan only covers Title II Public facilities and programs.

Tim Gilbert described the prioritization process. At a meeting with City staff barriers in facilities were prioritized as follows:

- Public Use Level: Facilities that receive a high level of public use.
- Social Need: Facilities that meet social needs.
- Citizen Rights: Facilities where services are provided to exercise citizen rights and access to elected officials, etc.
- Citizen responsibilities: Facilities where taxes are paid, permits and licenses are obtained, and where services are obtained and have access to services such as building permits.
- Program uniqueness: Some programs are unique to a building, facility, or park and cannot occur at another location.
- Identified Complaints: Efforts should focus on where there are identified accessibility complaints.

Public question: Why is City Hall prioritized below the Firehouse?

City of Angels response: City Hall and Planning are so close that the Planning Department can easily provide the same services as City Hall.

Public question: What is the plan for accessible pedestrian rights-of-way?

City of Angels response: Some rights-of-way are private, and some are public. Some rights-of-way were built over 100 years ago. The City already has an ordinance that if you are building a new building, you must also build an accessible pedestrian right-of-way. There are plans to build accessible rights-of-way in highly used areas such as the corner of Gardner across the street from the new playing field.

MIG Response: The ADA says to first work on access to government buildings, and then commercial areas, employment, and residential areas last. The logic of putting residential last is that the City can not predict where people with disabilities will live, and that a public request process will help prioritize the optimal places for residential public rights-of-ways.

MIG surveyed high intensity areas:

- Main St between Pine St & Hardscrable St
- Main St between Lee Ln and Stanislaus Ave
- Main St between Murphy's Grade Rd and Lee Ln
- Main St at Bret Harte Road
- Main St Between Sams Way and Pine St
- Main St between Hardscrable St. and Hwy 4
- Stanislaus Ave between Main Street and San Joaquin Ave
- Murphy's Grade between Gardner Ln and Main St

The City can use the Self-Evaluation and Transition Plan when working with property owners.

Public Question: What is the timeframe for completing this? How will you coordinate with other jurisdictions?

MIG response: The time frame varies with the nature of projects and available budgets. Some projects may be grouped together for efficiency, such as changing all the doorknobs to level hardware. Time frames for Self-Evaluation and Transition plans are often about 10 years. For example, Stockton's plan is scheduled to be done in 12 years. The City of Sacramento has a 20 year plan. Some work is development-driven. It is hard to predict what future budgets and development plans will hold.

Public comment: Doing this work is good for business.

City of Angels response: There is a movement to brand the City as a base camp for outdoor activities. Being accessible helps the City attract business.

Public comment: These repairs are also vital for Senior Citizens, and we have a large population of seniors.

Public question: How can I comment on the plan?

MIG response: You can use a comment card. Comments are due by November 10th.

City of Angels response: We will let you know when this plan comes before the City Council.

Notes from Comment Cards

The Explanations and the Plan were simples and clear. I think the important points would be:

Staff Training, etiquette, evacuation and sidewalks (Rights-of-Ways). Getting from one end of town to the other is unsafe.

The City of Angels is branding itself as a gateway to recreation and sports. They should have a guide for recreational activities for the disabled: i.e., 5 senses trail at Big Tree, new accessible trail, future pool at the high school will have a beach style roll-in entrance.