



AMERICANS WITH DISABILITIES ACT
AND
SECTION 504
SELF-EVALUATION
AND
TRANSITION PLAN REPORT

December 2018

It is the policy of the RSCCD to fully comply with the requirements of the Americans with Disabilities Act. Consistent with that policy, this ADA/504 Self-Evaluation and Transition Plan is available in alternative formats (such as large print, Braille or accessible electronic text). Please contact [name, email address and telephone number, including a TTY number] for needed alternate formats.



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Executive Summary

The Americans with Disabilities Act (ADA) is a comprehensive national 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.” The United States 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 was 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 assists the Rancho Santiago Community College District, its Board of Trustees, faculty and staff in identifying policy, programmatic and physical barriers to accessibility and in developing barrier removal solutions that facilitate the opportunity of access to all individuals.

This report describes the process by which policies, programs and facilities were evaluated for compliance with the ADA; presents the findings of that evaluation; and provides recommendations for ensuring compliance. The Facilities section provides the requirements for developing the Transition Plan and outlines the plan implementation process. Subsequent sections describe and evaluate policies and programs and establish the relationship between physical and programmatic barriers to accessibility.

In 2016 the Rancho Santiago Community College District established a Transition Plan Working Group comprised of staff and representatives from across various sites and program areas. This Working Group was integral to the review of physical deficiencies and policy and programmatic review. This effort has created a plan which serves a “living document” to guide



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the district over the next several years as it aligns it's practices, policies, programs, infrastructure and staffing to better align with the findings and recommendations contained in the report.

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Introduction to Rancho Santiago Community College District (RSCCD) Self-Evaluation and Transition Plan

As discussed more fully below, [Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794](#), and the [Americans with Disabilities Act of 1990](#), as amended, 42 U.S.C. § 12101 et seq. (ADA) requires public entities, including the RSCCD, to undertake a **Self-Evaluation** of their policies, programs and activities and take necessary steps to ensure that those programs and activities are accessible to and usable by persons with disabilities. To the extent that structural changes in facilities are needed in order to provide programmatic access, the public entity is required to develop a **Transition Plan** describing the facility modifications. This document, (The Plan) sets forth the results of the Self-Evaluation with recommendations for policy and programmatic changes and the Transition Plan for needed modification of facilities conducted by the District with the assistance of Creative Design Associates and the Galvin Group Consultancy.

Overview of Applicable Laws

The following laws contain the legal basis for the work undertaken in this report.

Section 504 of the Rehabilitation Act of 1973 provides that:

“No otherwise qualified individual with a disability in the United States, as defined in [Section 705 \(20\)](#) of this title, shall, solely by reason of his or her disability, 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 or under any program or activity conducted by any Executive agency or by the United States Postal Service.”

Section 504 was the first major disability nondiscrimination law which covered public and most private colleges and universities. It applies to all California Community Colleges, including Rancho Santiago Community College District (RSCCD). Section 504 requires Federally funded entities to conduct a Self-Evaluation and Transition Plan.



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The Americans with Disabilities Act (ADA)

The ADA extended the prohibition of discrimination on the basis of disability to all types of public or private entities, regardless of whether or not they receive Federal financial assistance. The ADA is a comprehensive civil rights law that prohibits discrimination against individuals with disabilities in the areas of employment, public services, public accommodations, transportation, and telecommunications.

In the ADA, a "qualified individual with a disability" is defined as a person who, with or without reasonable modifications to policies or practices, removal of architectural, communication, or transportation barriers, or provision of auxiliary aids and services, meets the essential eligibility requirements to receive services or participate in programs. For the purposes of employment, a "qualified individual with a disability" is a person who can perform the essential functions of the job, either held or sought, with or without reasonable accommodation.

There are five sections (Titles) in the ADA: Employment ([Title I](#)), Public Services and Transportation ([Title II](#)), Public Accommodations ([Title III](#)), Telecommunications ([Title IV](#)), and Other Provisions ([Title V](#)).

Requirements Under the Act

Title I of the Americans with Disabilities Act of 1990 prohibits private employers, state and local governments, employment agencies and labor unions, including community colleges in California, from discriminating against qualified individuals with disabilities in job application procedures, hiring, firing, advancement, compensation, job training, and other terms, conditions, and privileges of employment. The ADA covers employers with 15 or more employees, including state and local governments. It also applies to employment agencies and to labor organizations.

Title II of the ADA took effect on January 26, 1992. Under this Title, all programs, activities, and services of public entities, including Community Colleges in California (their auxiliaries and student governments), must be readily accessible to and usable by individuals with disabilities



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unless doing so would result in a fundamental alteration in the nature of the programs, activities or services, or would result in undue financial and administrative burdens, or would threaten or destroy the historic significance of an historic property. This concept is known as ***program accessibility***. It can be achieved by a number of methods. These include, but are not limited to, provision of adaptive equipment, reassignment of services to accessible buildings, provision of auxiliary aids and services, delivery of services at alternate accessible sites, or the alteration of existing facilities. When choosing a method of providing program access, a public entity must give priority to the one that results in the most integrated setting appropriate to encourage interaction among all users, including individuals with disabilities.

*If a public entity identifies policies and practices that deny or limit the participation of individuals with disabilities in its programs, activities, and services, it should take immediate remedial action to eliminate the impediments to full and equivalent participation.*¹

Although the primary focus of this Self-Evaluation and Transition Plan is the application of Section 504 and the ADA to District programs and activities, there are other laws which also prohibit discrimination on the bases of disability which are applicable to the District that may be referenced in this report. [California Government Code Sections 11135](#) through 11139.8 provides protection from discrimination from any program or activity that is conducted, funded directly by, or receives any financial assistance from the State. This Section brings into State law the protection of Title II of the ADA which ensures accessibility to government programs. The California Fair Employment and Housing Act (Government Code Section 12920 et. seq.) sets forth state law prohibitions related to employment discrimination on various bases (including on the basis of mental or physical disability) which may afford somewhat broader protection than Federal law in certain circumstances. [Section 508 of the Rehabilitation Act \(29 U.S.C. § 794d\)](#) and [California Government Code Section 7405](#) require public entities, including Community Colleges in California, to ensure that electronic and information technology

¹ Excerpt from ADA Title II Technical Assistance manual (1993) U.S. Department of Justice. Washington DC



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resources (such as websites, course management software, other software packages, and instructional videos) which they purchase or use meet accessibility standards.

Need for ADA/§ 504 Self-Evaluation and Transition Plan

The regulations implementing Section 504 and Title II of the ADA require, among other things, that public entities conduct a Self-Evaluation of their policies, programs and activities to ensure that they do not create barriers which result in discriminatory treatment of individuals with disabilities (34 C.F.R. part 104.6 and 28 C.F.R. part 35.105). Barriers that deny or limit access to programs, services or activities may be structural or nonstructural. Nonstructural barriers may be due to policies, practices or procedures that limit, segregate or discriminate against individuals with disabilities. Structural barriers may deny access due to the physical environment.

Where structural barriers are identified, 34 C.F.R. part 104.22 and 28 C.F.R. part 35.150(d) require the development of a Transition Plan. This plan is to describe the structural barriers, specify the steps which will be taken to address those barriers, set forth the timetable for barrier removal, and identify the official responsible for overseeing implementation of the Transition Plan.

The goal of the Self-Evaluation is to set forth detailed recommendations for modifications (including, without limitation, modifications to policies, procedures, practices and services) necessary in order to bring the RSCCD (including Santa Ana College and Santiago Canyon College) into compliance with the requirements of the ADA. These recommendations and the Transition Plan, with its sequence and schedule, described in this report are designed to inform the District, to enable it to take all steps mandated or recommended to comply with the ADA, as expeditiously as possible.



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Rancho Santiago Community College District (RSCCD/District) is home to two colleges and two continuing education centers throughout the Central Orange County area. In addition, the District presents convenient community education courses in many other locations in cooperation with its education and community partners.

The Rancho Santiago Community College Mission

The mission of the Rancho Santiago Community College District is to provide quality educational programs and services that address the needs of its diverse students and communities. The District is committed to allocating resources and adjusting programs and services to meet the needs of all students and to partnering with community and business organizations to collaboratively meet the needs of students and the community-at-large. In addition, RSCCD seeks to improve educational outcomes for students through integrated planning, innovations, implementation of effective strategies, and other actions.

The District serves over 53,000 students respectively as noted below:

RSCCD Student Head Count (Fall 2017)	
College Credit	39,269
Non-Credit	14,419
Total	53,688

The [Rancho Santiago Community College District](#) Office (DO) serves as the operations center comprised of several departments that provide centralized services to students, employees, vendors and the public. These departments include: Business Operations and Fiscal Services, Human Resources, Risk Management, Security and Safety, Information Technology Services, Public Affairs and Publications, Educational Services, Research, Purchasing Services, Facility Planning, District Construction and Support Services and Child Development Services.



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Santa Ana College (SAC), founded in 1915, is a comprehensive community college preparing students for the workplace, as well as to transfer to four-year higher learning institutions. SAC is known for its highly regarded academic programs, as well as its top-ranked student services. A wide variety of courses are available in business, mathematics and sciences, arts and humanities, and career and technical education. SAC offers 273 degrees and certificates in credit programs. The College also offers 28 Associate Degrees for Transfer. In fall 2017, SAC began offering a bachelor's degree in occupational studies. Santa Ana College ranks 19th among the top 100 associate degree producers for "total minority" students and ninth in associate degrees for Hispanic students nationwide, according to *Community College Week* (2016). In 2017-18, 787 students utilized DSPP services at SAC.

Santiago Canyon College (SCC), one of the state's newest community colleges. Santiago Canyon College began in 1971 after the Orange Unified School District joined with the Santa Ana Unified School District to create the Rancho Santiago Community College District. The City of Orange voted to levy a self-imposed tax to purchase the original 30 acres of land in East Orange that would ultimately become the foundation for Santiago Canyon College. SCC offers a comprehensive curriculum that includes university transfer and associate degree programs. Honors courses are offered to those with high academic achievement goals. In addition, the college provides community services, technical certificate programs, non-credit courses and basic skills instruction. Highlights at SCC include the award-winning forensics program, nationally recognized model United Nations program and championship women's soccer program. In 2017-18, 705 students utilized DSPP services at SCC.

Centennial Education Center (CEC) presents a wide variety of continuing education courses such as adult basic education, citizenship, English as a Second Language, high school completion subjects, parent education, and vocational training.

Orange Education Center (OEC) emphasizes non-credit courses to prepare individuals for occupations and independent living. These courses include adult basic education, business



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skills, citizenship, English as a Second Language and many other offerings designed to help individuals become employable.

Digital Media Center (DMC) is the first facility of its kind in Orange County combining education and business in the digital media industry. The DMC was created to stimulate economic growth in Orange County by attracting emerging businesses to the area and providing educational programs in digital media arts, TV/video communication, digital music and business seminars.

Orange County Sheriff's Regional Training Academy, a 53,000-square-foot training facility, enables Santa Ana College and the Sheriff's Department to serve more than 800 Academy cadets annually, while offering weekend and evening education and training opportunities for existing law enforcement officers in Orange County and around the State. The facility includes: classrooms, lecture halls, training yards, an auditorium/gymnasium, a physical fitness obstacle course and offices. Certificates are awarded by Santa Ana College.

Joint Powers Fire Training Centers are used for fire technology and prevention lectures and applied practice courses. Operated jointly by the District and the Cities of Anaheim and Huntington Beach, both are used by students enrolled in the Fire Academy, as well as, by fire professionals for continuing education purposes. Certificates are awarded by Santa Ana College.



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Background and Self-Evaluation Methodology

In 2016, RSCCD began the effort to review its facilities in order to identify and remove architectural barriers as part of a Transition Plan update. It became apparent that facilities was only one component to the assessment and evaluation. Thus, a Transition Plan and Self-Evaluation Working Group (Working Group) was established in the spring semester of 2017 to further guide a more comprehensive districtwide self-evaluation effort. The District began work on the Self-Evaluation to assess the extent to which its policies, programs and activities comply with the requirements of the ADA. The programmatic review has occurred for more than a year and involved all departments at both Santa Ana and Santiago Canyon Colleges.

The members of the Working Group initially identified the types of evaluation tools to be used, who would be surveyed, who would facilitate both administrative and programmatic policy and procedure reviews, and the organization of public forums. With assistance from Creative Design Associates and the Galvin Group Consultancy (Consultants), assessment activities and evaluation tools were expanded to ensure all departments of the District, SAC and SCC were reviewed in person, by means of formal interviews, online surveys and/or document review. Every survey and department specific questionnaire was formulated and discussed internally, prior to being sent out.

Survey questions were created and disseminated to all departments at both Colleges, as well as the District Office. These various questionnaires addressed the specific RSCCD related programs, services and activities within the scope of the thirteen categories identified on page 19. Staff at the District, SAC and SCC worked extensively with faculty, students and staff to gather data and report on the status of each program and activity. Survey tools were developed for outreach to all Department Chairs at both Colleges, and for students who utilize DSPS services.² The results of these surveys can be found in the Appendices VII-XII.

² Although major architectural barriers were identified during the development of the Transition Plan, some minor facility modifications which were identified during the programmatic review are discussed separately in the various sections of the report dealing with specific programs.



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The list of ADA Transition Plan Workgroup members can be found in Appendix I, and the list of all individuals contacted, with their affiliations, can be found in Appendix II.

This Self-Evaluation and Transition Plan Report was developed as a Districtwide report, with discussions of overarching administrative policies and procedures followed by discrete elements of both Santa Ana College and Santiago Canyon College.

Every effort was made in good faith by District staff and Consultants to ensure that the Self-Evaluation involved a thorough and comprehensive review. However, Consultants cannot guarantee that every relevant policy, program or administrative practice was reviewed or that every potential violation of the ADA and/or Section 504 has been identified.

While nothing in the analysis or recommendations contained in this report should be interpreted as providing legal advice, Consultants have employed their professional judgment to recommend actions designed to assist the District with satisfying the requirements of law. The District's intention is to provide educational and employment opportunities to persons with disabilities which are equal to those afforded to all students, employees and members of the general public.

However, any individual with a disability may, with or without sound justification, file a complaint with an enforcement agency or seek judicial enforcement of the law and Consultants cannot guarantee that, even if all recommendations herein are fully implemented, the District will be completely shielded from liability in all such proceedings.

Nevertheless, it is the considered judgment of Consultants that the District will do an effective job of providing equal opportunities to its students, employees, and the communities it serves and will be far better able to defend against any potential claims for violation of the ADA and Section 504, if it adopts and promptly implements the recommendations in this report.



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Self-Evaluation Components and Programmatic Findings

The ADA Title II Technical Assistance Manual ([Section II-8.2000](#)) identifies important elements which are to be considered as part of an ADA Self-Evaluation. These are:

1. Identification of any additional structural barriers which need to be removed in coordination with the current Transition Plan;
2. Policies that limit or exclude the participation of qualified persons with disabilities;
3. Communications;
4. Auxiliary Aids and services;
5. Emergency management for persons with disabilities;
6. Disability awareness;
7. Programs, services and activities provided through a bona fide historic site;
8. Policies and procedures that address policy modification and fundamental alteration of programs;
9. Access to public meetings;
10. Employment programs;
11. Construction policies;
12. Staff training and guidance systems; and
13. Policy prohibiting discrimination against persons who are former drug users and have been rehabilitated.

ADA Transition Plan Public Forums

In the development of the RSCCD Transition Plan, the Self-Evaluation exercise contained a methodology for input from the general public, faculty/staff and from students with disabilities. During 2017, two public forums were held on November 1 at SAC and November 8 at SCC. In addition, in 2018, a survey was put in place to assess the level of satisfaction students with



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disabilities had with their experience at both SAC and SCC. The complete, unedited comments of forum attendees can be found in Appendix XIII.

It should be noted that the Self-Evaluation involved all College departments looking for specific barriers within their areas. By the completion of the process, virtually all of the areas of concern were observed and addressed with issues and recommendations contained in this report.

ADA/504 Self-Evaluation Student Survey

A student survey was emailed to all students registered with DSPS at both SAC and SCC. The survey was made available in late May of 2018 and concluded on October 31, 2018. During this period, several reminders were sent to students and, ultimately, approximately 400 students from across the District chose to respond. Complete, unedited comments from students who responded to the survey, along with summary data, can be found in Appendices VII and X. As stated above, approximately 400 of the 1,560 students Districtwide responded to the survey. The sample size is not large enough to attach any statistical significance to the results, however, the information is useful in observing trends and offering anecdotal experiences. This information is as relevant as input from the public forums.

The survey consisted of fourteen questions. Two questions requested disability information, six questions used a Likert scale to rate the effectiveness/ease of obtaining DSPS and campus services and six open-ended questions gave students the opportunity to comment on their scaled responses. The survey questions covered the following topics, with each question exploring multiple facets of the area and allowing for comments:

- Type of disability
- Ease of applying for DSPS services
- Effectiveness of DSPS services
- Satisfaction with DSPS services
- Satisfaction with access to all college services



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- Satisfaction with physical access of campus

For the most part, the students responding to the survey were “satisfied” to “very satisfied” with the ease of obtaining services and the effectiveness of such services from both DSPS and other campus programs. That being said, there were a few areas that showed more concern among the respondents than others. Again, without statistical significance, these areas correlate somewhat with the results of the surveys administered to the instructional Department Chairs.

Notably, one campus had 16-17% of the respondents indicating that DSPS effectiveness with regards to educating faculty about disability and faculty interactions about accommodations is “poor” or “needs improvement.” While not conclusive of a Districtwide problem, these responses support the findings that disability-related training for faculty has been lacking and standardized procedures for accommodations, such as video captioning, were not found in several academic departments. This issue does not reside only with DSPS, rather, it is a Districtwide training issue and reflects the lack of written policies and procedures at both Colleges. These issues are addressed in detail on pages 37-51 of this report. Other areas of concern, expressed by 15-25% of the respondents, included accessible parking, bookstore services, restrooms, note taker services, academic counseling, classroom/desk access, outdoor seating and financial aid. As with the matters raised by the public forums, the issues identified in the student survey were also observed during the internal reviews of SAC’s and SCC’s instructional and non-instructional departments.

ADA/§504 Department Chair and Division Dean Survey

Methodology and Rationale

One of the methods employed by the RSCCD to assist in the ADA Self-Evaluation was to survey instructional divisions and departments. The survey sought information to establish a baseline of knowledge of District policies associated with nondiscrimination, in general, and, specifically, to evaluate the level of understanding of responsibilities under the ADA and state



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law towards RSCCD students with disabilities. The decision to forgo a direct survey of all faculty and staff within the instructional divisions at Santa Ana College, Santiago Canyon College, Centennial Education Center and the Orange Education Center was made in favor of surveying Divisional Deans and Department Chairs.

The rationale for this decision was three-fold: First, the likelihood of receiving a response, even if required, from approximately 1300 full and part-time faculty and staff was unrealistic. However, mandating responses from 12 Divisional Deans and over 80 instructional departments seemed more likely. Secondly, it was determined that asking supervisors the right questions about their staff could provide valuable and meaningful information, even if the answer was "Not Sure." Finally, some of the questions could only be answered accurately by those in leadership positions. For these reasons, the survey as constituted was put in place.

It was most important that the questions be answered as accurately as possible. To facilitate this outcome, the instructions presented were as follows:

"The following survey should take less than 10 minutes.

The Americans with Disabilities Act (ADA) requires that colleges periodically review their compliance with the law. This procedure is called a Self-Evaluation and it is completely internal. The results of the Self-Evaluation are incorporated into a Transition Plan which becomes a road map to eliminate any unintentional or inadvertent biases toward individuals with disabilities. All college departments and entities undergo the Self-Evaluation. As you complete the survey please be aware that answers of "no" or "not sure" only indicate areas of need and do not reflect poorly upon anyone or any entity. It is highly unlikely that a college district of this size has an entire staff who is completely trained and knowledgeable regarding the requirements of the ADA. The sole purpose of this exercise is to assist in the design and implementation of useful and effective training and in-service programs for college staff to assist students with disabilities in their educational endeavors. If you have any questions, please contact me. Thank you for your participation in this effort."



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It was critical, for both the purpose of the Self-Evaluation and the accuracy of the survey, that respondents understood that admission to lack of a policy, lack of knowledge of a policy, or uncertainty regarding a policy was not detrimental to the division/department. On the contrary, it was only through truthful responses that a portrait could be developed that would enable the RSCCD to allocate the necessary resources to ensure that District instructional programs were up-to-date with regard to knowledge and understanding of the requirements of the ADA. As a result, the survey provides an accurate snapshot of the state of faculty knowledge of the ADA.

For practical purposes, the data received from the non-credit departments at Centennial and Orange were combined with the for-credit departments at their respective Colleges.

Question Make-up and Rationale

The questions were designed to gauge the level of knowledge of the faculty of SAC and SCC, as well as, to query the Department Chairs about policies and procedures that may have been created internally. Questions dealt with faculty knowledge of educational access laws, such as the ADA and Section 504, awareness of RSCCD nondiscrimination and course substitution policies and internal policies and training.

In order to obtain maximum information and foster a high response rate, the survey was short, requiring as little time as possible from these high-level respondents. It was determined that the questions asked must be answerable with brief, unambiguous answers. As a result, “Yes” “No” and “Not Sure” were chosen as the possible answers. All questions had to be answered for the survey to be submitted.

The survey assumed that an affirmative answer would indicate that the Department Chair or Division Dean felt confident that their faculty were aware of, adhering to, appropriately completing, and/or knowledgeable in the various subjects queried. A negative answer would indicate that some faculty would fail to meet that standard. A variety of reasons were proposed in this case, including no recent disability-related training at the department/division level, faculty recalcitrance, faculty hired after the last training cycle or a lack of general



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department discussion of disability issues. As well, the “Not Sure” response could show that no disability-related training or issue discussion had recently occurred at the department level, new faculty have arrived since the last comprehensive training, or the Department Chair might be new and is unaware of the knowledge level of faculty. In either case, the “No” or “Not Sure,” responses would be an indication that disability-related training, and the content of that training, should be considered at the department level.

The Department Chair surveys contained nineteen questions consisting of the following:

- 1 question asking Department name
- 3 questions regarding laws and regulations
- 2 questions regarding student access
- 6 questions regarding Department policies and procedures
- 3 questions regarding District policies
- 2 questions regarding training
- 1 question regarding notifications
- 1 question asking for comments

The Division Dean surveys included:

- 1 question asking Division name
- 4 questions regarding laws and regulations
- 1 question regarding student access
- 5 questions regarding Division policies and procedures
- 3 questions regarding District policies
- 2 questions regarding training
- 2 question regarding notifications
- 1 question asking for comments



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Analysis

The survey was responded to by 100% of the Department Chairs and Division Deans at both SAC and SCC. Given this response rate, the confidence level is very high that the perceptions captured in the survey accurately reflect the understanding of both Divisional Deans and Department Chairs of the RSCCD. Appendices VIII, IX, XI, and XII contain the data graphically displayed. The following summarizes the critical findings.

The two overarching themes that have been previously detailed in this report, a lack of policies and procedures and a general lack of current disability-related training, were also evidenced in the instructional departments surveys. There were no departments at either College that could profess a complete knowledge and understanding among all faculty of disability awareness, knowledge of accommodations, and processes for assisting students with disabilities. This is not to say that the District has severely problematic areas that are ripe for complaints. Rather, it demonstrates that gaps exist in the knowledge base of faculty and there is a level of uncertainty of awareness of disability access laws. These gaps were not unexpected. In fact, based on the lack of an established training regimen, ongoing hiring of new and adjunct faculty, and limited written procedures, it would have been surprising if the outcome were different. The survey showed that most faculty are aware of their responsibilities and of appropriate methods of accommodation, but that enough uncertainty exists to conclude that best practices need to be put in place to ensure good service and complaint prevention. *(See pages 37-51 for explanation and recommendations to mitigate these issues.)*



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Districtwide Transition Plan Methodology and Assessment of Physical Facility Barriers

The District's original Transition Plan was completed in 1994 to identify physical barriers at District owned facilities, and the current 2018 Plan update represents the first major comprehensive Districtwide effort. Beginning in 2015, RSCCD's Facility Planning, District Construction and Support Services department began the effort to update its Transition Plan, a requirement of the ADA, to identify and remove architectural barriers in District facilities. The District hired Disability Access Consultants to undertake facility, building and site condition assessments for all District-owned properties to identify any physical accessibility barriers and deficiencies that need to be improved or corrected. The District's comprehensive assessment of all its facilities identified over 10,000 ADA deficiencies Districtwide. The assessment was completed in 2016 and there is a current database of deficiencies which now serves as the District's baseline condition assessment.

In 2016, RSCCD continued efforts to update this comprehensive Plan to develop a process of self-review, assessment, identify corrective actions and facilitate reporting that meets the needs of District constituents (students, staff, and community members) with respect to accessibility of District programs, services, and activities.

This current 2018 Plan update identifies ADA physical barriers and deficiencies, priorities, rough-order-of-magnitude costs, and a plan for implementation. The District proposes a target 10-year timeframe to complete the accessibility improvements. Deficiencies are identified in a cloud-based software system called DACTrak. DACTrak will serve as an active database from which the District can utilize to plan, coordinate and track corrective measures that are implemented over time.

As public input is important to develop and prioritize the Plan, the District conducted extensive public outreach and held public forums on November 1, 2017 at Santa Ana College and on November 8, 2017 at Santiago Canyon College (see Appendix XIII). The District obtained public input and comments regarding accessibility of District facilities at these meetings and via



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e-mail at adapubliccomments@rsccd.edu . The District recognizes that input from stakeholders is a valuable component of an updated, usable and responsive plan. As such, in development of the RSCCD Transition Plan, the Self-Evaluation exercise captured input from the general public, faculty/staff and from students with disabilities. In addition, in 2018, online surveys were put in place to assess the level of satisfaction students with disabilities had with their experience at both SAC and SCC. *(See Appendices VII and X.)* The complete, unedited comments of forum attendees can be found in Appendix XIV. The following is a summation of the issues and topics raised. Issues raised at the public forums were varied. Comments were provided by the public regarding the following entities/issues:

- District Office/Administration
- District Websites
- Santa Ana College
 - Administration
 - DSPS
 - Websites
 - Documents
 - Phillips Hall
 - Deaf Services
 - Buildings and Campus grounds
 - Classrooms and Offices
 - Signage
 - Parking
- Digital Media Center
 - Access
- Centennial Education Center
 - Signage
 - Parking
 - Safety issues
- Santiago Canyon College
 - Signage
 - Buildings and Campus grounds
 - Safety issues
 - Websites
 - Documents



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The Self-Evaluation continued with all College departments identifying specific barriers within their respective areas of concern. As part of the facilities assessment of all physical ADA barriers, the public comments were reviewed and incorporated as part of the issues and recommendations contained in this report.

The Transition Plan seeks to identify and remove architectural barriers by categorizing each deficiency utilizing several metrics, identified by the District and its consultant team, to facilitate prioritizing and scheduling barrier removal work. The Plan outlines ADA deficiencies by site location, building, category of barrier removal deficiency, the severity of the deficiency, and project type.

In order to implement effective corrective actions, deficiencies have been categorized by type and severity. They are then organized by date with the most severe being identified for corrective action early in the Plan and the least severe later in the Plan. How and when the District ultimately addresses deficiencies will vary based on a variety of factors such as the magnitude of the scope, whether the Division of State Architect (DSA) agency approval is required and funding availability are a few of many factors that will impact implementation. For example, a single disabled parking stall may have multiple deficiencies noted. The parking stall may have a broken and uneven asphalt which would be a trip and fall hazard. However, that same parking stall may have ADA signage that is not at the required height. The broken uneven asphalt is a safety hazard and the sign height is a minor code deviation. Both deficiencies would likely be corrected at the same time, but in some cases deficiencies in certain locations cannot be corrected concurrently. Therefore, the scope of projects can vary in size, cost, location and time.

The prioritization matrices methodology (classifying items by Barrier Removals types, Severity, and Project Types) is detailed on the next page.



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Barrier Removal Types

- 1 Safety Hazard**
All Items that are Severity A
- 2 Readily Achievable (Possibly by District personnel)**
Items such as signage, accessories or furniture that are required to be relocated
- 3 Medium to High Exposure to Risk**
Not Used
- 4 Requires Outside Support to Correct – Low to Moderate Cost**
Items requiring installation or replacement, such as asphalt, signage and non-fixed Items (tables, computer stations. etc.)
- 5 Medium Exposure to Risk**
Not Used
- 6 Requires Outside Support to Correct - Moderate Cost**
Items such as casework and counters, handrails, door closers/hardware, etc.
- 7 Requires Outside Support - Moderately to Very Costly**
Items that require concrete repairs, plumbing repairs or replacement and minor to moderate construction repair
- 8 Low Exposure to Risk / Minor Deviation from Applicable Standards**
Typically, Items that are substantially compliant

Severity

- A Safety Hazard**
Protruding objects, uninsulated supply lines, abrupt changes in level, etc.
- B Severe or Complete Barrier to Access**
Non-accessible operable parts, door opening pressure, no room ID sign, non-compliant knee clearance, etc.
- C Partial Barrier to Access**
Incorrect or missing markings at parking spaces, handrail extensions, hardware mounting height, etc.
- D Minor Code Deviation**
Incorrect height of signage, non-compliant Braille on signage, etc.
- E Substantially Compliant Item**
Door height that is 78" or higher, grooved borders at ramps, etc.

Severity A items are exclusively associated with potential walking surface trip hazards. This is aligned with the Americans with Disabilities Act Title II Regulations in § 35.150 (d) (2) that prioritizes accessible paths of travel for pedestrian walking areas.



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Items associated with Severity Categories B through D address other non-compliant walking surfaces, heights of counters, reach ranges, door clearances, restrooms and signs that are not in compliance to facilitate wayfinding for persons who are blind or who have low vision. Items under Categories B through D can also be distinguished by the relative degree of non-compliance documented. In contrast to Severity A items, these items do not pose a potentially immediate threat of a trip and fall hazard or other injury. All documented deficiencies are also paired with other key identifiers that categorize items by kinds of barrier removals and by barrier removal project types.

The District's reports of physical deficiencies are included in Appendix XVII in matrices which list District site, location type and planned dates of corrective action. Deficiency matrices are included for the Centennial Education Center (CEC), Digital Media Center (DMC), District Operations Center (DO), Orange County Sheriff's Regional Training Academy (OCSRTA), Santa Ana College (SAC) and Santiago Canyon College (SCC).

An inventory of all properties, both owned and leased, where District programs, services, and activities operate is listed in Appendix XVIII. This list can fluctuate significantly from year to year depending on the terms of the arrangements and programmatic needs. For many of the facilities not owned by the Colleges – Remington Education Center, the College and Workforce Preparation Center, OEC Provisional Education Facility – leases did not exist, or the lease terms were anticipated to be short term. Many of the sites in Appendix XVIII denoted with an "I" (for instruction) are "instructional use agreements." These agreements are brokered by the program or College department and the leased facility for a term or event or series of periodic events. As part of the implementation of the Districtwide ADA Transition Plan, current long term and future instructional and program leases should be assessed for compliance with ADA laws and delineate responsibility for ensuring compliance.



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RSCCD Transition Plan: Summary of Facility Findings

Rancho Santiago Community College District (RSCCD) serves 700,000 residents in the communities of Anaheim Hills, Orange, Santa Ana, Villa Park and portions of Anaheim, Costa Mesa, Irvine, Fountain Valley, Garden Grove and Tustin.

The District’s Santa Ana College (SAC) seated on 65 acres and Santiago Canyon College (SCC) on roughly 83 acres are among the oldest and newest campuses respectively as part of California’s 115 Community Colleges. Including Santa Ana College and Santiago Canyon College, the District owns seven properties and leases three others. Programs and services including adult education and non-credit courses are also offered at the locations below:

1	Centennial Education Center (CEC)*	2900 W. Edinger Avenue, Santa Ana CA 92704
2	Digital Media Center (DMC)	1300 S. Bristol Street, Santa Ana, CA 92704
3	District Operations Center (DO)	2323 N. Broadway, Santa Ana CA 92706
4	Orange Education Center - Provisional Education Facility **	1937 W. Chapman Avenue, Orange, CA 92868
5	Orange County Sheriff's Regional Training Academy (OCSRTA)	15991 Armstrong Avenue, Tustin, CA 92782
6	Orange Education Center (OEC)	1465 N. Batavia Street, Orange, CA 92867
7	Remington Education Center**	1325 E. 4th Street, Santa Ana, CA 92701
8	Santa Ana College (SAC)	1530 W. 17th Street, Santa Ana CA 92706
9	Santiago Canyon College (SCC)	8045 E. Chapman Avenue, Orange CA 92869
10	College and Workforce Preparation Center**	1572 Main Street, Orange CA 92867

* Leased Property

** Leased Facility



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This Transition Plan is a planning document for the District to identify and track deficiencies and any corrections required to improve accessibility. In 2016, the condition assessment identified over 10,000 ADA deficiencies across District owned facilities and were as follows:

CEC	595
DMC	241
DO	526
OCSTA	385
SAC	5,593
SCC	2,936
TOTAL	10,276

The condition assessment was undertaken as a snapshot in time (2016) based on comparison to current ADA codes to develop a more up to date view of deficiencies across facilities. This exercise was not inclusive of an assessment based on what prior projects may have had an existing project approval from the Division of State Architect which may result in a current legacy or grandfathered condition that is deficient under today's new codes and standards. Nevertheless, the District is now required to have an updated Transition Plan that seeks to remedy the barriers under today's newer standards for accessibility.

This facilities section of the Transition Plan is intended to communicate with students, staff and the community the District's progress towards identified barrier removal projects and its stated accessibility goals. Further, it provides guidance to assist the District in developing a pipeline of ongoing and future projects that include accessibility improvements for new construction and alterations aligned with the District's stated project goals and mission.



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Cost Estimating Barrier Removal for Facilities

It is extremely difficult, if not impossible, to determine what a specific project will cost 10 years into the future. There are multiple microeconomic and macroeconomic factors that may influence cost. The estimates provided herein are for planning purposes to assist staff in the future when more specific project scopes are developed. The District has already initiated several projects over the last few years that are in various phases of implementation from the planning and design phase, to even construction and completion. Certain projects over the year have also observed significant price escalation due to present market conditions (i.e. rising costs for asphalt and concrete repairs). It is anticipated that costs may increase more significantly for projects to correct ADA deficiencies in the outer years of the Plan, and this will have an impact on ongoing and future funding needs.

The stated rough-order-of-magnitude costs noted below are developed based on estimates which use the ADA repair recommendations noted in the condition assessment database provided by Disability Access Consultants from the field site assessments conducted from 2016 as a baseline of deficiencies. The District utilized the assistance of a cost estimator, HL Construction Management to develop a mock-up construction cost estimate for Santa Ana College, as a tool to assess the magnitude of projected costs for budget planning purposes. The estimated budgets are based on anticipated market pricing with industry accepted allowances for escalation and contingency. The quantities are based on the deficiency database information, site visits, as-built drawings, and verbal guidance from the District's facilities team. The estimates were further developed using the most recent information available at the time of this report's completion. The forecasts for costs are provided as a point of reference in this Plan and are subject to change over time. It is further recommended that the scope and budget be revisited as more detail, and scope clarity becomes available.



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Sample Rough-Order-of-Magnitude of Costs for Santa Ana College

(November 10, 2018 Estimate see Appendix XIX)

The following assumptions were made to create a mock-up cost estimate for the over 5,500 deficiencies noted at Santa Ana College:

- Construction start date of January 2020, and a 36-month schedule of construction with phasing.
- General Conditions and Requirements – 13.5%
- Overhead and Profit – 10%
- Bonds and Insurance – 2.5%
- Phasing – 4.0%
- Design Contingency – 20%
- Escalation to midpoint of construction (MOC) assumed 7/1/2021 – 13.8%
- Use of prevailing wage
- Assumed a design-bid-build construction delivery method, prequalification not included.

Exclusions (not included in construction estimate): professional fees, inspections and testing, escalation beyond the MOC, Furniture, Fixtures, Equipment, Furnishings, plan check or building agency permit fees, construction or owner contingency costs, construction management fees, other soft costs, off site work costs, accelerated schedules for construction, Building R is excluded due to its anticipated demolition, unforeseen sub-surface conditions, changes to scope of work not identified in the current scope of work report, sole source procurement, changes or delays from projected construction schedule.

- Total estimated **construction cost** for SAC is: \$26,925,708 based on November 2018 estimate
- Add on typical **soft costs** at approximately 40% of total costs: \$18,000,000



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- **TOTAL ESTIMATED PROJECT COSTS FOR SANTA ANA COLLEGE: \$44,925,708**

Santa Ana College accounts for a little over half of the total ADA deficiencies noted districtwide across all **owned** facilities. Given the mock-up cost estimate for Santa Ana College, it is reasonable to project that the anticipated costs for the entire district could be an additional \$40 million or more, making the projected need in a range over \$80 million districtwide. Furthermore, if the completion of projects is anticipated to take ten years or longer, the projects completed in later years will be subject to additional escalation costs.

Recommendations and Implementation Timeline

The facilities section of the District's Transition Plan and Appendix XVII includes a target completion timeline of ten years for barrier removal. As discussed above, projects are grouped by severity and priority. With this organizing criteria, the District's intent is to execute the Plan consistent with identified priorities. It may be necessary for the Plan timeframe to be extended or re-prioritized due to unforeseen conditions, extended time due to agency or government approvals, including the availability of funding in the future. The order in which deficiencies are addressed and corrected may change from what is presented in the Plan. In practice, planning and scoping of specific construction projects may involve grouping lower priority barrier removal items with other high priority accessibility improvements based on the type of construction trades involved, timing and correlation to other priority capital improvements work, or other District considerations, including the availability of funding.

As an example, a common deficiency that is relatively low in the priority methodology is protective wrapping on hot water pipes in some restrooms. This type of deficiency could be addressed in a single project scope, by campus or Districtwide, or it could be included in various restroom remodel projects. Thus, the listing of deficiencies is akin to a roadmap in which there is often more than one possible route to arrive at the intended destination. This document is very much a conceptual planning tool and its execution of projects will rely on current, real-world information as projects move forward.



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As the list of identified physical barriers is stored in an active database, this portion of the Plan is uniquely suited to be a living document. As such, deficiencies are documented in the database, as they are corrected, on a project-by-project basis. This is actively occurring, and projects are underway now to remove physical access barriers. Currently as of November 2018, the District has corrected approximately 4.95% of deficiencies at SAC and 13.0% of deficiencies at SCC, totaling Districtwide just under 18% of corrected items noted from the 2016 condition assessment. The District seeks to make every effort to align barrier removal projects and other corrective actions, including program-based measures, with regulatory guidance stated in the ADA and other Federal and State legislation in support of enhancing access to District programs, services, and activities.



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RSCCD Self Evaluation

Districtwide Programmatic Findings and Recommendations

During the conduct of the Self-Evaluation, a number of common issues were found in multiple programs and activities. Since these issues were prevalent Districtwide, the Galvin Group Consultancy determined it would be clearer and more effective to consolidate these findings into one section. These issues relate to most, if not all, programs and activities conducted by the District. It will generally be necessary or desirable to adopt consistent and coordinated strategies to address these issues Districtwide. In some instances, unique aspects or impacts of these issues may be discussed in sections of this report applicable to particular programs, but even where that is not the case, each program should review and, as appropriate, implement the recommendations in this section.

The Districtwide Issues and Recommendations are outlined below:

1. ADA Compliance Issue – Lack of ADA Notice and Related Information:

The regulations adopted by the U.S. Department of Justice to implement Title II of the ADA require that public entities provide individuals with disabilities notice of the protections afforded by the law (28 C.F.R. parts 35.106 & 35.107). The Department of Justice has developed a wide variety of technical assistance materials designed to provide information about the requirements of the law and guidance on its implementation. One such document is the ADA Best Practices Toolkit for State and Local Governments:

www.ada.gov/pcatoolkit/toolkitmain.htm

The Toolkit recommends that the ADA notice include relevant information regarding Title II of the ADA and how it applies to the programs, services, and activities of the public entity. It should include the name and contact information of the ADA Coordinator and information about how to obtain needed accommodations or file complaints. Public entities are expected to provide the information on an ongoing basis in printed and broadcast outreach materials, on



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websites, on job or program application forms, in program schedules and handbooks, and in announcements concerning public meetings and events ([ADA Title II Toolkit, pp. 3-5](#)).

Additionally, 28 C.F.R. part 35.160 requires that communications with persons with disabilities are as effective as communications with other individuals. This means that, for printed materials, the notice must indicate how an individual with a disability can obtain the document in an alternate format such as Braille, large print, or accessible electronic text. On webpages, the notice should explain how an individual with a disability can obtain accommodations necessary to participate in the programs or activities described on that page and how to obtain technical assistance, if he or she experiences difficulty accessing any portion of the webpage using assistive technology. For meeting notices and other public events (e.g., commencement exercises, athletic events or theater performances) the notice should explain how an individual with a disability can obtain accommodations, such as sign language interpreters or captioning, which the person needs in order to participate in the meeting or event.

Some District publications do contain notices concerning nondiscrimination or address at least some of the elements that an ADA notice should contain. However, most publications and webpages for SAC, SCC and the RSCCD District administration do not contain any type of ADA notice and those which do exist are incomplete and inconsistent. For a more detailed discussion of this issue and examples, see the portions of this report dealing with the College catalogs on page 53 and agendas for Board of Trustee meetings on pages 85-86.

It appears that each page on the RSCCD website contains a link to a notice concerning accessibility of the website. However, this notice does not satisfy the requirements of the ADA Regulations because it does not provide information about how to request disability-related accommodations for the programs and services described on each webpage. In addition to the current “accessibility” link, each webpage on the website should contain a notice such as the one set forth below.



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Recommendation: As a best practice, the RSCCD Board of Trustees should adopt a policy which provides a comprehensive and coordinated approach to complying with the ADA. The Board Policy should include all the required elements for the ADA notice and complaint procedures. *(See page 53 for a full discussion of this issue and Appendix III for the suggested text of such a policy.)*

Recommendation: The District needs to develop ADA notices for use on printed materials, meeting or event announcements, and webpages. If the detailed requirements of the law have been satisfied by adoption of the Board Policy as recommended above, the notices can be relatively brief, and the following language is suggested for these notices:

Notice for printed materials:

It is the policy of the RSCCD to fully comply with the requirements of the Americans with Disabilities Act. (Add Board Policy number.) Consistent with that policy, this material is available in alternative formats (such as large print, Braille or accessible electronic text). Such materials and other disability accommodations will be provided as needed for program access, upon request. Please contact [name, email address and telephone number, including a TTY number] for needed accommodations or alternate formats.

Notice for meeting and event announcements:

It is the policy of the RSCCD to fully comply with the requirements of the Americans with Disabilities Act. (Add Board Policy number.) Consistent with that policy, the facilities where this event will be held are wheelchair accessible. Upon request, this announcement and the agenda or program for the event and any related materials, will be provided in alternative formats (such as large print, Braille or accessible electronic text). If you need such materials or other disability accommodations or more information, please call (name) at (xxx)xxx-xxxx at least seven days before the scheduled event.



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Notice for webpages:

It is the policy of the RSCCD to fully comply with the requirements of the Americans with Disabilities Act. (Add Board Policy number.) Consistent with that policy, disability accommodations will be provided as needed for program access, upon request. Please contact [name, email address and telephone number, including a TTY number] for needed accommodations or alternate formats.

Recommendation: The District must ensure that all current publications include the appropriate ADA notice. On existing materials, this notice may be added by adhering stickers or other attachments. The District must also adopt policies and procedures to ensure that all publications developed in the future will contain such notices. These procedures should identify the specific types of publications and announcements which must include some version of the ADA notice and indicate, in each case, who is responsible for incorporating the notice, customizing it as necessary, and updating it when names or contact information changes. At a minimum, an ADA notice satisfying the above-described requirements should be included in all of the following: a) brochures; b) public service announcements; c) outreach materials; d) applications for employment; e) College or program admission/participation statements; f) meeting agendas or event announcements; g) College catalogs and course schedules; h) District and College webpages; and i) social media platforms where the District maintains a presence.

2. ADA Compliance Issue – Need for Effective Methods of Administration:

Providing notice about the District's commitment to compliance with the ADA is an important first step, but the District must also be prepared to respond in the event that a student, employee or member of the public who has a disability requests an accommodation. The regulations implementing Title II of the ADA make clear that a public entity may not use "methods of administration" which have the purpose or effect of denying individuals with disabilities equal opportunity to participate in the programs and activities offered by the entity (28 C.F.R. part 35.130(b)(3)). A public entity risks violating this requirement when it fails to put in place policies and procedures which make it possible to respond in a timely and effective



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manner to individual requests for accommodations (OCR CCC System-wide Review, OCR Docket no. 09-97-6001 January 22, 1998). Additionally, methods of administration are only effective if staff are trained on their presence and implementation.

One consequence of this responsibility is that community colleges need to have in place procedures for promptly responding to requests by students for instructional materials in alternate formats such as Braille, large print, or accessible electronic text (*see also 28 C.F.R. part 35.160*). The Chancellor's Office for the California Community Colleges issued guidelines on this subject several years ago and, in response to a review by the State Auditor's Office, recently issued additional guidance designed to ensure that procedures used by colleges are consistent with the latest court decisions and settlement agreements on this topic.

[Addendum to Alternate Media Guidance 2018](#)

While this guidance relates to providing instructional materials for students with disabilities in alternate formats, it is vital to note that responding to accommodation requests requires policies and procedures that go beyond this issue. Employees with disabilities or members of the public who wish to access programs and activities open to the public may also need materials in alternate formats. Moreover, students, employees and members of the public may need other types of accommodations.

For example, if a member of the public requests a sign language interpreter for a play performed by the theater arts program, the District needs to have policies and procedures in place to respond to such a request in time to be able to provide the interpreter when the performance occurs. Since DSPS state funding can only be used to provide accommodations to students with disabilities, this will most likely require having a contractual arrangement in place with an agency that can provide interpreter services on short notice. In addition, staff who may receive such requests need to know procedures to use in order to schedule interpreters for the specific event and what funding source to use to pay for the service.

Staff in most programs indicated an understanding that the ADA requires making accommodations to the needs of individuals with disabilities and a willingness to address such



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issues, but there appear to be no established policies or procedures for actually providing accommodations. The DSPS programs at both SAC and SCC routinely provide auxiliary aides to students with disabilities, but neither program has established a system for providing instructional materials in alternate formats which complies with the above-referenced guidelines issued by the Chancellor's Office. Other student services programs indicated that they work informally with DSPS to provide accommodations that may be needed by students participating in those programs, but there do not seem to be established procedures for handling such requests.

Programs which provide activities open to the general public, such as Performing Arts and Athletics, do not have policies and procedures for responding in a timely manner to accommodation requests from members of the public who may wish to attend events or participate in activities. Thus, the methods of administration currently used by the District are seriously deficient and it is highly likely that at least some individuals with disabilities may not consistently receive services and auxiliary aids in a timely and effective manner, as required by law. The lack of written procedures is frequently named as a primary or contributing cause in accreditation reports, OCR investigations, Chancellor's Office audits and lawsuits.

Aside from the legal ramifications, adopting written policies and procedures is a practical necessity for an effective delivery of services. Without policies and procedures, requests do not address staff absences, vacations, vacancies or departures. The process for fulfilling a request may be well-known and well-executed by the staff member responsible and there are no issues until that staff person, for whatever reason, is not available. Procedures document the who, what, when and how of task performance. An individual procedure for a single task defines who is responsible for completion of the task, what steps are involved in the process, when each step is undertaken and how the progression of steps is performed to complete the procedure.

With a documented procedure, a set of clearly written instructions, requests can be handled by any competent staff with the expectation that the accommodation will be



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appropriately provided. Training new staff is made exponentially easier if there are written materials to accompany a verbal presentation. A documented process does take time and resources to develop, however, the returns, from fewer complaints to easier staff training, are worth the investment. A well-written handbook with policies and procedures for staff along with the basic training would provide an excellent foundation for consistent service delivery and an accepting culture.

Recommendation: The District needs to adopt and implement written policies and procedures, Districtwide, to ensure that all programs are prepared to respond in a timely and effective manner to requests from students, employees or members of the public for auxiliary aides, materials in alternate formats and other disability accommodations.

3. ADA Compliance Issue – Designation of ADA Coordinator:

28 C.F.R. part 35.107 requires that public entities designate one or more individuals to coordinate their efforts to comply with the ADA and to respond to any complaints alleging violation of the law.

RSCCD has designated the Vice Chancellor for Human Resources to serve as the District ADA Coordinator. This technically satisfies the requirements of the regulation, but it is not clear that this individual, who has many other duties, can effectively carry out this responsibility, particularly once the District begins the process of implementing the many recommendations in this report.

Recommendation: As a best practice, the District should consider the possibility of establishing a full-time position dedicated exclusively to ADA coordination which would include accommodations for students with disabilities who choose not to use DSPS services, the public, and staff. *(See Appendix IV for a list of ADA Coordinator roles.)*

Recommendation: Whether the ADA Coordinator is a dedicated position or remains an additional assignment for the Vice Chancellor, the District needs to establish clear procedures by which the Coordinator can obtain support from other staff to investigate complaints and



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carry out other activities necessary to ensure that accommodations are provided as needed to students, employees and members of the public who may have disabilities.

4. ADA Compliance Issue – Need for Accessible Information:

The regulations implementing Title II of the ADA require that public entities take steps to ensure that their communications with persons with disabilities are as effective as communications with all other individuals (28 C.F.R. part 35.160). This requires that websites, online forms, course management systems, instructional materials, and other information technology resources are accessible to and usable by individuals with disabilities. ***Dudley v. Miami University*** Settlement No. 1:14-cv-38 (S.D. Ohio, Dec. 14, 2016):

https://www.ada.gov/miami_university_cd.html

In addition, entities that receive State and Federal funds, including Community College Districts, are required to adhere to specific accessibility standards when they develop, procure, maintain, or use electronic or information technology (Section 508 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794d), 36 C.F.R. Part 1194, and California Government Code Section 7405).

As discussed further on pages 55 and 56 the District has adopted Board Policy and Administrative Regulations intended to implement these legal provisions and ensure that contracts for purchase of electronic and information technology contain provisions requiring vendors to supply compliant products. However, the District does not appear to have any mechanism in place for ensuring that these policies are effectively implemented or that electronic and information technology products purchased by the District do, indeed, comply with the law.

A review of all District electronic and information technology resources for compliance with Section 508 access standards was beyond the scope of this Self-Evaluation project. However, District staff and Consultants did examine many District, College, and program webpages and a variety of online forms and resources in the course of reviewing program accessibility under the



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ADA. In general, most webpages seemed usable by persons with disabilities who may be using assistive technology, such as screen reading software for the visually impaired. Nevertheless, some deficiencies with particular webpages are discussed later in this report. Also, a number of online forms do not seem to be fully accessible.

Recommendation: As a best practice, the District should seek assistance from the State Chancellor's Office, or engage a consultant with appropriate expertise, to conduct a thorough review of all District and college electronic and information technology resources and determine the extent to which they comply with accessibility standards required by the ADA and Section 508.

Recommendation: As a best practice, the District should establish procedures to confirm that products purchased pursuant to AR 3412 actually comply with the law and to utilize the contractual provisions required by that policy to hold vendors accountable when problems are identified.

Recommendation: As a best practice, the District should establish procedures providing for ongoing review by qualified individuals to ensure that all electronic and information technology resources comply with the requirements of the ADA and Section 508. This review should include, but not be limited to, electronic forms and instructional materials, which are created by faculty or staff. The review should occur before such materials are deployed for use by students, employees or members of the public.

5. ADA Compliance Issue – Need for Accessible Spaces and Pathways:

In order for the RSCCD to comply with the ADA, its facilities and pathways must be accessible to and useable by persons with disabilities. While many of these accessibility issues would be identified in the facilities review in the ADA Transition Plan, the items cited here are not strictly architectural in nature or would be outside the scope of the facilities review. Moreover, even where a room, pathway or other architectural feature is designed and



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constructed to meet access standards, it must be maintained and used in a manner which ensures the accessibility of the feature (28 C.F.R. part 35.133).

The first issue identified was the lack of sufficient space for persons using wheelchairs to have confidential counseling and other services in the EOPS and DSPS programs (see pages 122 and 133). These issues may exist in other campus offices where students or staff seek services. In addition, all programs and activities serving students, or the public, should be mindful of accessibility requirements when cubicles are installed or re-configured. Service areas should have lowered, accessible counters where staff can serve students, staff, or the public using wheelchairs. Also, people responsible for various campus programs and their facilities need to be aware that the placement of furniture, trash receptacles, and other items can easily negate the presence of an accessible path of travel.

Recommendation: All District programs and activities should survey their office space and common paths of travel to ensure that accessible paths of travel are not blocked and that lowered service counters are available as needed. In addition, they need to identify where space is insufficient for confidential service delivery and either locate confidential space for such staff or identify readily available office space, including conference rooms, where services can be delivered. Finally, staff should be trained on these access issues and the remedies available to address them.

The Need for Districtwide Training

The need for training on disability issues was an overarching theme during various phases of the self-evaluation. This need was cited on staff and student surveys, as well as during interviews. In addition, the need for training is associated with the Districtwide issue on the development of new policies and procedures. Without training for faculty and staff, the new policies and procedures cannot be effectively implemented to ensure effective “methods of administration” of the ADA. The need for training is emphasized in the ADA Technical Assistance Manual which states:



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“The most effective means of preventing ADA complaints may be the provision of campus wide training.”¹ Given the fact that the need for training is cited in practically all sections of this report, the following recommendations are critical to ongoing compliance with the ADA.

The Self-Evaluation has revealed the need for a comprehensive training plan in both instructional and non-instructional departments. Training is needed in two global areas: 1) general disability awareness training which includes the various topics as outlined below; and 2) the overarching recommendation for development of a wide range of policies and procedures addressing the provision of services to students, faculty, staff and the general public with disabilities. Once the procedures are developed, a plan must be in place to train all staff in the application and use of the new methodology.

This training can be presented in a positive manner focusing on disability as a part of campus diversity, as well as on the abilities of students with disabilities and their desire to complete college as a path to employment and independent living. The need for inclusion of students, staff, and the public with apparent and non-apparent disabilities that makes the institution a complete community and fosters an understanding of various perspectives and experiences can also be discussed. Possible topics may include:

- Knowledge of disability etiquette and inclusive language;
- An understanding of what it means for a person to use their preferred method of communication, such as interpreters vs. note writing or an UbiDuo (a device for communicating with individuals who are deaf); and
- Examples of inclusive behavior vs. micro-aggression, such as when the only space in a room where a wheelchair fits also blocks the emergency exit.
- Examples of auxiliary aids and services for specific disabilities and specific situations.

In addition, some training needs to focus on the provisions of Section 504 and the ADA. This training may include the following list of topics (not all inclusive) to be covered either in general trainings or specific department exercises²:



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- Highlights of the ADA
- Definition of who is covered by the ADA/504
- What can and cannot be asked of applicants
- Confidentiality
- The accommodation procedures that are being developed
- Harassment issues
- The connection between the ADA and College policy – and the expectation of compliance
- Campus resources, including the ADA Coordinator, services for persons with disabilities, AT/ITS specialists and HR experts on the ADA
- Issues of drug and alcohol use (current use not covered by the ADA)
- Identifying a request for reasonable accommodations when asked for using different terms
- Knowledge of the interactive process
- Separation of accommodation and performance issues
- Prohibition of retaliation for reporting discrimination
- Compliance with other relevant laws (e.g., Sections 504 and 508 of the Rehabilitation Act, Telecommunications Act of 1996, Title 5 and other State access laws)

For some the training is a refresher for many it might be their introduction to these important topics.

It is recommended that the RSCCD form a Districtwide taskforce to develop a comprehensive training plan that encompasses all District faculty and staff. This plan should include short-term activities to remedy ADA compliance issues associated with the development and application of new procedures, as well as long-term components to incorporate disability awareness information in new employee orientations, faculty and staff in-



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service training, and regular training at the department level. Informal topical discussions could be web-based, and/or include planned interactions between students and faculty with disabilities and their non-disabled peers. The charge to the taskforce should be to research and establish best practice strategies for maximum impact on the RSCCD community.

The methods of building understanding and awareness should be as diverse as types of people being trained. Faculty, administrators, support staff, supervisors, security officers, maintenance personnel all will require information and may require specialized approaches to obtaining it. While all groups need some of the same information, some groups will find the information more critical in their daily activities. As a result, some time should be taken to tailor the same information to the audience receiving it. It is also important to remember that ADA obligations not only cover the students receiving an education, but also those with disabilities employed by the institution and the general public. As long as the training is seen as a multi-phase activity and developed with a comprehensive plan, some of the methods might include interactive presentations, brown bag lunches, online webinars, newsletters, panel discussions or departmental specific issues. The length of the trainings may vary as well as the presenters, always remembering that faculty and students with disabilities are often the best advocates.

1. State Law Compliance Issue—Providing accommodations for those not eligible for services from DSPS.

During the course of the Self-Evaluation, staff in various programs at both Colleges indicated that they work closely with the DSPS program to provide academic adjustments and other types of accommodations to students with disabilities. However, there are limitations on the uses of State funds provided to Community College Districts for operation of the DSPS program. First and most obviously, those funds can only be used to serve students with disabilities, so DSPS funds cannot be used to provide accommodations to employees with disabilities or members of the public who may wish to participate in some district-sponsored activity such as a play, athletic event, or commencement exercises. Finally, DSPS funds cannot



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be used to serve students with disabilities when they are participating in activities which do not receive state-funding, such as fee-supported community services classes or extracurricular activities which are not part of an educational course or program. *(See the section of this report concerning the DSPS program on page 123 for further discussion of this issue.)*

Staff in many programs seem unaware of these restrictions and appear to assume that any accommodation issue can be addressed by referring the individual to DSPS. Furthermore, even if staff do recognize that DSPS funds cannot be used in all situations, if there is no established process for handling such requests or no funding source identified in advance to pay for them, it is unlikely that a request for an accommodation will be dealt with in a timely and effective manner.

Recommendation: The District should establish policies and procedures to ensure that necessary accommodations can be made in a timely and effective manner for employees, members of the public, and students participating in activities which do not receive state support without reliance on funding provided for the DSPS program.

2. State Law Compliance Issue—Students who do not choose to participate in DSPS.

California Education Code Section 67313 provides “Nothing in this chapter shall be construed to be directing any student, or students, toward a particular program or service for students with disabilities nor shall anything in this chapter be used to deny any student an education because he or she does not wish to receive state funded disabled student programs and services.” Therefore, there may occasionally be students who need accommodations but who do not wish to be served through the DSPS program. In order to meet its obligations under Section 504 and the ADA, the District needs to have an alternative mechanism for arranging and paying for accommodations in such situations. During the course of this review, several instances were found where program policies and procedures specifically indicated that



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students must register with DSPS in order to receive accommodations. This is contrary to Section 67313 and such policies need to be revised where they exist.

Recommendation: The District should establish a policy and procedure for handling requests for accommodations from students who decline to participate in the DSPS program and ensure that all programs and activities, including those at both Colleges and other educational centers, make changes in their program-specific policies and procedures to utilize the new process. As a best practice, this procedure for handling requests from students who do not choose to participate in DSPS should involve having the ADA Coordinator review and approve such accommodations. They may consult with the DSPS Coordinator on disability issues and possible accommodations, if needed. The procedure should also identify a source of funding other than state DSPS funds which can be used, when necessary, to provide the accommodation.



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Board Policy and Administrative Regulation Review

All relevant Board Policies and Administrative Regulations and procedures, and all programmatic policies, procedures and practices were reviewed to determine compliance with the ADA/Section 504. If there were any issues or findings, they were identified, and recommendations were made for modifications.

General Prohibition Against Discrimination and Grievance Procedures: The following policies and procedures were reviewed: [BP 3410 Nondiscrimination](#) and [AR 3410 Nondiscrimination, BP 3420 Equal Employment Opportunity, AR 3420 Equal Employment Opportunity, and AR 5530 Student Rights and Grievances](#)

Board Policy 3410 Nondiscrimination states: “The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he or she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The Chancellor shall establish administrative procedures that ensure all members of the College community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 Regulations and those of other agencies that administer State and Federal laws regarding nondiscrimination.

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, religion, age, gender, gender identity, gender expression, race,



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color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he or she is perceived to have one or more of the foregoing characteristics, or because of his or her association with a person or group with one or more of these actual or perceived characteristics.”

According to its policies, Rancho Santiago Community College District does not discriminate on the basis of race, color, national origin, ancestry, religion, creed, sex, age or handicap in its employment or in its educational programs and activities.

The RSCCD policies state that students may file a grievance when they believe they have been deprived of a right granted to students by the Board of Trustees in any of the policies or regulations of the Rancho Santiago Community College District. The purpose of these grievance procedures is to resolve differences as fairly and expeditiously as possible while preserving the rights of students and staff members.

ADA Compliance Issue: As discussed more fully in the report section on Districtwide Programmatic Findings and Recommendations, regulations adopted by the U.S. Department of Justice to implement the ADA require that public entities provide individuals with disabilities notice of the protections afforded by the law and establish and publicize a procedure for filing grievances when those rights have allegedly been violated (28 C.F.R. parts 35.106 & 35.107).

Although both the Board Policies and Administrative Regulations clearly identify the types of discrimination that are prohibited, including disability, they do not satisfy the notice requirements of the law or clearly explain how a student or employee with a disability can file a complaint alleging a violation of the ADA.

The College catalogs (page 1) state that the catalogs are available in alternate formats and the nondiscrimination policy (page 8) is stated in Spanish and Vietnamese, as well as English. Each of the catalogs provides detailed information on various laws and requirements, but they do not include the required ADA notice. In addition, at the District Office Human Resources Department notices are clearly posted regarding discrimination in hiring practices. However,



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there is nothing specifically stated regarding ADA compliance and the processes for making complaints, including a specific ADA Grievance Policy.

Recommendation: As a best practice, the Board of Trustees should adopt a comprehensive policy to comply with the notice and grievance requirements of the ADA Regulations. A proposed draft is set forth in Appendix III. This policy will ensure that the requirements of the law are satisfied and coordinate references to other relevant policies.

Once this policy is in place, an abbreviated ADA notice which references the Board Policy should be developed and included on meeting announcements, event flyers, application forms, and other appropriate public documents. *(See discussion in the Districtwide Programmatic Findings and Recommendations section of this report on pages 37-51 for recommendations on the text of such notices.)*

Recommendation: Once the proposed Board Policy on ADA compliance has been adopted, a section should be added in each of the catalogs in the area where various laws are discussed which sets forth the text of the adopted policy. If RSCCD decides not to adopt a Board Policy, more detailed notices will need to be given in individual programs and other Board policies would need to be reviewed and amended as necessary to include ADA provisions. In addition, information should be provided on how to obtain the catalog and other applicable materials in alternate formats along with examples of types of formats that are available.

Issue: The language in AR 5530 uses the term ‘handicap’ which is outdated terminology.

Recommendation: The language in AR 5530 should be updated and the term “handicap” should be replaced with the term “disability.”

Service Animal Policy [BP 3440 Service Animals](#) and [AR 3440 Service Animals](#)

In compliance with the ADA/Section 504, the RSCCD states that, in order to prevent discrimination on the basis of disability, the District will allow an individual with a disability to use a trained service dog or miniature horse in District facilities and on District campus facilities in compliance with State and Federal law.



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No issues identified in this Board Policy and the Administrative Regulations.

Emergency Planning Policies [BP 3505 Emergency Response Plan](#) and [AR 3505 Emergency Response Plan](#)

The District has emergency response and evacuation procedures for notifying the campus community in the event of a significant emergency or dangerous situation occurring on the campus that involves an immediate threat to the health or safety of students or employees.

Several issues related to AR 3505 the Emergency Response Plan were found and these issues and recommendations can be found on page 71 under Emergency Planning and Management.

Accessibility of Electronic and Information Technology [BP 3411 Accessibility of Electronic and Information Technology](#), [BP 3720 Computer and Network Use](#) and [AR 3720 Information Resource Use](#)

BP 3411 states: “Electronic and information technologies (EIT) are a means by which Rancho Santiago Community College District provides information to students, faculty, staff, and other constituents. The need to ensure accessibility to all members of the campus community is critical as more administrative services and learning environments are based on EIT. It is also a part of the District's ongoing commitment to establishing a barrier-free learning community, or universal access, to all individuals.

As mandated by Federal and State laws and the California Community Colleges Chancellor's Office, it is required that Rancho Santiago Community College District comply with Section 508 Standards to ensure accessibility to EIT for individuals with disabilities. The Chancellor or designee shall act to enforce compliance with the accessibility requirements of Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794d) and its implementing regulations set forth at Title 36 CFR Part 1194.”

AR 3411 states in part: “Individuals with disabilities are guaranteed access to educational institutions and systems of communication under the Rehabilitation Act of 1973 and the



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Americans with Disabilities Act of 1990. Amendments to Section 508 of the Rehabilitation Act clarify accessibility requirements for electronic and information technologies developed, procured, maintained, or used by Federal agencies.” The AR also references California Government Code Section 11135.

Issue: Although no substantive issues were identified in these Board Policies and the Administrative Regulations, there is one technical problem which should be noted. The State law provisions dealing with accessibility of electronic and information technology have been moved and now appear in California Government Code Section 7405. In addition, the Self-Evaluation revealed that some program staff are not familiar with the District policies and regulations and there does not appear to be a consistent mechanism for enforcement of these requirements. *(See the section on Districtwide Programmatic Findings and Recommendations on pages 37-51 for specific recommendations on this topic.)*

Recommendation: The Board Policies and Administrative Regulations on this topic should be revised to reflect the correct reference to the Government Code.

Academic Adjustments Policy

The regulations implementing the ADA require colleges to make reasonable modifications in academic policies and requirements when doing so would not impose an undue financial or administrative burden on the college or result in a fundamental alteration in the program or activity (28 C.F.R. part 35.130(b)(7) and 35.150(a)). In recognition of this obligation, the Title 5 regulations governing the California Community Colleges require each district to adopt a policy related to the process for responding to requests from students with disabilities for reasonable modifications in academic requirements. (California Code of Regulations, Title 5, Section 56027.)

Issue: Although both Colleges do have academic adjustment policies on their websites, there is no RSCCD Board Policy or Administrative Regulations on Academic Adjustments as contemplated by Title 5, Section 56027. Moreover, the College policies which do exist may not



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ensure timely and effective provision of accommodations to students with disabilities, as required by Section 504 and the ADA, in all circumstances. *(See the section of this report related to the DSPS program on page 119 for a full discussion of this topic.)*

Recommendation: The existing College policies should be reviewed, revised as discussed on page 37, and used as the basis for developing a single policy on Academic Adjustments which should then be presented to the Board of Trustees for adoption.



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Review and Survey of Specific Programs, Services and Activities Provided by
the District Office

Business Operations – Contracts and Procurement

The issue of contracts is complicated, ranging from the building of new facilities and the leasing of buildings from Title III entities, to contracts for renovations, computer hardware and software, and coffee cart services, to name just a few. Currently, the process at RSCCD is decentralized, except for new building contracts. Each College develops their own contracts for leases, services and products.

Public entities are not subject to Title III of the ADA, which covers only private entities. Conversely, private entities are not subject to Title II. In many situations, however, public entities have a close relationship to private entities that are covered by Title III, with the result that certain activities may be, at least indirectly, affected by both Titles (www.ada.gov/taman2.html#II-6.4000). Therefore, RSCCD is obligated to ensure by contract that any facility it leases for short or long-term use meets its Title II obligations, even if it is owned by a Title III entity.

There appears to be no common approach or standardized language regarding compliance with the ADA in the many contracts held by the District. There is a need for the design, administration, and implementation of the District's contracts process to be standardized and technical assistance provided to all levels of management in regard to contract form, contract process, necessity for outside legal counsel, and other specialized requests.

Issue: The regulations implementing the ADA make clear that if a public entity uses contractual arrangements with any outside entity to provide its programs or activities, it must ensure that contractors do not discriminate against individuals with disabilities and comply with all other requirements of the law (28 C.F.R. part 35.130(b)(1)). The District does not have centralized control over contracting and leasing activities and does not have standard language



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which is included in all contracts, leases and/or procurement documents to ensure ADA compliance.

Recommendation: As a best practice, the District should add a position for centralized contracts management. Given current workloads it is not feasible to designate one or more individuals at the District level to oversee procurement, contracting and leasing activities to ensure that the requirements of the ADA and other State and Federal laws are addressed in all contracts, leases and procurement documents.

At a minimum, the District should ask its legal counsel to develop and periodically review and update standard language which all District personnel would be required to incorporate, with any necessary adjustments, into contracts, leases and procurement documents that are developed. This standard contract language should include, but not be limited to, addressing all of the following matters:

- All contracts related to the purchase, lease, or substantial renovation of facilities to be used by the District should require that facilities meet applicable State and Federal standards for physical access and identify who will be responsible for paying for any costs associated with complying with such requirements. *(In addition to other applicable laws, see California Civil Code Section 1938 with regard to commercial leases.)*
- Where the District has arrangements providing for internships or clinical placements for students, contracts with outside entities providing such placements should include language ensuring compliance with the requirements of the ADA and other State and Federal nondiscrimination laws. Additionally, these contracts should describe a process for providing programmatic accommodations (such as auxiliary aides or reasonable modification of program requirements) for students with disabilities and should identify who is responsible for providing and paying for such accommodations.



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- All contracts or procurement documents involving the purchase, lease or development of electronic and information technology should require that such materials comply with AR 3412. *(See the discussion of this issue in Districtwide Programmatic Findings and Recommendations on page 44.)*
- All contracts or procurement documents involving the purchase, lease, or development of instructional materials should require that such materials are accessible to and usable by individuals with disabilities.

Human Resources/Employment

The U.S. Department of Justice, which enforces the ADA and Section 504, has developed a wide variety of technical assistance materials to assist covered entities in understanding these laws and complying with their requirements. The ADA Title I Technical Assistance Manual ([Section I](#)) defines 14 employment-related areas for review. Employers cannot discriminate against people with disabilities in regard to any employment practices or terms, conditions, and privileges of employment. This prohibition covers all aspects of the employment process, including:

1. application;
2. promotion;
3. testing;
4. medical examinations;
5. hiring;
6. layoff/recall;
7. assignments;
8. termination;
9. evaluation;
10. compensation;
11. disciplinary actions;



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12. leave;
13. training; and
14. benefits.

California Community Colleges are required to adhere to the Americans with Disabilities Act Title II and Section 504 of the Rehabilitation Act of 1973 regarding physical and programmatic access to college programs and services, as well as Title I of the ADA. The RSCCD Human Resources Department is the area primarily affected by Title I Regulations of the ADA. Human Resources responsibilities, including recruitment, retention, termination and benefits for both Santa Ana College and Santiago Canyon College, as well as the several satellite campuses, are centralized at the District level. Led by the Vice Chancellor of Human Resources, the Department is comprised of thirteen staff and is responsible for all aspects of employment-related services, including the development and maintenance of the Equal Employment Opportunity and Human Resources Plan.

There are a number of important considerations in determining a Human Resources Department's compliance with ADA requirements. Among these are:

- Level of knowledge of the ADA and its regulations and the impact of disability on employment with respect to reasonable accommodation and undue hardship;
- The level of support received from top management for compliance to the ADA;
- The existence and appropriate placement of an ADA Coordinator;
- Whether there is regular input into the Human Resources system from persons with disabilities;
- Whether a regular review of relevant policies, procedures and forms affecting the Human Resources Department is conducted, including a regular review of job descriptions to ensure the relevance of job requirements;



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- The existence of a process for making accommodations and determining undue hardship;
- The existence of a regular training program for all staff that includes ADA-related material; and
- A review of contracts and bargaining agreements to ensure that ADA compliance is respected.

Human Resources staff were provided with tools to conduct an extensive evaluation of relevant Board Policies, Administrative Regulations and departmental practices and procedures.

Their findings are as follows:

Board Policies, and Administrative Regulations were determined to meet basic ADA compliance. BP 3410 is a general nondiscrimination policy and ARs 7120-7120.3 include non-discriminatory language and the inclusion of an EEO Monitor in the recruitment and hiring process. In addition, nondiscrimination statements are on all public documents and webpages.

The Equal Opportunity and Human Resources Plan, as well as the relevant ARs, discuss required nondiscrimination training for screening and selection committees and outline the role of the EEO Monitor to provide training, technical assistance and dispute resolution for the hiring committees. Should an issue arise with an applicant with a disability, it would be the EEO Monitor's responsibility to resolve the problem or recommend elevation to a higher authority.

Staff acknowledge the need for regular training in order to remain proficient in disability law, accommodation techniques and recruitment and hiring processes. While some of these training needs are being met during annual training days, additional training in the form of HR conferences or seminars with specific disability-related curriculum would assist in the day-to-day work of providing quality service and information to faculty, staff and students.

As is evidenced by the directive for an update to the RSCCD Transition Plan through this Self-Evaluation exercise, the Board of Trustees and top administration demonstrate their efforts



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to support both students and employees with disabilities. In addition, a regular review of Board Policies is required (every three years) and the District maintains a comprehensive EEO and Human Resources Plan which provides well-defined complaint and appeals procedures.

Staff discussions have led to the realization that they are aware of the responsibility to provide reasonable accommodations for the recruitment, hiring and retention processes. However, there are no written guidelines to ensure constancy of practice and training information for new staff. Additionally, it was discerned that while the practice of interview question review takes place, there are no written guidelines or checklists to ensure the consistency of the review process or by which to train new staff or others who may author questions.

Staff also noted that the title of ADA Coordinator currently resides with the Vice Chancellor which can be problematic, as this position should be available for day-to-day issues of employees and students.

With regard to the Human Resources web presence, staff indicated that online application pages have the following statement:

“The District will make reasonable accommodations for applicants with disabilities. Applicants should contact the Human Resources Department for assistance.”

Unfortunately, there is no contact information in the statement and the statement was absent on one of the three pages leading to the actual application.

Overall, Human Resources staff are comfortable with their findings of strong support for the recruitment, hiring and retention of persons with disabilities. That being said, the staff are making the following recommendations that they feel will improve their day-to-day process:

Issue: The ADA Coordinator title rests with the Vice Chancellor which creates an issue with the availability of this position for day-to-day activities.



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Recommendations: Create a staff level ADA Coordinator position reporting to the Assistant Vice Chancellor. The ADA Coordinator should be the “go-to” person for employees with disabilities and their supervisors. As well, State law indicates that students with disabilities do not need to use the DSPS program in order to receive appropriate and timely academic accommodations. Therefore, ADA coordination should be available for these students as well as a dispute resolution resource for DSPS students with complaints or appeals. *(See page 43 in the section on Districtwide Programmatic Findings and Recommendations for a full discussion of this issue and Appendix IV for information on the role of the ADA Coordinator.)*

Issue: There are no written internal policies or process/procedures for the provision for reasonable accommodations to either applicants who need such for the interview process or for employees who require such for their work environment.

Recommendations: Develop written policies/procedure regarding reasonable accommodations for both the recruitment/interview process and subsequent employment. In the case of the hiring process such policies/procedures should include references to timeliness of the accommodation and the efficacy of the accommodation, relying on the applicant’s past interview experience when possible. Unusual occurrences, such as demonstrations or presentations essential to the job being sought, should be conducted using accommodations matching those that would be used during actual employment. Policies/procedures for employees seeking accommodations should include: timeliness, confidentiality, appropriate assessment, employee’s past experience, supervisory support and appropriate follow-up.

To provide consistent application, once these policies/procedures have been developed, all staff should be trained to the new practice and these practices should be incorporated in new staff training experiences.

Issue: There are no written internal guidelines or checklists to ensure a consistent writing of non-discriminatory questions or to review such questions.



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Recommendations: Develop guidelines or checklists of non-discriminatory practices to assist in the creation and review of interview questions, required demonstrations or other interview experiences. Provide training to relevant staff on this process.

Issue: A statement regarding the availability of reasonable accommodations is missing from one of the job description templates and there is no contact information associated with the statement on the pages on which it occurs.

Recommendations: Add the statement *“The District will make reasonable accommodations for applicants with disabilities. Applicants should contact the Human Resources Department for assistance.”* to all job description templates and add contact information.

Risk Management

Also, housed within the Human Resources Department is the Office of Risk Management. Risk Management provides support and resources to staff and faculty on a wide range of matters that impact the financial health and well-being of the District. Key work of this Department includes identifying, evaluating and controlling loss exposures faced by the RSCCD community. Staff indicated that this Office also has a role in the provision of reasonable accommodations to current employees of the District and that there is close coordination with HR staff and the ADA Coordinator (HR Vice Chancellor). As well, staff indicated that Risk Management would be involved, if the occasion arose, where a safety rule required modification to provide an accommodation for students or staff. Risk Management staff are responsible for the provision of safety training for many departments and programs at both SAC and SCC. Additionally, the inclusion of contact information for technical assistance regarding the safety and acceptance of students with disabilities in laboratories, shops or studios was considered.

Staff indicated that Risk Management has responsibility for the District Service Animal Policy (discussed separately). An additional responsibility includes the development of the Cart



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Safety Plan, which regulates the use of numerous carts and the training and certifying of the drivers. No issues were noted regarding cart safety procedures.

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report.

The following subset of Districtwide findings apply to Risk Management:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services; and
- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report.

Recommendation: Risk Management needs to review all of the recommendations on the above issues in the Districtwide Programmatic Findings and Recommendations section as they specifically apply to its programs and services and ensure that changes have been made to address them.

Risk Management staff were provided with tools to conduct an extensive evaluation of relevant Board Policies, Administrative Regulations and departmental practices and procedures. Their findings are as follows:

Issue: As noted in the HR section, there are currently no written guidelines to ensure the consistent provision of accommodations to District employees.



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Recommendation: The Office of Risk Management should be included in the development of policies and procedures for securing accommodations as well as in the dissemination and training when guidelines are developed.

Issue: There is a need for safety training for all laboratory/shop-related staff regarding the acceptance and participation of students with disabilities in “hands on” programs. Faculty may sometimes be concerned about whether a student with a disability can safely participate in lab experiments, projects using power tools, clinical placements for nursing students etc. While safety is an important consideration, the regulations implementing Title II of the ADA require that colleges engage in a careful process to determine how serious the risk really is based on an individualized assessment of the student and objective evidence about the nature of the risk. It is also important to consider whether any type of accommodation is possible to allow the student to participate in the instructional activity in a way which will not pose a direct threat to the safety of others. (28 C.F.r. part 35.139) for a more detailed discussion of this issue, see the section of this report related to the student code of conduct on pages 162-166.

Recommendation: Provide safety training for laboratory/shop related classes including ideas for accommodations for students with disabilities and the need for a thorough and complete review process consistent with 28 C.F.r. part 35.139 before excluding a student with a disability on safety issues. Inform faculty and staff that they may contact the Office of Risk Management or the DSPS program, if questions of safety for students with disabilities arise. These programs may offer technical assistance or answer questions about disability issues and safety.



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Safety and Security

The National Center on Criminal Justice and Disability³ reports that a majority of law enforcement encounters will involve a person with a physical or mental disability. As well, according to the National Council on Disability⁴ a person with a disability is seven times more likely to be the victim of a crime than their non-disabled peers. Similarly, the Department of Justice has repeatedly stated that Title II of the ADA applies to activities of law enforcement entities up to, and including, arrests. Based on this information, it is critical that campus Safety and Security staff are aware of their responsibilities under the ADA, are trained to interact with both students and the public with disabilities and have at their disposal the proper policies and procedures to have successful and positive interactions. While it is important to note that RSCCD Safety and Security staff only detain and do not make arrests, they are still required to meet the Title II requirements of the ADA.

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report.

The following subset of Districtwide findings apply to Campus Safety and Security:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services; and

³ National Center on Criminal Justice and Disability, Washington DC, 2018 The Arc <https://blog.thearc.org/2018/07/18/the-arc-partners-with-the-vera-institute-of-justice-on-national-initiative-to-improve-police-responses-to-persons-with-mental-health-and-developmental-disabilities/>

⁴ Breaking the Silence on Crime Victims with Disabilities. The National Council on Disability, Washington, DC (2007) <https://ncd.gov/publications/2007/May212007>



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- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report.

Recommendation: Campus Safety and Security needs to review all of the recommendations on the above issues in the Districtwide Programmatic Findings and Recommendations section as they specifically apply to its programs and services and ensure that changes have been made to address them.

Safety and Security staff were provided with tools to conduct an extensive evaluation of relevant Board Policies, Administrative Regulations and departmental practices and procedures. Their findings are as follows:

Staff discussions centered on four main areas: retention of needed devices, medication or service animals by detainees, communication with detainees, emergency call boxes and training on disability-related subjects. Staff concluded the following regarding mobility, medical devices and service animals:

1. Encounters with the public or students with disabilities, at the maximum, lead to detaining, not arresting, an individual.
2. If a person with a disability is detained, they are permitted to keep any mobility devices such as, canes, crutches, wheelchairs, etc.
3. Service animals remain with their owner, if he or she has been detained.
4. Most detentions are “in place.” However, if a person must be moved, they are moved through an accessible path of travel.
5. If the person cannot be moved or refuses to move, they are allowed to remain where they were detained.
6. Staff indicated that these are common practices but are informal and not prescribed procedures.

Staff concluded that communication with persons with disabilities is based on care and concern for the individual, but that there are no written procedures to follow, especially with



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those that might have communication disorders, such as deafness, blindness or speech impairments. Additionally, there is an issue with the installation of the Emergency Call boxes, as they are currently inaccessible to those who are deaf or hard of hearing. Correction of this problem is currently underway and should be completed by June 2019.

When disability-related training was discussed, it was noted that such training is in the planning stages, however, has not as yet been delivered.

Staff have determined that a positive attitude toward persons with disabilities runs throughout the Department and common practices respect the needs and rights of such persons. However, there are no standard procedures or written policies that assist staff in providing consistent practice. Communication procedures may be the most imperative. Staff have identified the following issues and recommendations:

Issue: No standardized written policy or procedures exist for actions to be taken regarding persons with disabilities in terms of retention of needed medical equipment, mobility devices or service animals during any detention activity.

Recommendation: Memorialize current practice with a written policy that states that, when detained, a person with a disability will retain all needed mobility devices, medications, service animals or other equipment.

Issue: No policy exists outlining the use of the individual's preferred method of communication when communicating with Safety and Security staff. Common practice is to "make do" with whatever means are available.

Recommendation: Create a policy regarding Safety and Security staff communication with individuals with disabilities that affect communication (e.g. individuals who are deaf or hard of hearing, have autism, speech impairments, or severe mental health issues). The policy should indicate the range of acceptable alternatives given the circumstances, timeliness and availability of the individual's preferred method of communication. A process should be



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developed to dispatch sign language interpreters or others who can help and who reflect the person's preferred method of communication, to the scene as quickly as possible.

ADA Compliance Issue: The newly installed Emergency Call boxes throughout campus are not currently accessible for individuals who are deaf or hard of hearing, and some were not located in an accessible path of travel.

Recommendation: In order to comply with the ADA, emergency response services including the call boxes need to be equipped with effective technology to make the service accessible to hearing and speech-impaired individuals and be easily accessible for those with mobility impairments. This process is currently underway and should continue.

Issue: There is a lack of training regarding persons with disabilities, disability etiquette, communication techniques, and appropriate methods for interaction in emergency or intense situations. Training is also needed on some of the topics covered in the ADA regulations which can be somewhat complex such as how to properly make inquiries as to whether an animal accompanying a student qualifies as a service animal (28 C.F.R. part 35.136), determining whether a device other than a wheelchair being used by an individual with a disability qualifies as a mobility device under the regulations (28 C.F.R. part 35.137), and determining whether a student's behavior really constitutes a direct threat to the safety of others (28 C.F.R. part 35.139).

Recommendation: Schedule immediate disability awareness training for all Safety and Security staff and develop a plan for ongoing, comprehensive training programs and new employee orientation to include a section on working with people with disabilities which, among other things, addresses the topics discussed above.

Emergency Planning and Management

Under Title II of the ADA, emergency programs, services, activities, and facilities must be accessible to people with disabilities and generally may not use eligibility criteria that screen



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out or tend to screen out people with disabilities. The ADA also requires making reasonable modifications to policies, practices, and procedures when necessary to avoid discrimination against a person with a disability and taking the steps necessary to ensure effective communication with people with disabilities.

“In an emergency, people with disabilities may face a variety of challenges in evacuating to safety. A person with a mobility disability may need assistance leaving a building without a working elevator. Individuals who are blind or who have low vision may no longer be able to independently use traditional orientation and navigation methods. A deaf person may be trapped somewhere unable to communicate with anyone because the only available communication device relies on voice...” [ADA Best Practices Toolkit for State and Local Governments](#)

Relevant Board Policies and Administrative Regulations, including:

BP 3505 [Emergency Planning](#)

AR 3505 [Emergency Planning](#)

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

The responsibility for RSCCD emergency preparedness lies with the Department of Security and Safety in coordination with other RSCCD departments. BP 3505 and AR 3505 require the development and maintenance of an emergency preparedness plan which the RSCCD has entitled the Emergency Operations Plan (EOP). The EOP is a comprehensive document which covers potential disasters ranging from earthquakes to bomb threats, providing up-to-date information on assistance to individuals with disabilities. In accordance with the ADA, a section within the Plan is devoted to emergency preparedness for students with disabilities, which covers evacuations for those with mobility impairments (wheelchair users and those who have other impairments, but are ambulatory), as well as those with visual or hearing disabilities. The



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EOP discusses the requirement to utilize the individual's preferred method of evacuation and shelter-in-place procedures.

The Plan has an extensive three-tier notification system for information dissemination during evacuation and discusses appropriate techniques for alerting individuals with communication disorders. One area that requires expansion is that of communication with those with Autism Spectrum Disorders and other disorders, such as PTSD. Depending on the severity of the condition, individual notification and evacuation procedures may be needed. Appropriately, the section on student responsibilities instructs the student to inform College staff of specific issues that might impact notification and evacuation. Building captains and floor wardens are in place in all District buildings and, as part of their responsibilities, communicate regarding staff and students needing assistance. One issue of note is that there is currently no backup plan for captains or wardens when absences occur.

Emergency preparedness training has been provided to managers within the past year with the expectation of workshops and tabletop exercises to follow in the current year. Training also involves campus-wide drills and practice evacuations for all staff and students. A video regarding the evacuation of persons with disabilities is included. Staff have noted the following issues and recommendations.

Issue: Administrative Regulation 3505 includes a section on instructor responsibilities which mentions that instructors are responsible for assisting individuals with disabilities to evacuate without the use of elevators. This statement could be misleading as it suggests that the only individuals with disabilities who might need assistance in an emergency would be those with mobility impairments who would normally use elevators. The more detailed emergency plan does address the needs of individuals with other types of disabilities, but the language in AR 3505 should be consistent.

Recommendation: AR 3505 should be revised to state that instructors are responsible for assisting all individuals with disabilities. The reference to avoiding use of elevators should



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either be omitted or placed in a separate sentence and noted as a specific type of assistance which might be required.

Issue: There is currently no backup plan for building captains or floor wardens when absences occur.

Recommendation: As a best practice, RSCCD should create a plan for alternate personnel to step in for absent building captains or floor wardens. These substitutes should be given the opportunity to train for the responsibilities of captain and warden and possess the specific information regarding staff or students.

Issue: While the EOP does discuss evacuation needs of certain disabilities, two other groups (Autism Spectrum Disorders and mental health/PTSD) were identified as needing specific consideration in notification and evacuation.

Recommendation: As a best practice, RSCCD should consider updating EOP to discuss specific needs of disability groups that may be disoriented by evacuation processes and provide training to captains, floor wardens, and others on strategies to assist such individuals in various emergencies.

Information Technology Services (ITS)

Information Technology Services provides leadership and planning for the effective and strategic use of educational technologies in alignment with academic and administrative missions for the Rancho Santiago Community College District.

RSCCD maintains a centralized and collaborative Information Technology Services (ITS) Department led by the Assistant Vice Chancellor of ITS. One of the primary goals of ITS is to provide students and employees with quality technology services and systems that foster learning, productivity, and collaboration.



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The majority of ITS systems and services are centrally run from the District Office, but the Department provides technical services and staffing to SAC, SCC and all of the educational centers and most of the training sites within the District. ITS is responsible for operating and maintaining the physical infrastructure that includes computers, servers, and equipment to support the voice and data network. ITS also oversees the core business and communication systems that include email, telephone, student information, financial, and human resources, reporting and related software. Finally, ITS oversees the core functions of the RSCCD public and private-facing websites.

The Department is divided into four areas, which include Application Systems, Network Administration and Academic Support Departments at SAC and SCC. *(Excerpted from Strategic Technology Plan 2017-2020.)* RSCCD now uses CANVAS as its Learning Management System (LMS). SAC migrated from Blackboard to CANVAS in 2017; SCC transitioned in the year 17-18 during which both Blackboard and CANVAS were operational. However, starting Fall 2018, SCC is operational only in CANVAS.

RSCCD established a District Technology Advisory Group (TAG) in 2007, which meets once a month to discuss ideas, evaluate solutions, and make recommendations related to the information and communication technologies used within the District. Members of TAG include administrators, faculty and classified staff from both Colleges and the District Offices who are immersed in the implementation of technology or oversee technology functions as a part of their regular job.

The following RSCCD Board Policies and Administrative Regulations cover ITS activities:

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

BP 3411 [Accessibility of Electronic and Information Technology](#)

AR 3411 [Accessibility of Electronic and Information Technology](#)



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AR 3412 [Contracts – Accessibility of Information Technology](#)

BP 3720 [Computer and Network Use](#)

AR 3720 [Information Resource Use](#)

ITS staff were provided with tools to conduct an extensive Self-Evaluation of relevant Board Policies, Administrative Regulations, and departmental practices and procedures. This report reviews policies, procedures and activities related to accessible websites, distance education, and computer labs.

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report.

The following subset of Districtwide findings apply to Information Technology Services:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information and accessible information technology, including computer hardware and software;
- ✓ The need to ensure that offices, rooms, pathways and other facilities are free of non-structural barriers, such as counters which are too high, furniture blocking aisles, etc.;
- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report;



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Recommendation: ITS needs to review all of the recommendations on the above issues in the Districtwide Programmatic Findings and Recommendations section as they specifically apply to its programs and services and ensure that changes have been made to address them.

Institutional Websites

The purpose of the RSCCD [Web Accessibility Guidelines](#) is to ensure that Santiago Canyon College and Santa Ana College provide equal access to all College programs, services, and activities delivered through information technology. Unless an exemption applies according to the applicability and timeline specifications in this document, all College divisions, departments, programs, and services shall abide by these guidelines. If a webpage or website is found to be out of compliance, the site owner or page author and administrator/supervisor is provided with a report of changes that need to be made. These changes should be made in a timely manner. If not, the appropriate administrator/supervisor must request the page author to make them.

Staff completed an extensive review of all website accessibility activities. A comprehensive internal evaluation document describes activities which have been initiated as an attempt to reduce identified accessibility problems. ITS utilizes Siteimprove software to check accessibility of Districtwide self-maintained websites.

ITS recognizes that it cannot fix all accessibility issues autonomously and, since websites are dynamic in nature, education is critical for all web publishers throughout RSCCD. ITS created materials to assist with training utilizing the Siteimprove accessibility module with DSPS and the Web committee representatives from SCC. ITS, in conjunction with Public Affairs staff, SCC web committee members, and assistance from a web vendor, have been delivering training on SharePoint, Siteimprove, and making accessible documents and webpages. ITS provides individual accessibility reports weekly to the appropriate web publishers of SAC, SCC, and District websites, so that they can manage their webpages independently.

Issue: ITS staff are aware that there are still department and individual websites at RSCCD that are not fully accessible. This is challenging as websites are continuously being updated. Convincing web content owners to maintain accessibility in the websites is a continuous uphill



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battle. The Technology Advisory Group (TAG) committee also strongly recommended that all student, employee, and public-facing websites and information be accessible to persons with disabilities and comply with all relevant accessibility regulations.

Recommendation: Continue with outreach efforts to provide awareness and training to faculty and staff designing and/or updating their websites to ensure they meet W3C Web Content Accessibility Guidelines (WCAG) 2.0 or Section 508. SAC would benefit from dedicated onsite power web publishers that lead the web publishing training and support efforts required to sustain compliance with accessibility guidelines. Both incoming and existing web publishers are in need of such continued web support services on campus. An ongoing SAC web committee/group is recommended to approve and coordinate all periodic web upgrades, web infrastructure changes, web maintenance, web accessibility compliance, and college website modernization that ITS is required to implement.

The California Community College (CCC) Accessibility Center is available to conduct web accessibility evaluations of public-facing websites or internal web applications. The Accessibility Center can also provide guidance and feedback regarding the institutional approach to web/IT accessibility at colleges. For example, their training might provide institutional strategies for website scanning and monitoring, institutional oversight, reporting accessibility barriers, etc.

Learning Management System – CANVAS

Issue: CANVAS APP Accessibility

WebAIM.org, a third-party authority in web accessibility, has evaluated the CANVAS Learning Management System (LMS) by Instructure and certifies it to be substantially conformant with Level A and Level AA of the Web Content Accessibility Guidelines version 2.0.

CANVAS houses all information input for viewing. CANVAS also has a new accessibility self-check tool. CANVAS is compatible with the latest versions of the following screen readers: Mac: VoiceOver PC: JAWS or NVDA. However, there is no screen reader support for CANVAS in Chrome at this time.



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If RSCCD has installed CANVAS Applications (apps) which are published by third-party publisher ICT (Information and Communication Technology) that were created to integrate their content into CANVAS courses, review is essential. If the app is required for a course, it must be evaluated for accessibility and compliance with FERPA and authentication requirements, prior to installation or any use by faculty or students.

Unfortunately, publishers and third-party creators are not governed by these same laws or policies as the College. So, digital content or tools on a publisher's homework website (that comes bundled with the textbook, for example), could present accessibility problems and potentially expose an institution to significant legal risk. Not to mention, the use of inaccessible instructional materials could negatively impact a student's academic career.

Recommendation: All captioning of media needs to be reviewed for accuracy of the information transmitted by the audio to ensure effective communication with users with disabilities. All Alternate Text (Alt Tags) must be checked to confirm that the text description of the picture or graphic conveys the same information as the picture or graphic. Manual evaluation is required through the use of keyboard navigation, screen reader, ability to enlarge, etc. to confirm its accessibility.

Issue: Web platforms and services are evolving constantly as is the support for assistive computer technologies.

Recommendation: As clearly stated in the Strategic Technology Plan 2017-2020, online instructors need quality technology and instructional design support. Additionally, the rules and regulations and effective practices for online instruction are continually evolving. See the recommendations in Distance Education on page 124 for more about the issues surrounding accessibility of online materials.

The Colleges have expressed the desire to have an Instructional Design Center that includes the following functions: Director of Instructional Technology, Instructional Designer, ITS Liaison, Accessibility Expert (Americans with Disabilities Act), Media Expert, Web Designer, Trainer,



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Programmer and Helpdesk staff. The Center would require a facility on each campus as a one-stop location providing a faculty training room, audio/video recording rooms, and equipment checkout and storage area.

As an ultimate solution to assist faculty in providing best practices in the classroom, the Instructional Design Center would provide a one-stop location for all faculty whether their course be online, hybrid, or face-to-face. It has been the experience of the Colleges that campus-based, drop-in training, and support best serves the faculty. Thus, an Instructional Design Center is recommended at each College. Technology is used throughout the curriculum of each College and it is necessary for faculty to have the training, assistance, and tools ready for utilization.

Approval in the budget for an Instructional Design Center that would provide the expertise in web accessibility, accessible web platforms, design of accessible instructional materials and support for adaptive hardware and software would assist the District in meeting their ADA/504/508 responsibilities.

Computer Labs

Both SAC and SCC have multiple small computer labs spread throughout each campus and integrated within each department. Most labs have a minimum of two accessible computer workstations with each student-use computer station imaged with ZoomText, Kurzweil and JAWS.

The IT Department at each College maintains the accessible software and hardware. As stated in the 2017-2020 Strategic Technology Plan:

- Students with disabilities assume that all electronic instructional materials and services meet or exceed Americans with Disabilities Act accessibility guidelines.
- The IT Support assumes that the demand for general technology support and adaptive technology support will continue to increase and



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that all technology will be assessed to assure the Americans with Disabilities (ADA) Act Standards are being met.

- The Purchasing Department will request and track the Voluntary Product Accessibility Template (VPAT) documents necessary for reviewing a product that RSCCD intends to procure has been assessed for universal access according to Section 508 standards.

Issue: Site licenses for the latest versions of accessible software can be expensive. While these licenses are within the allowable direct expenses of DSPS categorical funds for the DSPS High Tech Center on each campus, the funding for updating/upgrading accessible software licenses for all general college labs should be part of the IT Department budget. In some cases, a lack of DSPS funds results in various computers not being updated with necessary accessible software resulting in these computers not running the latest Microsoft versions or other standard software.

Recommendation: The IT Department should ensure that the latest versions of accessible software are installed, and appropriate site licenses expensed, to the IT Department.

Issue: Approval of all VPATs has been absorbed by the Assistant Vice Chancellor of Information Technology Services. The VPAT review process is time-consuming and full Section 508 compliance is not guaranteed without actual testing based on the specific application of the hardware or software being used. Tight deadlines are sometimes given for VPAT approvals, as they may be required for upgrades to software already in use at the Colleges. Since no purchase can occur without a VPAT approval, a compromise needs to be made to allow instruction to proceed.

Recommendations: The Accessibility Expert, recommended previously (page 79) as a member of the Instructional Design Center, should be in charge of VPAT reviews and testing software and hardware that is being used by the colleges to ensure their specific application meets all Section 508 guidelines. If the District purchases a software product which is not fully



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accessible, providing an alternate method of access would satisfy the requirements of the ADA until fully accessible software can be obtained. However, under Section 508, the District is obligated to purchase only software which meets accessibility standards unless it can demonstrate that no such product was available on the market that would meet its needs. When compliance gaps are found, the Accessibility Expert should keep documentation that demonstrates proper due diligence was performed to search for alternative Section 508 compliant software.

A review for compliance with Section 508 of the Federal Rehabilitation Act of 1973, as amended [29 U.S.C. Sec. 794d](#), and [California Code, Government Code - GOV § 7405](#) is beyond the scope of this report. The District should consider conducting a Section 508 assessment to ensure its electronic content is accessible.

Public Affairs and Publications

The Public Affairs and Publications Department has the responsibility for the District and its Colleges in building relationships with residents and organizations, potential students, public representatives, and the media, among others. Areas of responsibility include graphic communications, reprographics and printing services.

The Public Affairs and Publications Department provides the full scope of internal and external communications services including:

- Advertising
- Community relations
- Crisis communications - internal and external
- Employee communications
- Events - promotion and media relations
- Graphic design
- Marketing and promotion
- Media relations



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- Printing
- Public information
- Publications - content development and design
- Social media support and advisement
- Website design, content development, and advisement

Public Affairs staff were provided with tools to conduct an extensive Self-Evaluation of relevant Board Policies, Administrative Regulations and departmental practices and procedures.

Relevant Board Policies and Administrative Regulations:

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report.

The following subset of Districtwide findings apply to Public Affairs and Publications Department:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information and accessible information technology, including computer hardware and software;
- ✓ The need to ensure that offices, rooms, pathways and other facilities are free of non-structural barriers, such as counters that are too high, furniture blocking aisles, etc.;



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- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report; and
- ✓ The need to ensure that arrangements are made for providing accommodations for individuals with disabilities where services provided by DSPS cannot be used, such as for serving employees or members of the public, students participating in community services classes, or serving students who do not wish to participate in the DSPS program.

Recommendation: Public Affairs and Publications needs to review all of the recommendations on the above issues in the Districtwide Programmatic Findings and Recommendations section as they specifically apply to its programs and services and ensure that changes have been made to address them.

Issue: The Board Policies on Nondiscrimination (BP 3410 and AR 3410) do not reference the ADA/Section 504 or its State law equivalent.

Recommendation: As a best practice, these laws should be cited along with other laws that are listed. Citations for the ADA and Section 504 and the general disability protections in the CA Government Code are:

- The Americans with Disabilities Act of 1990, as amended, 42 U.S.C. § 12101 et seq.
- Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. § 794
- California Government Code § 7405 California Government Code § 11135 et seq.

Issue: Publications produced by the Public Affairs and Publications Department reviewed for this Self-Evaluation showed that, except for the College catalogs, these publications did not



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contain any notice of ADA compliance or the availability of alternate formats or, as appropriate, disability accommodations.

Recommendation: To comply with the ADA/Section 504, RSCCD needs to ensure that both public-facing and internal documents contain statements regarding accessibility to information and, as needed for program access, the availability of disability accommodations upon request.

This should include, but not be limited to, brochures, event flyers, and other outreach materials in either printed or electronic form. In addition, RSCCD needs to ensure that there are procedures developed that will allow for the provision of alternate media and other disability accommodations in a timely manner. For events or programs, such as commencement, plays, lectures, etc., the statement should also indicate that the event will be held in facilities accessible to persons with disabilities and establish a timeline for those who need accommodations to make such requests. *(See page 39 in the section on Districtwide Programmatic Findings and Recommendations for the recommended text for meeting and event notices.)*

Issue: Under the ADA, public meeting notices, particularly those for Board of Trustees meetings and other meetings covered by the Ralph M. Brown Open Meeting Act, are required to include a statement indicating that agenda materials will be made available in alternate formats and describing the process for requesting other types of disability accommodations. (See [California Government Code § 54954.2](#)) Such accommodations might involve the availability of alternate media or other auxiliary aids and services for public meetings. In addition, any documents (such as handouts) which are distributed at a public meeting covered by the Brown Act must also be available in alternate formats, upon request. ([California Government Code § 54957.5](#))

Such a statement is included on Board agendas, but it needs some revisions to be in line with the requirements of law. Furthermore, the webpage containing information regarding meetings of the Board of Trustees does not include this information, so if a person with a



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disability does not carefully review the agenda, they would not realize that accommodations will be provided.

Recommendation: A statement, concerning disability accommodations needs to be developed and added to each public meeting notice. *(See page 39 in the section on Districtwide Programmatic Findings and Recommendations for the recommended text for such a notice.)*

Recommendation: The statement which currently appears on Board agendas should be revised to read as follows:

Americans with Disabilities Acts (ADA)

It is the intention of the Rancho Santiago Community College District to comply with the Americans with Disabilities Act (ADA) in all respects. All meetings of the Board of Trustees are held in facilities which are accessible for persons with disabilities. All agenda materials and any other documents distributed at public Board meetings will be made available, upon request, in alternate formats such as large print, Braille or accessible electronic text. If, as an attendee or a participant at this meeting, you will need such materials or any other disability accommodations, you may request them from the Rancho Santiago Community College District. Please contact the Executive Assistant to the Board of Trustees at 2323 N. Broadway, Suite 410-2, Santa Ana, California, 714-480-7452, on or before the Friday prior to the meeting to inform us of your particular needs so that appropriate accommodations may be made.

Recommendation: Though not specifically required by law, best practice would be for the webpage providing information concerning meetings of the Board of Trustees, and any other webpages which regularly announce public meetings, to include a statement similar to those set forth above. This would also apply to information about public meetings or events provided by means of social media.

Issue: It appears that each page on the RSCCD website contains a link to a notice concerning accessibility of the website. However, this notice does not satisfy the requirements of the ADA



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Regulations because it does not provide information about how to request disability-related accommodations for the programs and services described on each webpage. Moreover, the notice should reference applicable District policies.

Recommendation: In addition to the current “accessibility” link, each webpage on the website should contain a notice such as the one recommended on page 41 of the section on Districtwide Programmatic Findings and Recommendations.

As discussed above, webpages which routinely announce public meetings or events should include the additional language concerning the timeframe for requesting accommodations in advance of such events.

Issue: The Public Affairs and Publications Department did not have an event planning checklist to ensure meeting access and disability issues are addressed in event planning by the RSCCD Colleges, departments, or programs.

Recommendation: As a best practice, the RSCCD Public Affairs Department needs to develop an accessibility checklist (*sample provided in Appendix V*).

Issue: Currently, meeting sites are not reviewed for physical accessibility before the meeting is calendared.

Recommendation: To ensure ADA/Section 504 compliance, as part of the aforementioned checklist, each meeting site should be reviewed for accessibility of arrival points, meeting room(s), supporting restrooms, drinking fountains, public phones, registration counters, etc. After review, the staff can work with the event venue to address any barriers that are identified.

Issue: There is a lack of staff awareness of the need for accessibility in all Public Affairs and Publications activities from publications to meetings and events.

Recommendation: As a best practice and in order to ensure that staff are knowledgeable about RSCCD’s disability civil rights responsibilities, training materials should be developed and



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made available on an ongoing basis. Public Affairs and Publications staff are encouraged to work with DSPS staff and the ADA Coordinator in developing the training.

Issue: The Crisis Communication system needs to be accessible to all persons with disabilities.

Recommendation: Review current methods of crisis communication with respect to accessibility for those who are deaf or visually impaired.

Issue: Materials distributed via all types of media need to be checked for accessibility. This includes websites and social media.

Recommendation: Any materials distributed to the media in electronic format should be checked for accessibility (e.g., to make sure the text is readable using a screen reader and alt tags are provided for any pictures or graphic elements). Any public service announcements, advertisements, or other similar video materials should be captioned and include audio description, if necessary, to provide a blind person with an understanding of the visual information being provided.

Research

The Rancho Santiago Community College District recognizes a responsibility to participate in educational research and to encourage such research. They promote research that is consistent with the mission and goals of the District and Colleges and promotes the values of higher education.

The Research offices at the District and both Colleges provide institutional research, data analysis, reports and information. They study student satisfaction, student success rates, completion, persistence, degree progress, transfer and academic metrics. Their services are offered to administration, faculty, staff and outside organizations to support decision making.

Each College Research office operates independently to serve its College/District staff but collaborates on various issues to ensure the District is served effectively and efficiently. The



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District also has a functions map that identifies what College Research is responsible for and what the District is responsible for and what both are responsible for.

The primary directive of the departments is to further the campus' understanding of equity issues and to enable the campus to make data-driven decisions that positively impact student achievement and attainment.

The District and both Research departments completed questionnaires designed to gather as much information as possible on the accessibility of the research they conduct and the tools they develop.

The relevant Board Policies and Administrative Regulations are:

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

BP 4410 [Educational Research](#)

AR 4410 [Educational Research](#)

In addition, RSCCD utilizes a [Research Protocol](#). Virtually all surveys administered or under the guidance of the Research departments are encouraged to be implemented electronically through SurveyMonkey:

[Web Accessibility: 508 Compliance & WCAG2](#)

[SurveyMonkey Voluntary Product Accessibility Template \(VPAT\) \[PDF\]](#)

[SurveyMonkey WCAG2 Conformance Claim \[PDF\]](#)

For reporting purposes, the departments utilize Microsoft Power BI at Tableau; the accessibility functions of which are regularly updated by Microsoft.

Both the District and College Research departments are well aware of their responsibilities to provide equal access to the various surveys/questionnaires, tables/charts and reports that they develop and conduct. Every effort is made to be fully accessible.



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Meetings and oral presentations are held in District facilities that are accessible and DSPS is contacted when auxiliary aids and services, such as alternate formats, are requested. Employees have attended training sessions on producing accessible printed and online materials.

Issue: Although the District Research office and both College Research departments make every effort to develop tools and reports that are accessible, the actual RSCCD protocol does not mention the requirement for all research activities to conform to the ADA notice of compliance.

Recommendation: The RSCCD Research department protocol should be updated to include a statement of conformance with the ADA for accessibility. In addition, all presentations/meetings, tools and reports should be accessible or be provided in an accessible alternate format.

Districtwide Issues and Recommendations: In almost all instances, published materials and webpages at SAC, SCC and RSCCD District departments demonstrate an ADA compliance issue surrounding the lack of notification to the public regarding the methods of contact for requesting disability-related accommodations and the availability of published materials in alternate formats. In some, but not all instances, also an ADA compliance issue, notification to the public regarding the District's nondiscrimination policy is missing from published materials and webpages. *(See page 39 of this report for a detailed explanation of this issue.)*

Child Development Services

Rancho Santiago Community College District operates seven child development centers/lab schools to serve the childcare needs of students, while training students seeking a career in Human Development. The Early Childhood Development program at RSCCD operates under strict regulations and guidelines issued by the U.S. Department of Health and Human Services,



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[Public Law 110-134 Improving Head Start for School Readiness Act of 2007](#), and California [Title 5 §66060](#).

The Head Start Program Performance Standards and Title 5 Regulations define standards and minimum requirements for the entire range of child care services. They apply to all programs. These standards serve as the foundation to deliver comprehensive, high-quality individualized services supporting the school readiness of children from low-income families.

RSCCD staff have extensive spreadsheets clearly delineating regulations, a description of how the program meets the regulations, and internal policies that reflect these regulations.

The seven Child Development Centers are:

1. SAC Early Childhood Education Center – Santa Ana College (SACCEC)
2. SAC East Child Development Center
3. CEC Child Development Center - Centennial Education Center (CEC)
4. SCC Child Development Center - Santiago Canyon College (SCCCDC)
5. Remington Child Development Center
6. RSCCD at Valley High School Child Development Center
7. RSCCD at Sepulveda Elementary School Child Development Center

The RSCCD Early Head Start Homebase Program is run out of the District Office.

Child Development Services staff were provided with tools to conduct an extensive Self-Evaluation of relevant Board Policies, Administrative Regulations, and departmental practices and procedures.

The SAC East program has policies regarding services for children with disabilities and special needs. The Center makes reasonable accommodations and modifications to practices to integrate children, parents, and guardians with disabilities into the program. However, the Center does not have appropriate auxiliary aids and services needed for effective communication with children or adults with hearing impairments.



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According to the Parent Handbook for the Child Development Centers (CDC), the program operates on a non-discriminatory basis with equal access to services, regardless of physical disabilities. “Children with disabilities or other special needs, as defined by the Americans with Disabilities Act (ADA), are welcomed into the program and reasonable accommodations are made as necessary.”

The teaching staff all meet the licensing and State regulatory requirements to care for typically developing children 0-5 years old, but they are not required to have any specialized training that may be required for a specific disability. In addition, group size and teacher/child ratio may not be sufficient for the amount of care required for a child’s special needs. The Child Development Centers do not have a Special Education teacher on site and staff has limited training in working with disabled children. The Intake process lacks qualified staff able to communicate in sign language, and the forms are not available in alternate formats.

Findings for the Child Development Services are as follows:

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of the report.

The following subset of Districtwide findings apply to Child Development Services:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information and accessible information technology including computer hardware and software;
- ✓ The need to ensure that offices, rooms, pathways and other facilities are free of non-structural barriers, such as counters which are too high, furniture blocking aisles, etc.;



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- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report; and
- ✓ The need to ensure that arrangements are made for providing accommodations for individuals with disabilities where services provided by DSPS cannot be used, such as for serving employees or members of the public, students participating in community services classes, or serving students who do not wish to participate in the DSPS program.

Recommendation: Child Development Services needs to review all of the issues outlined above as they specifically apply to its programs and services and ensure that changes have been made to address them. These include, but are not limited to:

- Ensuring that adequate notice is available on all published materials and websites regarding ADA and the compliance process for requesting accommodations;
- Development of a policy and procedures to ensure that, if requested, hard copy brochures and other informational materials including application forms and other required documents are made available in alternate formats in a timely manner. Language indicating the availability of such accommodations should be clearly identifiable on all electronic and hard copy communications; and
- Ensuring that procedures are in place for responding to requests for accommodations for children being served by the program or others who would not be eligible for services from DSPS and that funding to provide such accommodations is identified in advance.

Issue: When a child has a disability, the Center staff work with the parents to determine the needs of the child. The Family Service Coordinator works with the family providing support, coordinating services, and providing referrals to various agencies. If the child already has an Individualized Education Program (IEP), the Center makes reasonable accommodations to the daily program and curriculum and the teacher follows the recommendations on the plan to



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achieve the child's IEP goals. When requested by school district or health agencies, the teacher attends IEP meetings to share information related to the child in the Child Development program.

Recommendation: RSCCD Child Development staff acknowledge a need for a thorough review and updating of all policies and procedures related to serving children with disabilities, utilizing the child care programs. This process will ensure that, where feasible, all appropriate reasonable accommodations can be made in a timely manner. Should a parent who is deaf or hard of hearing request an interpreter, one should be made available in a timely manner. Language stating the availability of such accommodations should be clearly visible on all documents. In addition, staff should investigate resources and/or training that might be available to improve staff capabilities in working with children with disabilities.

Issue: RSCCD has several resources in regard to academic accommodations available to assist families and students with disabilities. However, there are no policies and/or procedures in place to ensure that students with disabilities studying in the Child Development Department, Allied Health Department and other Human Service departments, who wish to intern at one of the Child Development Centers, are provided with the appropriate accommodations.

Recommendation: Staff identified the need to work more closely with any academic department that provides for internships at one of the Child Development Centers. Closer working relationships will ensure that appropriate academic adjustments, auxiliary aids and services are readily available when required.

Issue: Several issues were noted with regard to accessibility to facilities and play areas. The Santa Ana College Early Childhood Education Center (SAC ECEC) is equipped with automatic doors, ramps, and accessible parking. However, the automatic door does not work properly, because it has been deactivated to prevent children from opening it.



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Regarding the play area, none of the Child Development Centers are equipped to accommodate children who are visually impaired, hearing impaired, or children with mobility disabilities. The playground lacks ramps for children using wheelchairs to be able to access the play structure, as well as the sand box.

Recommendation: Staff strongly recommend that a review be conducted of the play areas and equipment to improve accessibility and that the addition of accessible play structures be made to allow children with disabilities access to play equally with their peers.

Issue: The SAC EAST building is not accessible to persons with disabilities. (The District leases the facility.) Regarding the accessible play equipment and play areas, the Center does not have any play equipment at this time, but, if a child with special needs enrolled, the Center may need to purchase special play materials. In addition, the classroom furniture may need to be rearranged to meet the needs of children with disabilities. At both SAC ECEC and CEC, the playground is accessible to all, but there are areas on the playground that do not provide wheelchair access, such as the sand box and the climbing structure.

Recommendation: RSCCD contracts for leased buildings should be reviewed and updated to include clauses that address the need to lease accessible buildings. *(See the discussion of contracting procedures on pages 58-59 of this report.)*



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ADA/SECTION 504 Surveys of Programs, Services and Activities

Santa Ana College and Santiago Canyon College

These joint reports were developed through a series of questions, student, faculty and division chair surveys, and interviews conducted by staff at both colleges. Although, as stated on page 45, a comprehensive Section 508 evaluation of department webpages was not conducted, each of a department's webpages were reviewed to check for access to forms and other documents posted. Each report encompasses both Santa Ana College and Santiago Canyon College. If staff at either College noted a specific issue, this is identified by College. However, where the issues have been found in both Colleges, a general statement is written.

Additionally, several identical issues were found in almost every department. These prevalent issues and recommendations are discussed in the section on Districtwide Programmatic Findings and Recommendations on pages 37-51 and, for convenience, are summarized briefly in each section below to the extent applicable. As staff and faculty in each program area go about implementing the program-specific recommendations, they should also review the Districtwide Programmatic Findings and Recommendations and address them as they apply to the particular program.

Admissions

The following Board Policies (BP) and Administrative Regulations (AR) provide requirements for each Admissions Department:

BP 5010 [Admissions and Concurrent Enrollment](#)

AR 5010 [Admissions and Concurrent Enrollment](#)

AR 5011 [Admission and Concurrent Enrollment of High School and Other Young Students](#)

BP 5015 [Residence Determination](#)

AR5015 [Residence Determination](#)



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BP 5055 [Registration Enrollment Priorities](#)

AR 5055 [Registration Enrollment Priorities](#)

BP 5020 [Non-Resident Tuition](#)

AR 5020 [Non-Resident Tuition](#)

BP 5030 [Fees](#)

AR 5030 [Fees](#)

AR5012 [International Students](#)

BP 5040 [Student Records, Directory Information and Privacy](#)

AR5040 [Student Records, Directory Information and Privacy](#)

AR5045 [Student Records – Challenging Content and Access Log](#)

BP 4100 [Graduation Requirement Baccalaureate](#)

AR 4100 [Graduation Requirement Baccalaureate](#)

BP 4250 [Probation, Dismissal and Readmission](#)

AR 4250 [Probation, Dismissal and Readmission](#)

Admissions staff at both SAC and SCC were provided with tools to conduct an extensive Self-Evaluation of relevant Board Policies, Administrative Regulations and departmental practices and procedures. Their findings are as follows:

Staff at both Colleges found no major issues in terms of discriminatory activities or practices that might pose a barrier for students with disabilities. The facilities are accessible for students with mobility impairments and staff are able to assist all students with forms and other necessary paperwork and questions. All forms are available in alternate format upon request and can be produced in a timely manner.



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Issue: Staff acknowledged that the Outreach webpage and campus tour information does not include a statement regarding how to request accommodations. Currently, this occurs verbally. Staff utilize an UbiDuo for conversations with students who are deaf or hard of hearing.

Recommendation: Staff identified the need for ongoing training from DSPS staff and a review of all policies and procedures to ensure consistency in approach. While the UbiDuo is adequate for general questions posed to, or by, students who are deaf or hard of hearing, an interpreter, if requested, should be made available for more substantive questions. The timely availability of interpreters and print materials in alternate formats should be clearly delineated in the policies and procedures. The Outreach webpages should be modified to include a statement regarding requests for a variety of disability accommodations including interpreters, sighted guides, and accessible transportation (if applicable).

Issue: Staff identified that the language employed in AR5009 (B) Registration Priorities uses outdated terminology to describe students with disabilities. *“Students who are handicapped or in EOPS will be accommodated by early enrollment during the academic year.”*

Recommendation: Priority Registration is offered to students with disabilities to allow for necessary lead time required to make academic accommodations, such as provision of text books in alternate formats. The language used in this regulation should be updated to reflect more appropriate terminology such as: *“Students with disabilities or in EOPS...”*

Athletics

“The obligation of a college to provide meaningful access to its programs and services extends to its athletics and recreational programs and activities. These programs and activities must also be accessible to and usable by students with disabilities.” (OCR, 2000) and in 2013 the Office for Civil Rights, US Department of Education, issued a 'Dear Colleague Letter' clarifying schools



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obligations under the Rehabilitation Act of 1973 to provide extracurricular athletic opportunities for students with disabilities.

Staff at the Divisions of Kinesiology and Athletics at both SCC and SAC were provided with tools to conduct an extensive evaluation of relevant Board Policies, Administrative Regulations and departmental practices and procedures.

The relevant RSCCD Board Policies and Administrative Regulations are:

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

BP 5501 [Student Athletics/Activities Code of Conduct](#)

AR 5501 [Student Athletics Code of Conduct](#)

BP 5700 [Intercollegiate Athletics](#)

At SAC and SCC, Athletic Division staff stated that they are guided by the OCR and Dear Colleague Letters regarding meaningful access. The Coaches' Manual clearly outlines equal access/nondiscrimination policies that relate to eligibility and the staff at SAC also utilize the DSPS Student Success Guidebook. In addition, beyond equal access to CCCAA Athletics, extracurricular activities and competition is available to all in the Kinesiology curriculum.

Staff at both Colleges state they work well with DSPS to facilitate accommodations and, at SAC, DSPS pamphlets are prominently displayed in the Athletics Division office. Although the Division reports working well with DSPS, there were no written policies or procedures for the provision of accommodations.

Accessible transportation for team travel is coordinated through Maintenance and Operations and, at both Colleges, Athletic Directors provide communication ahead of time when there is a need for an accessible bus.



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RSCCD currently has a 5-year contract with two transportation companies. The contract language specifies the provision of ADA compliant wheelchair accessible coaches/buses. Each College department requests an ADA compliant vehicle when needed.

Findings for the Athletic Departments are as follows:

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report.

The following subset of Districtwide findings apply to Athletics Departments:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information and accessible information technology, including computer hardware and software.
- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report; and
- ✓ The need to ensure that arrangements are made for providing accommodations for individuals with disabilities where services provided by DSPS cannot be used such as for serving employees or members of the public, students participating in community services classes, or serving students who do not wish to participate in the DSPS program.

Recommendations: The Athletics Departments need to review all of the issues outlined above as they specifically apply to its programs and services and ensure that changes have been made to address them. These include:



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- Ensuring that adequate notice is available on all published materials and websites regarding ADA and the compliance process for requesting accommodations;
- Ensuring compliance by developing procedures for the provision of alternate format materials. Procedures should describe the interactive process which respects the individual's preferred format, determines what the Athletics Division offices will offer as an accommodation, and outlines the process for securing alternate format materials in a timely manner.
- In addition, publications, such as game day programs, should be available in alternate formats upon request.
- Ensuring each webpage on the website contains a notice which states:
It is the policy of the RSCCD to fully comply with the requirements of the Americans with Disabilities Act. (Add Board Policy number.) Consistent with that policy, disability accommodations will be provided as needed for program access, upon request. Please contact [name, email address and telephone number, including a TTY number] for needed accommodations or alternate formats.
- As discussed above, webpages and written materials which routinely announce public events, such as football and basketball games, should include the additional language concerning the process for securing accessible seating and other disability accommodations and the timeframe and contact point for requesting accommodations in advance of such events.

Issue: There are no internal policies and procedures for the provision of academic adjustments, auxiliary aids and services that may be required in order for a student athlete to participate in athletics or kinesiology classes or complete the athletic eligibility determination process utilized by the Colleges.



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Recommendation: As a best practice, it is important from a consistency point of view to have written procedures/guidelines for all staff to follow regarding required accommodations. Such policies should, among other things, address the need to properly apply ADA criteria when considering questions which might arise as to whether the participation of a student with a disability would pose a direct threat to the safety of other participants (*see 28 C.F.R. part 35.139*). In addition, all staff should be trained in these procedures. SAC staff noted that Head Coaches should participate in these training opportunities.

Bookstore/Retail Operations

Both the Don Bookstore SAC and Hawk Bookstore SCC are local bookstores serving the students, faculty and staff at both Colleges. Their primary goal is to ensure students are able to obtain the course materials they need at reasonable prices. They also provide many other items to support academic careers and school spirit.

Bookstore managers were provided with a specific questionnaire. The responses to the questionnaire, plus feedback from DSPS and students and a preliminary review of their webpages provide background for their findings.

Relevant Board Policies and Administrative Regulations include:

BP 3410 [Nondiscrimination](#)

AR 3420 [Nondiscrimination](#)

Although SAC has a mutual accountability agreement to ensure students receive their requests in a timely manner, there are issues with this agreement. Examples of the issues that come up include: the bookstore not having the required textbooks, not having the required textbook information on the website, and bookstore employees providing incorrect book information to students. As a result, alternate media staff are impacted along with the students. Additionally, the physical space in merchandize aisles is not wide enough to allow for a turning radius for individuals utilizing wheelchairs. Although not required by the ADA, an



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automatic door would improve accessibility to the bookstore. Bookstore flyers and other informational material are not available in alternate formats.

At SCC, there is no written policy regarding the provision of textbooks in a timely manner. Textbooks are held behind the registers and are retrieved for all students/customers. General merchandize supplies, clothing and other items are in aisles that are accessible. Staff are on hand and trained to assist students with disabilities whenever needed. The SCC bookstore does not have dressing rooms, but customers can take the item to try on. Bookstore flyers and other informational material are not available in alternate formats.

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of the report.

The following subset of Districtwide findings apply to the Bookstore operations:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information, such as catalogs and flyers, and accessible information technology including computer hardware and software;
- ✓ The need to ensure that offices, rooms, pathways and other facilities are free of non-structural barriers, such as counters which are too high, furniture blocking isles, etc.; and
- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report.



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Recommendation: The Bookstores need to review all of the issues outlined above as they specifically apply to their programs and services and ensure that changes have been made to address them. These include, but are not limited to:

- Ensuring that adequate notice is available on all published materials and websites regarding ADA compliance and the process for requesting accommodations;
- Ensuring the Bookstore webpages at both Colleges are accessible. Currently, there are no alternate access or statements of how to access various elements, such as textbook purchasing or links to other sites.
- Development of a policy and procedures to ensure, that if requested, hard copy brochures and other informational materials including application forms and other required documents are made available in alternate formats in a timely manner. Language indicating the availability of such accommodations should be clearly identifiable on all electronic and hard copy communications.
- Ensuring pathways and access to merchandize is fully accessible.

Issue: Text books need to be in the stores with enough lead time for DSPS to make any alternate media formats that might be required.

Recommendation: The Colleges should notify course instructors at least once a year of their obligation to submit textbook adoptions in a timely manner, and of the desirability throughout the semester (whenever possible) of: a) providing clean, clear reproductions of hard copy materials, electronic material in digital (rather than image-based) formats; and b) disseminating supplemental course materials as far in advance of the class reading due date as possible. In its notice to instructors, the Colleges will explain the critical importance of instructors identifying/making available the course textbook and/or course reader far enough in advance of the semester (with specific pertinent dates) that, assuming the student promptly submits an alternate media request, DSPS has adequate time to convert them into an accessible format before the start of classes. (Excerpted from the [University of Berkeley Settlement.](#)) Therefore, it



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is necessary for the bookstores working with DSPS and the Colleges to develop a policy and procedures to ensure that textbooks are ordered in a timely manner.

Continuing Education

Centennial Education Center and Orange Education Center

Santa Ana College and Santiago Canyon College each have a division of continuing education whereby free educational programs and services are offered to adults. Santa Ana's continuing education program is located at the Centennial Education Center, while the Orange Education Center is the continuing education program of Santiago Canyon. Educational programs that are offered free of charge include Adult Basic Education (ABE), Citizenship, Computer Applications, Computer Basics, English as a Second Language (ESL), ESL/Family Literacy, General Education Development (GED) Test Preparation, Adult High School Diploma Program, Office Employment Training Program, and Spanish Literacy. Each school also provides free services such as assessment, academic counseling, career counseling, personal counseling and orientation to all students. With the working adult in mind, classes are offered days, evenings and weekends at the main sites and over 30 other convenient locations in the city of Santa Ana.

Relevant Board Policies and Administrative Regulations are as follows:

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

BP 5010 [Admissions and Concurrent Enrollment](#)

AR 5010 [Admissions and Concurrent Enrollment](#)

AR 5011 [Admission and Concurrent Enrollment of High School and Other Young Students](#)

BP 5015 [Residence Determination](#)



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AR5015 [Residence Determination](#)

BP 5055 [Registration Enrollment Priorities](#)

AR 5055 [Registration Enrollment Priorities](#)

BP 5020 [Non-Resident Tuition](#)

AR 5020 [Non-Resident Tuition](#)

BP 5030 [Fees](#)

AR 5030 [Fees](#)

AR5012 [International Students](#)

BP 5040 [Student Records, Directory Information and Privacy](#)

AR5040 [Student Records, Directory Information and Privacy](#)

Staff at both Centennial Education Center and Orange Education Center were provided with tools to conduct an extensive Self-Evaluation of relevant Board Policies, Administrative Regulations and departmental practices and procedures. Their findings are as follows:

Staff noted the Admissions, Counseling, Outreach, and non-credit Instructional Departments are separate entities from their SAC and SCC parent campuses and, as a result, each was reviewed independently from the main campus. Staff at both Centennial and Orange noted that their respective District-owned facilities, as well as the contract facilities and outreach venues are physically accessible. This assumption should be verified by a thorough review of the RSCCD Facilities evaluation of all RSCCD locations.

Staff at Centennial appeared to understand that the responsibility for accommodating students with disabilities was the responsibility of each department and indicated available contracts for interpreter services and training in the use of an UbiDuo, if needed for conversations with students who are deaf or hard of hearing. All Orange staff indicated that



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standard procedure for students and applicants with disabilities of each department is an immediate referral to the DSPS program. Both Centers indicated that all necessary accommodations are provided by DSPS. California Education Code Section 67313 clearly indicates that, while a referral to DSPS may be the appropriate action in most cases, the use of DSPS is not mandatory and cannot be required. As a result, all programs should have a procedure in place to provide accommodations as needed to any student who does not wish to participate in the DSPS program.

Neither Orange nor Centennial provide a general nondiscrimination statement and almost never (beyond the SCC/SAC home page and class schedules) provide an ADA notification regarding the availability of accommodations, nor a contact number for requesting accommodations. All staff noted the lack of written procedures for fulfilling basic accommodation requests (alternate media or interpreter services) and, in the case of Orange, the only procedure consisted of a referral to DSPS.

Staff discussions of disability-related training revealed a that some staff have received basic formal training and there are online courses available if staff choose to use them. No disability-specific (blindness, deafness, autism, intellectual disability, brain injury, or mobility impairment) training for academic counselors, Outreach or Admissions staff has been received.

Findings for the RSCCD Continuing Education Centers of Centennial and Orange are as follows:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information, such as materials and webpages and accessible information technology, including computer hardware and software;
- ✓ The need for training in two global areas: 1) general disability awareness training which includes the various topics as outlined on pages 46-50; and 2) the overarching



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recommendation for development of a wide range of policies and procedures addressing the provision of services to students, faculty, staff and the general public with disabilities; and

- ✓ The need to ensure that arrangements are made for providing accommodations for individuals with disabilities where services provided by DSPS cannot be used such as for serving employees or members of the public, students participating in community services classes, or serving students who do not wish to participate in the DSPS program.

Recommendation: The Continuing Education Centers of Centennial and Orange need to review all of the issues outlined above as they specifically apply to its programs and services and ensure that changes have been made to address them. These include:

- Ensuring that adequate notice is available on all published materials and websites regarding ADA compliance and the process for requesting accommodations;
- Development of a policy and procedures to ensure that, if requested, hard copy brochures and other informational materials, including application forms and other required documents, are made available in alternate formats in a timely manner. Language indicating the availability of such accommodations should be clearly identifiable on all electronic and hard copy communications.
- In conjunction with DSPS, development and presentation of disability awareness training and training on policies and procedures to ensure streamlined service delivery.

Counseling

The mission of the RSCCD Counseling Departments at Santa Ana and Santiago Canyon Colleges is to promote student success, facilitate proactive educational planning and lifelong learning, serve and enrich the diverse community, encourage innovation and maintain excellence in all aspects of academic, personal, and career counseling. As student advocates,



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counselors work collaboratively with faculty, staff, and administration to support the goals of the College.

The Counseling Departments serve students in both the classroom and in direct student interaction via one-on-one counseling, group workshops and orientations, and in the various centers and programs throughout campus. Equal access is provided to all students.

DSPS students are counseled by the DSPS counselors in the DSPS offices. Unless the disability is clearly visible (i.e., student in wheelchair) or the student shares the information, general academic counselors do not know if the student has a disability.

Relevant Board Policies and Administrative Regulations are:

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

BP 5510 [Counseling](#)

Counseling staff at both Colleges describe their offices as accessible and easily maneuverable by individuals using mobility devices. Although SAC staff offered one caveat, as follows: "The back entrance to the L building can be inaccessible and difficult to navigate for students who are blind or use a wheelchair, since it requires that students go through the Math Center in order to access the Career Development/CTE and Assessment Center. The Math Center is not always open, which means students have to exit the back of the L building and find the front to have access to our offices."

Staff at both Colleges acknowledge that they have no written policy or procedures for obtaining required assistive technology devices and/or services, but, both work closely with DSPS to obtain these needed aids.

Both Colleges have, or are in process of, changing division jargon use such as: 'walk-in' vs. 'drop-in' services.



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Both colleges counseling course syllabi contain statements regarding accommodations for students with disabilities. The statements reads in part that students must register with DSPS in order to receive accommodations.

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report.

The following subset of Districtwide findings apply to the Counseling Departments:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information, such as forms and accessible information technology. including computer hardware and software;
- ✓ The need to ensure that offices, rooms, pathways and other facilities are free of non-structural barriers, such as counters that are too high, furniture blocking aisles, etc.; and
- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report;

Recommendation: The Counseling Departments need to review all of the issues outlined above as they specifically apply to its programs and services and ensure that changes have been made to address them. These include, but are not limited to:

- Ensuring that adequate notice is available on all published materials and websites regarding ADA compliance and the process for requesting accommodations; and



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- Development of a policy and procedures to ensure that, if requested, hard copy brochures and other informational materials, including application forms and other required documents, are made available in alternate formats in a timely manner. Language indicating the availability of such accommodations should be clearly identifiable on all electronic and hard copy communications.

Issue: The Online Electronic Ed Plan and the E-Advising may not be accessible to all students.

Recommendation: Ensure that all online functions are fully accessible and useable by individuals with disabilities, specifically those students who cannot use the mouse/trackball to operate a computer such as students who are blind or visually impaired or those who use speech to text software.

State Law Issue: While it is excellent that the syllabi for counseling classes includes a notice about disability accommodations, it does not present the option for students to attain accommodations without going to DSPP. Some students, including veterans or those with non-apparent disabilities do not choose to participate in DSPP. This preference was codified in state law, Education Code section 67313.

Recommendation: The statement in the syllabi about securing disability accommodations should be amended to include the option to see the ADA Coordinator to secure accommodations rather than DSPP or the faculty member. Please see page 43 for more information on this issue

Facilities Issue: Access to the SAC offices is compromised when the Math Center is closed. This creates problems for students who use wheelchairs or who have visual impairments. Additionally, even when the Math Center is open, the path of travel required when entering through the rear entrance is circuitous and cumbersome for students with disabilities.



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Recommendation: Work with facilities staff to find alternative routes that are readily accessible to the counseling offices that do not require routing through other departments.

Digital Media Center

The Digital Media Center (DMC) of Rancho Santiago Community College District is a 28,000 square-foot facility in Santa Ana that combines instructional space and business development programs. The DMC was created to stimulate economic growth in Orange County by attracting emerging businesses to the area through training workshops in business development and by providing educational programs in digital media arts, TV/video communication, and digital music. The DMC also features a business incubator for start-up companies and has most recently acquired the Orange County Small Business Development Center (SBDC) which offers business space to support entrepreneurs in their ventures. This innovative, state-of-the-art facility was created through a unique collaboration among RSCCD, the City of Santa Ana, U.S. Department of Commerce, and Economic Development Administration.

Relevant Board Policies and Administrative Regulations include:

BP 3410 [Nondiscrimination](#)

AR 3420 [Nondiscrimination](#)

DMC staff were provided with tools to conduct an extensive evaluation of relevant Board Policies, Administrative Regulations and departmental practices and procedures as applied to the DMC. The review of the DMC was conducted in two parts as the administration of the brick and mortar facility is separate from the SAC classes and programs conducted at this location. Staff first reviewed the facility itself.

DMC facility staff discussions centered on the need for additional training in general disability awareness to provide information on best practices in communication with individuals with sensory impairments, such as deafness and hard of hearing, visual impairments or blindness. As well, staff determined that procedures need to be developed regarding arranging



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for interpreters for the deaf when the occasion arises that informal accommodations are not sufficient. Procedures should also be developed to fulfill accommodation needs of individuals presenting themselves to the DMC for services.

Staff noted that current marketing materials do not have an ADA nondiscrimination statement or information on the availability of accommodations or alternate format materials.

Staff reviewed known issues with the DMC webpages and noted that the website is under construction and has been contracted to a vendor to ensure ADA/508 compliance.

SAC faculty reviewed the classroom settings and accommodation practices located at the DMC. Students enter programs housed at the DMC through the regular SAC admission process and, as a result, no additional admissions review was performed. It was noted that the classrooms and computer work stations are physically accessible to those students who may use wheelchairs or other mobility devices. Staff determined that the computers (all MACS) themselves are equipped with native accessibility features that include Enhanced Dictation, Voice Over, and ZoomText and while they do not have accessible software such as JAWS and Dragon Naturally Speaking, students are using the MAC adaptive software features with success.

There are no specialized adaptive input devices and students with some software and hardware requirements normally use adaptive equipment at the Academic Computing Center and at DSPS on the main SAC Campus. Staff indicated that currently there are no adaptations that have been made to existing specialized audio/visual equipment, however, all instructors are currently required to provide students in their classes with information on how to receive accommodations through the DSPS office. The DSPS office responds with specific accommodations to be given to students and helps to provide the accommodations when needed.

The DMC does produce a variety of media that is viewed by the general public and captioning is a standard practice for these materials. As well, all instructional materials are available in the preferred format of the student. Procedures established by DSPS are used.



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Based on staff responses to Self-Evaluation inquiries, the following issues and recommendations were developed:

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report.

The following subset of Districtwide findings apply to the DMC:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need to ensure that offices, rooms, pathways and other facilities are free of non-structural barriers, such as counters that are too high, furniture blocking aisles, etc.;
- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report; and
- ✓ The need to ensure that arrangements are made for providing accommodations for individuals with disabilities where services provided by DSPS cannot be used, such as for serving employees or members of the public, students participating in community services classes, or serving students who do not wish to participate in the DSPS program.

Issue: There is a lack of general disability awareness, especially as it relates to communication with individuals with sensory disabilities.

Recommendation: As a best practice, disability awareness training should be developed and presented to DMC staff. DMC staff are already working with the ADA National Network



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which provides audio conferences and webinar series on the Americans with Disabilities Act. Participation in these events can enhance staff members' existing knowledge and facilitate continued learning about regulations and trends under the ADA and related disability topics.

Issue: Lack of procedures for obtaining requested accommodations for students or members of the public with disabilities who present themselves to the DMC for services other than instructional courses.

Recommendation: Develop procedures for handling accommodation requests. It should be noted that under California Education Code Section 84850 funds provided for the DSPS program can only be used to provide accommodations to students with disabilities. Therefore, the District will need to make arrangements to provide any needed accommodations for members of the public who wish to use the services of the DMC using other funding sources. Staff are encouraged to reach out to the SAC DSPS program and the Office of Risk Management for assistance in the development and delivery of training on such procedures.

Issue: Marketing materials are not ADA compliant.

Recommendation: In order to ensure compliance, marketing materials should be revised to meet ADA standards. The ADA notice and process for securing accommodations provided in the Districtwide Programmatic findings and Recommendations section of this report (see page 39) should be added to existing materials using a sticker and be included in the next reprint of materials.

Issue: The DMC website is not ADA/508 Compliant.

Recommendation: A contract is already in place to overhaul the DMC website. The District should ensure that the contractor will bring the website up to ADA/508 standards.

Issue: Students requiring adaptive software such as JAWS, Dragon Naturally Speaking must use the equipment located on the SAC main campus.



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Recommendation: As a best practice, the District should consider the possibility of additional software being installed on the appropriate workstations at the DMC allowing students, should they choose, to work at that location. Additionally, DMC staff should be trained to assist students with these new software applications if installed.

Issue: Currently, there is good communication with the DSPS office regarding equipment modifications on an individual basis. There are, however, no standard adaptations available for specialized audio/visual equipment.

Recommendation: Faculty and staff using such equipment should, as a best practice, consult with DSPS regarding possible standard accommodations/adaptions that would permit more students with disabilities access to specialized equipment.

Disabled Student Programs and Services (DSPS)

As of August 2018, RSCCD provides academic accommodations and other disability support services to approximately 1,492 students through the District's DSPS programs. The DSPS programs at SCC and SAC are the primary contact for most students with disabilities and play an important role in the ability of the RSCCD to remain programmatically accessible and provide needed accommodations to members of the student body with disabilities. The DSPS mission is accomplished through direct services to students who seek DSPS services, advocacy for all students with disabilities, and through technical assistance provided to all campus departments, both instructional and administrative.

The DSPS offices at both SAC and SCC provide academic accommodations and auxiliary aids and services to students with disabilities pursuant to Section 504 and the ADA. In addition, in California, [DSPS](#) services and funding are provided under the Education Code and its regulations, specifically, Education Code Sections 67310 et seq. and 84850, and Title 5 Sections 56000 et seq. While the administrative and financial obligations to serve students with disabilities apply to RSCCD, the State regulations also largely define the activities of the Disabled Student Programs and Services (DSPS) at both Colleges. DSPS is most frequently the



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key point of contact and service delivery for students with disabilities attending College in the RSCCD.

Relevant Board Policies and Administrative Regulations include:

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

BP 5140 [Disabled Students Programs and Services](#)

BP 3440 [Service Animals](#)

AR 3440 [Service Animals](#)

DSPS staff at both SAC and SCC were provided with tools to conduct an extensive evaluation of relevant Board Policies, Administrative Regulations and departmental practices and procedures. Their findings are as follows:

Staff at both SAC and SCC indicated that they are able to provide sufficient auxiliary aids and services to accommodate their students and both are in accessible locations. They indicated they do not have formal, written procedures and timelines for securing services such as interpreters and testing accommodations. SAC DSPS does have a student contract for alternate media services. The DSPS program at SAC has encountered issues with hiring and retaining qualified sign language interpreters.

Both SAC and SCC DSPS staff serve on campus committees and participate in or lead many professional development activities. Staff at both DSPS offices are actively involved in providing technical assistance to faculty and staff on a wide variety of issues, including use of auxiliary aids, such as the UbiDuo, and methods to make instructional materials accessible.

The SAC DSPS offices (the Village) appear to lack adequate air conditioning, which may be an issue for students with certain disabilities and the space configuration can cause confidential conversations to be overheard, thereby presenting possible violations of privacy.



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Staff at both Colleges have reviewed the webpages for DSPS and determined that, while they have a general nondiscrimination statement, the websites do not have specific ADA notices.

The regulations implementing the ADA require colleges to make reasonable modifications in academic policies and requirements, when doing so would not impose an undue financial or administrative burden on the college or result in a fundamental alteration in the program or activity (28 C.F.R. part 35.130(b)(7) and 35.150(a)). In recognition of this obligation, the Title 5 Regulations governing the California Community Colleges require each college to have an Academic Adjustment Policy related to students with disabilities. The regulation is stated as follows:

Title 5 Section 56027. Regulation. Academic Adjustments

Each community college district receiving funding pursuant to this subchapter shall establish a policy and procedure for responding to, in a timely manner consistent with Section 53203 of this division, requests involving academic adjustments. This procedure shall provide for an individualized review of each request. The procedure shall also permit the Section 504/ADA Coordinator/Compliance Officer, or other designated district official with knowledge of accommodation requirements, to make an interim decision pending a final resolution.

Note: Authority cited: Sections 67312, 70901, and 84850, Education Code. Reference: Sections 67310-67312 and 84850, Education Code.

Although both Colleges have posted Title 5 Section 56027 Academic Adjustment policies and grievance procedures on their websites, these are not RSCCD Board Policies and contact information in both Policies is outdated.

Although both Colleges provide alternate formats upon request for all of their forms and other required documentation, there is no statement on the websites indicating the availability of such accommodations.

ITS staff noted that not all accessible computer stations in the general labs have the latest versions of accessible software installed, such as JAWS. Additionally, these workstations are using older versions of WORD and other Microsoft products because of the cost of the site



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licenses. While it is not the responsibility of DSPS to pay for or to equip or maintain accessible workstations in general labs, it is the role of DSPS to lead and coordinate college efforts to ensure that students with disabilities have equal access, which includes availability of the same software versions other students are using.

Findings for DSPS are as follows:

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report.

The following subset of Districtwide findings apply to DSPS:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information and accessible information technology, including computer hardware and software;
- ✓ The need for accessible spaces and pathways; and
- ✓ The need for a process to ensure that students with disabilities are provided with necessary accommodations, even if they choose not to participate in the DSPS program or are involved in activities which do not receive state support.

Recommendation: DSPS staff should review the findings and recommendations on Districtwide Issues and ensure that those matters are appropriately addressed and that the response to the DSPS specific recommendations discussed below is coordinated with efforts to implement the Districtwide Recommendations.

Issue: The [District Board Policy 5140](#) clearly states that: *“The District shall respond in a timely manner to accommodation requests involving academic adjustments. The Chancellor*



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shall establish a procedure to implement this policy which, at a minimum provides for an individualized review of each such request and permits interim decisions on such requests pending final resolution by the appropriate administrator or designee.” While both Colleges have an academic adjustment policy and procedure posted on their websites, these are not RSCCD approved Board Policies or Administrative Regulations.

Moreover, there are problems with the current policies which could, under some circumstances, result in failure to ensure timely provision of accommodations as required by the ADA. First, the policy provides for a five-day period for informal resolution of accommodation requests and then allows the ADA Coordinator five additional days to make a decision, if the student is not satisfied with the accommodation offered by the College. These timelines may be sufficient to deal with many requests, but should a student need an accommodation in less than ten days, the law would require a faster response. Second, the policy provides that the accommodation originally approved by DSPS will remain in place for three weeks, but Section 56027 specifies that the interim decision by the ADA Coordinator or other designated official, not the decision by DSPS, remain in place until a final resolution is reached. Although the policy appears to be constructed so that a final decision would normally be reached within three weeks, it is possible to conceive of circumstances where this might not be possible (e.g., the committee decides that additional documentation of the student’s disability or functional limitations is needed, and it cannot be obtained in time).

Recommendation: Title 5 Regulations Section 56027 (*see Appendices VI*) states that each Community College District receiving funding for DSPS shall establish a policy and procedure for responding in a timely manner to requests involving academic adjustments. Board Policy 5140 likely satisfies the minimum requirements of Title 5, Section 56027, but best practice would be for the Board of Trustees to adopt the policy fully setting forth the procedures for making academic adjustments.



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Recommendation: Whether or not the academic adjustment policies are adopted by the Board of Trustees, the policies need to be amended to ensure that an interim decision will be made in less than the ten days (currently provided for in the policy), if necessary, to provide an effective accommodation in a timely manner. The policies should also be revised to state that the interim decision of the ADA coordinator will remain in place until a final determination is made by the Academic Adjustment Hearing Committee.

Recommendation: In addition, because of the sensitive nature and timeliness of responding to academic adjustments appeals, all faculty and staff need to be made aware of their responsibilities in responding to academic adjustment issues raised, and the ADA/504 Coordinator, or his/her designee, is required to have knowledge of the academic accommodation requirements of the law.

Issue: ITS identified that some workstations in general labs on campus do not have the latest versions of accessible software due to the lack of sufficient site licenses.

Recommendation: As a best practice, DSPS needs to continue to advocate for updated accessible technology in general campus labs. DSPS staff need to work with the ITS Department to ensure there are sufficient site licenses to cover the general lab accessible workstations. In addition, if/when a Section 508 review is done by the District/College, DSPS staff should participate in this effort. *(See page 81 for a discussion of this issue.)*

Issue: RSCCD staff reported some difficulties in hiring and retaining qualified sign language interpreters. If a qualified interpreter is not available when needed, this can become a compliance issue.

Recommendation. To ensure adequate coverage by qualified interpreters, whether on staff or from an agency, RSCCD needs to develop a continuous recruitment process.

Issue: The SAC DSPS offices are situated in the Village complex of buildings on campus. The temperature inside the building fluctuates greatly and can cause health problems which could



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be serious for some students with disabilities. In addition, the present configuration of the DSPS office leaves inadequate space for confidential conversations which may result in a violation of privacy.

Recommendations: Continue working with facilities staff to configure office space to ensure confidentiality and find a way to regulate the air conditioning.

Issue: Students with and without disabilities participate in classes and activities at both Colleges. Recent accreditation reports for several California Community Colleges have stated that, in multi-college districts, the colleges, student services, in particular DSPS, need to work together to provide seamless services to students with disabilities who attend at more than one of the district's colleges. Students also reported this issue in their survey responses.

Recommendation: As a best practice, it behooves both DSPS programs to work together to ensure their forms, procedures and activities are provided in a seamless manner.

Issue: There is no written policy or procedure for providing accommodations to students with disabilities who do not wish to participate in the DSPS program, as is their right under Education Code Section 67313. *(For a full discussion of this issue see page 51 in the section on Districtwide Programmatic Findings and Recommendations.)*

Recommendation: The DSPS programs at both Colleges should develop procedures for referring students who need accommodations, but do not want to participate in DSPS, to the ADA Coordinator or other individual designated by the District to handle such requests. DSPS staff should be prepared to offer advice, as needed, to the ADA Coordinator regarding methods of providing accommodations to students who decline to participate in DSPS.

ADA Compliance Issue: As discussed in the section on Districtwide Issues *(see pages 37-51)*, a potential violation of the ADA can occur if the District employs procedures or methods of administration which result in denying individuals with disabilities equal access to the District's programs and activities (28 C.F.R. part 35.130(b)(3)). Although the DSPS programs at both



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Colleges do routinely provide auxiliary aides and other types of accommodations for students with disabilities, neither program has written policies and procedures regarding the timely provision of such accommodations. In particular, there is no formal process for the complex problem of responding to and tracking requests for provision of instructional materials and other documents in alternate media.

Recommendation: Both DSPS programs need to develop and implement written policies and procedures for providing accommodations which include, but are not limited to, arranging for interpreters and other types of auxiliary aides, services, proctoring tests, and handling of requests for instructional materials and other documents in alternate formats. These procedures need to address, among other things, timelines for responding to requests, decisions on alternatives when the student's preferred method of communication cannot be met, etc. Although SAC DSPS has written guidelines and contracts for students utilizing alternate media, DSPS at both colleges need to work with other departments such as academic affairs and the bookstores to ensure timeliness of acquiring textbooks. With respect to requests for materials in alternate formats, the policies and procedures should be based on the [Addendum to Guidelines for Producing Instructional and other printed materials in alternate media for persons with disabilities](#) (2000) Chancellor's Office.

Issue: Staff identified a lack of a policy and written procedures for working with students with disabilities in community service fee-based programs, or co- or extra-curricular activities which are not part of a class or program. DSPS funds may be used to assist enrolled students with disabilities with access to other college programs such as Financial Aid, EOPS or tutoring which are state-funded programs. However, the Implementing Guidelines for Title 5 Section 56000, issued by the State Chancellor's Office, state in part... *"DSPS funds may only be used for services for a student enrolled in state supported educational programs or courses and be consistent with state policy and funding requirements. For example, DSPS funds cannot be used to provide services for students with disabilities in community service fee-based classes, since*



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they are not state supported activities. DSPS funds cannot be used for services related to co or extracurricular activities which are not part of a class or program.” (DSPS Implementing Guidelines, August 2018, p. 11.)

Recommendation: DSPS staff should participate in development of policies and procedures, as discussed in the section on Districtwide Programmatic Findings and Recommendations (*page 49*), for serving students in community services classes and the other scenarios described above.

Distance Education

Distance education courses, resources, and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. One of the primary concepts of distance education (DE) is to offer students learning anytime, anywhere. Therefore, all DE resources must be designed to afford students with disabilities maximum opportunity to access distance education resources anytime, anywhere without the need for outside assistance (e.g. sign language interpreters, aides, etc.). *California Community Colleges Chancellor’s Office. (CCCCO) Distance Education Accessibility Guidelines, (2011)*

In August 1999, the Chancellor’s Office began requiring that the curriculum for each DE course and its associated materials and resources be reviewed and revised, as necessary, when the course undergoes curriculum review pursuant to Title 5, sections 55002 and 55206, every six years as part of the accreditation process. In the nineteen years since 1999, this process should have been completed for all distance education courses. *California Community Colleges Chancellor’s Office. (CCCCO) (1999) Distance Education: Access Guidelines for Students with Disabilities. California Code of Regulations. Title 5 sections 55300 and 55370. Distance Education Regulations.*

ITS provides academic support for both SAC and SCC. RSCCD uses CANVAS as its Learning Management System. (LMS) Faculty at SAC and SCC are trained in accessibility via the required 120- hour Online Teaching Certification course. Approximately 40 of those hours are dedicated



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to ADA accessibility tools. As information technology has changed and grown over the years, all faculty at SAC are enrolled in their newly developed Accessibility Training course and SAC Video Creation course.

Accessibility Training teaches:

- Why Accessibility is Important
- How to make Documents Accessible (Word, pdf, PowerPoint, Excel Google Docs)
- How to make Media Accessible (Images, Color, Captioning)
- How to make Online Material Accessible (Canvas pages, Sharepoint)

The SAC Video Creation Course showcases the basics of video creation and teaches faculty how to easily caption their own videos. Staff are working to require currency in Accessibility Training for all online faculty by end of spring 2019.

SAC staff state that college-wide software/tools/websites are reviewed for accessibility prior to purchase or recommendation to faculty. However, it is up to the faculty member to determine accessibility for their own textbook or material requirements. Staff stated that most publisher's claim their content to be accessible but may not be. The DE Coordinator stated he has asked at a state level for help to leverage the Chancellor's office for a listing or vetting of publisher content, but this has not happened. At this time, it is up to faculty to investigate and review.

Staff at SCC utilize an accessibility expert who works with faculty to review all online classes for accessibility and convert any non-accessible elements. This includes alt tags, table formatting, closed captioning, transcription for podcasts, etc.

Both colleges have a Distance Education Addendum which seeks to define software and hardware required including 3rd party services then outlines how these will be made available. Faculty utilizing 3rd party materials are expected to have them evaluated for accessibility prior to incorporating them into their class.



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Staff at SAC also stated that though they have training for accessibility, created by SAC faculty, they know that faculty taking the course will come to Distance Education requiring assistance. This is an area that requires training of personnel at a higher than user level. Staff stated they need a college role for faculty/staff assistance. If it is to be in Distance Education, there is a need for a higher level of training for ITS personnel and responsibilities assigned. (This issue is addressed in the ITS report on page 80.)

Staff at SAC also stated that their department also coordinates Open Educational Resources (OER) and Zero Textbook Cost (ZTC) courses, for which they have three degree pathways and one certificate for students to have a zero/low cost degree alternative, which is important for their student population. Materials used in these courses are instructor developed or adopted. Most of these materials, when discovered by faculty, are not accessible. Prior to faculty usage, the assumption is that all materials are accessible. With the help of their part-time grant-funded clerical staff trained in accessibility they have undertaken the arduous task of making these materials accessible. This fall semester we have 184 sections that are OER/ZTC. The funding will end in the coming months and SAC will require assistance for assuring accessibility of instructional materials for OER. This is a significant accessibility concern at the college Distance Education department.

Both SAC and SCC have accessibility statements on the syllabi which directs students to both speak with the professor and contact DSPS so that all can collaborate on classroom accommodations in a timely manner.

In the syllabi that was provided by SCC for review, consultants were impressed with the level of detail and description of the essential academic standards, specific requirements that are believed to be fundamental to each course and identification of unique qualities of the course/program in relation to its overall objectives.

The SCC Bookstore policy and procedure for faculty make textbook selections prior to the beginning of term can be found at [SCC Bookstore Website](#) . However, that policy does not indicate the need for course instructors to submit their textbook adoptions in a timely manner



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to ensure that the DSPS has sufficient time to convert them into needed accessible formats. SAC Bookstore appears to have no textbook selection policy on its faculty pages.

Alternative testing options are available at both colleges and faculty are instructed to be flexible and accommodating to meet the needs of the students. Office hours can be accommodated via ConferZoom which can be closed captioned.

Distance Education staff at both colleges understand the need for accessibility in all aspects of their courses and have been, and continue to be, creative in finding solutions to accessibility issues and participating in every training opportunity available.

Relevant Board Policies and Administrative Regulations:

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

AR 4105 [Distance Education](#)

Staff at both colleges were provided with a list of questions related to their Distance Education activities. Their finds are as follows:

Districtwide Issues and Recommendations: In the conduct of the self-evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of the report.

The following subset of Districtwide findings apply to Distance Education:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/college published materials and webpages;
- ✓ The need for effective methods of administration including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information and accessible information technology including computer hardware and software (see below);



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- ✓ The need to provide training on the requirements of the ADA and other state and federal laws and any new or revised policies and procedures adopted in response to recommendations in this report;
- ✓ The need to ensure that arrangements are made for providing accommodations for individuals with disabilities where services provided by DSPS cannot be used such as for serving employees or members of the public, students participating in community services classes, or serving students who do not wish to participate in the DSPS program.

Recommendation: Distance Education needs to review all of the issues outlined above as they specifically apply to its programs and services and ensure that changes have been made to address them. These include, but are not limited to:

- Ensuring that adequate notice is available on all published materials and websites regarding ADA compliance the process for requesting accommodations;
- Development of a policy and procedures to ensure, that if requested, hard copy brochures and other informational materials including application forms and other required documents are made available in alternate formats in a timely manner. Language indicating the availability of such accommodations should be clearly identifiable on all electronic and hard copy communications.

Issue: It is up to the faculty member to determine accessibility for their own textbook or material requirements. Staff stated that most publisher's claim their content to be accessible but may not be. The DE Coordinator stated he has asked at a state level for help to leverage the Chancellor's office for a listing or vetting of publisher content, but this has not happened. At this time, it is up to faculty to investigate and review.

Recommendation: This is a statewide issue and it is hoped that the new CCCC Accessibility Center will address this issue along with the Alternate Text Production center. Continued pressure at all levels of the California Community College System is encouraged.



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Issue: Training of our personnel at a higher than user level is needed. Staff stated they need a college role for faculty/staff assistance.

Recommendation: Training is an overall Districtwide need. The colleges have expressed the desire to have an Instructional Design Center that includes the following functions: Director of Instructional Technology, Instructional Designer, ITS Liaison, Accessibility Expert (Americans with Disabilities Act), Media Expert, Web Designer, Trainer, helpdesk staff and programmer. The center would require a facility on each campus as a one-stop location providing for a faculty training room, audio/video recording rooms, and equipment checkout and storage area. This recommendation has been made in the ITS report as referenced above.

Issue: Faculty need to be aware of their responsibility to provide to the bookstore the textbooks required for their courses in a timely manner.

Recommendation: The Colleges will notify course instructors at least once a year of their obligation to timely submit textbook adoptions, and of the desirability throughout the semester (whenever possible) of a) providing clean clear reproductions of hard copy materials, electronic material in digital (rather than image-based) formats, and b) disseminating supplemental course materials as far in advance of the class reading due date as possible. In its notice to instructors, the Colleges will explain the critical importance of instructors identifying/making available the course textbook and/or course reader far enough in advance of the semester (w/specific pertinent dates) that, assuming the student promptly submits an alt media request, the Disabled Student Program has adequate time to convert them into an accessible format before the start of classes. (Excerpted from the [University of Berkeley Settlement](#)

Issue: Most Open Educational Resources (OER) and Zero Textbook Cost (ZTC) courses materials are not accessible. SAC stated that their funding to make these course materials runs out this year.



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Recommendation: Presuming this is a districtwide issue and not just at SAC, this issue becomes an ADA Compliance issue if these materials are not accessible.

State Law Issue: While it is excellent that the syllabus for Distance education classes includes a notice about disability accommodations, it does not present the option for students to attain accommodations without going to DSPS. Some students, including veterans or those with non-apparent disabilities do not choose to participate in DSPS. This preference was codified in state law, Education Code section 67313.

Recommendation: The statement in the syllabus about securing disability accommodations should be amended to include the option to see the ADA Coordinator to secure accommodations rather than DSPS or the faculty member. Please see page 43 for more information on this issue.

EOPS/CARE/CalWORKs

The Extended Opportunity Programs and Services (EOPS) & Cooperative Agencies Resources for Education (CARE) Program provide intensive academic counseling and “over and above” services to first-generation, low-income, educationally disadvantaged students to increase college access, persistence, academic success and timely completion of their academic goals. CARE provides additional services to EOPS-eligible single parents with children under the age of 18.

California Work Opportunity and Responsibility to Kids (CalWORKs) provides coordinated academic counseling and support services to assist students on public assistance with dependent children to achieve success in their “educational activity,” and position them for career preparedness and economic self-sufficiency.

The EOPS/CARE or CalWORKs counselors may refer a student to DSPS, based on information provided. If the student volunteers that they are already working with DSPS, they are informed that providing a letter of verification from DSPS will allow the counselor to authorize reduced unit load and/or counseling accommodations, if recommended by DSPS as appropriate. A



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student's DSPS status may extend their EOPS participation timeframe beyond the six primary terms approved by the Advisory Committee.

EOPS/CARE/CalWORKS staff at both SAC and SCC were provided with tools to conduct an extensive Self-Evaluation of relevant Board Policies, Administrative Regulations and departmental practices and procedures.

Relevant Board Policies and Administrative Regulations include:

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

BP 5150 [Extended Opportunity Programs and Services](#) (no AR)

There are no Board Policies or Administrative Regulations for CARE and CalWORKS.

Staff at both SAC and SCC stated that they routinely assist all students with completing forms. Staff also stated that they had a close relationship with DSPS and that DSPS staff assist them with any alternate media requests and with fulfilling interpreter needs if requested. Staff at both Colleges described a number of training sessions that they have, and continue to, participate in relating to auxiliary aids, alternate formats and accessible documents. During outreach sessions off-campus, the agency requesting the presentation provides the necessary accommodations. Staff indicated that when arranging for space for a public presentation the sites chosen are vetted for accessibility and accommodations provided as requested, but for the most part, presentations are made at events not hosted by the SAC or SCC.

Findings for EOPS are as follows:

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report.



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The following subset of Districtwide findings apply to EOPS/CARE/CalWORKS:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/college published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information and accessible information technology, including computer hardware and software (see below);
- ✓ The need to ensure that offices, rooms, pathways and other facilities are free of non-structural barriers, such as counters that are too high, furniture blocking aisles, etc.; and
- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report.

Recommendation: The EOPS program needs to review all of the issues outlined above as they specifically apply to its programs and services and ensure that changes have been made to address them. These include:

- Ensuring that adequate notice is available on all published materials and websites regarding ADA and the compliance process for requesting accommodations;
- Ensuring an ADA compliance statement is placed on the webpages and every effort made to improve access to these webpages;
- Reviewing alternate format procedures with DSFS to ensure that alternate formats can be produced in a timely manner upon request and post statements on each of the EOPS/CARE/CalWORKS webpages; and
- Ensuring adequate space for students with disabilities to maneuver around the offices.



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Issue: Staff at SCC stated that their working space is small, and it is difficult for a student using a wheelchair to maneuver into a counselor's office. This can, and does, lead to confidentiality issues.

Recommendation: Lack of confidentiality for student/counselor discussions, even if unintentional, can be a compliance issue and it is important for SCC to review the EOPS office layout to reconfigure the space to ensure a student's confidentiality and sufficient space for a person in a wheelchair to maneuver around the office.

Financial Aid

The Financial Aid Offices of SAC and SCC administer Federal and State student aid programs designed to assist students who are unable to meet the cost of education. These programs include the Board of Governors Fee Waiver (BOGW), Cal Grant programs, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), and the Federal Direct Loan programs (subsidized and unsubsidized). Financial Aid offers one-on-one assistance to complete financial aid applications, including the FAFSA and the California Dream Act.

Financial Aid staff at both Colleges were provided with tools to conduct an extensive evaluation of relevant Board Policies, Administrative Regulations and departmental practices and procedures.

Relevant Board Policies and Administrative Regulations are as follows:

BP 5130 [Financial Aid](#)

AR 5130 [Financial Aid](#)

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

Staff at SAC indicated that all student stations are wheelchair accessible and an UbiDuo machine is available to assist students who are deaf. If other forms of alternative



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communication are required, Financial Aid staff contact the DSPS office to arrange assistance. Staff indicated that all Financial Aid documents are available in paper and electronic formats. However, some forms remain non-ADA compliant. Staff make all reasonable program modifications and students are informed as it applies to them. Staff concluded that there is no written procedure to produce materials in alternative formats, materials do not contain a nondiscrimination statement, nor a statement on how to request alternate formats. Staff also indicate that additional training is warranted regarding providing services to students with disabilities in an ADA compliant manner. Staff determined that computers available for student use may not be fully accessible due to hardware and software limitations.

Staff at SCC have, upon review, determined that some of the online applications available on the SCC Financial Aid webpage are not 508 compliant. While SCC online applications do contain a general nondiscrimination statement, there is no mention of alternate formats nor contact information to request accommodations. Likewise, on the applications and flyers announcing workshops neither the ADA statement nor the nondiscrimination notation is incorporated.

Administrative Regulation 5130 indicates special consideration for students with disabilities regarding the loss of BOG Fee Waiver. However, the Regulation does not describe what those special considerations might be, leaving this issue open to subjective judgement. Staff indicated that this specific language is provided by the State to allow considerable leeway in offering consideration. As well, the Regulation outlines procedures for communication with students, but does not account for communication in alternate formats, if required, for students with disabilities.

Findings for Financial Aid are as follows:

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report.



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The following subset of Districtwide findings apply to Financial Aid:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information and accessible information technology, including computer hardware and software; and
- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report.

Recommendation: The Financial Aid program needs to review all of the issues outlined above as they specifically apply to its programs and services and ensure that changes have been made to address them. These include:

- Ensuring that adequate notice is available on all published materials and websites regarding ADA and the compliance process for requesting accommodations;
- Ensuring an ADA compliance statement is placed on the webpages and every effort made to improve access to these webpages; and
- Reviewing alternate format procedures with DSPPS to ensure that alternate formats can be produced in a timely manner upon request and post a statement on each of the Financial Aid webpages.

Issue: AR 5130 uses subjective language in discussing the loss of BOG Fee Waivers for students with disabilities. Indications are that this is designed to benefit students with disabilities.

Recommendation: Ensure that staff are trained on the interpretation of this Regulation in order to create a consistent and replicable benefit to all students with disabilities facing the loss of the waiver.



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Issue: AR 5130 discusses communication with students with disabilities but does not address how a student would request effective communication in the student's preferred method of communication or request materials in alternate formats.

Recommendation: In order to ensure compliance with ADA/Section 504, the RSCCD needs to update AR 5130 to more specifically address the availability of disability-related accommodations and a process for students with disabilities to request and obtain effective, timely, accessible communication in their preferred method, as well as to receive materials in alternate formats.

Issue: While the Financial Aid Office currently uses the UbiDuo to communicate with deaf students, this device may not be sufficient in all cases. There is a lack of written procedures to access preferred communication methods beyond the use of the UbiDuo.

Recommendation: In order to ensure compliance with the ADA/Section 504, the Financial Aid Office needs to develop written procedures regarding the provision of alternate communication (ASL interpreter, captioning, etc.) as a disability accommodation. Procedures should describe the interactive process which respects the individual's preferred format, determines what the Financial Aid Office will provide as an accommodation, and outlines the process for securing communication services in a timely manner.

Issue: Currently, Financial Aid staff lack general and specific training regarding students with disabilities. Training is needed to ensure effective and timely delivery of services and accommodations, as well as to support culturally competent services to students with disabilities.

Recommendation: As a best practice, training needs to be developed to: 1) update Financial Aid staff on any new procedures developed as a result of the ADA/Section 504 Self-Evaluation; and 2) provide general disability awareness training to staff on a regular basis, including new employee orientations.



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Issue: Some SAC Financial Aid computer work stations are not fully accessible due to hardware and software limitations.

Recommendations: In order to ensure compliance, SAC needs to review all computer workstations available to students in the Financial Aid Office and ensure that an adequate number of workstation(s) with assistive technology (AT), such as JAWS and Dragon Naturally Speaking, etc., are readily available to students with disabilities. In addition, staff who understand AT and can assist with basic troubleshooting should be identified.

Foundation/ Advancement/Scholarship

The mission of the Rancho Santiago Community College District Foundation is to enhance the economic development of the region and to generate revenue to supplement the resources of the District and its two Colleges, Santa Ana College and Santiago Canyon College. The Advancement Scholarship Programs at both SCC and SAC are engaged in fundraising to manage and provide resources to students and programs across each campus.

Staff at both SCC and SAC were provided with tools to conduct an extensive self-evaluation of relevant Board Policies, Administrative Regulations and departmental practices and procedures.

Relevant Board Policies and Administrative Regulations include:

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

BP 3820 [Gifts](#)

AR 3820 [Gifts and Donations](#)

BP 6620 [Naming District Properties and Facilities](#)

AR 6620 [Naming of District Properties and Facilities](#)



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Santa Ana College scholarships are awarded to deserving students who represent and demonstrate great academic merit, achievement, and leadership. Scholarships are available for SAC students who are incoming, continuing, and transferring to four-year institutions.

The Santiago Canyon College Foundation supports the college in its mission to provide a high-quality college education that will help students, regardless of their financial circumstances, meet their goals in life.

Criteria used in the scholarship programs does not intentionally screen out any students with disabilities and both College Departments report that, for the interview portions for specific scholarships, auxiliary aids are provided if required.

Staff at SAC acknowledge that an internal audit is needed to ensure all functions that involve students are fully accessible in all activities.

SAC also acknowledged that alternate formats are not available in the orientation workshops for Pre-Scholarship and Post-Scholarship competitions where PowerPoint presentations are made, and flyers distributed.

Both Departments stated that auxiliary aids are provided for awards ceremonies if requested. However, both Colleges agreed that a checklist process to ensure accessibility of all venues used and materials provided would be a welcome addition.

Findings for the Foundation/Advancement/Scholarship Programs are as follows:

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report.

The following subset of Districtwide findings apply to Foundation programs:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;



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- ✓ The need for accessible information and accessible information technology, including computer hardware and software (see below);
- ✓ The need for accessible spaces and pathways; and
- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report.

Recommendation: The Foundation programs need to review all of the issues outlined above as they specifically apply to its programs and services and ensure that changes have been made to address them. These include:

- Ensuring that adequate notice is available on all published materials and websites regarding ADA compliance and the process for requesting accommodations;
- Ensuring an ADA compliance statement is placed on the webpages and every effort must be made to improve access to these webpages;
- Reviewing alternate format procedures with DSPS to ensure that alternate formats can be produced in a timely manner upon request and post a statement on each of the Foundation webpages; and
- Ensuring renovations make the offices accessible and useable by individuals with disabilities.

Issue: Ensuring accessibility of all materials and venues utilized by the Advancement Scholarship Programs.

Recommendation: Utilize an accessibility checklist prior to any meeting, orientation, or award ceremony to ensure accessibility of venue and materials. This should include activities which involve contact with students as well as those involving interaction with potential donors or other members of the public. *(See sample in Appendix V.)*

District Facilities Issue: The SAC Foundation office (S-201) was recently renovated. The reconstruction of that office utilized a District-approved vendor that was assumed to be aware



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of the District's ADA compliance requirements. However, that vendor was not knowledgeable about ADA compliance issues.

Recommendation: Ensure that renovation of the SAC foundation Office is addressed as part of the implementation of the Transition Plan and that work is completed by vendors who are knowledgeable about physical accessibility standards.

Joint Powers Central Net Fire Training Facilities

The Santa Ana College Fire Academy are conducted at Joint Powers Central Net Fire Training facilities. The facilities are publicly owned, are open to the public and are reportedly ADA compliant. The Academy is administered under the guidance of the Orange County Fire Chiefs' Association and is nationally recognized as a premier fire training program. This program meets the Orange County Fire Service standards and has been approved by the State Fire Marshal and the State Board of Fire Services as the First Accredited Regional Fire Academy in California. The standards far exceed the minimum qualifications and training required for California Firefighter I certification. Additionally, graduates receive certificates in Auto Extrication, Hazardous Materials First Responder, Rescue Systems I, Fire Control III, ICS 200 and Low Angle Rescue. The curriculum is approved by the State Chancellor's Office.

Students are required to have a medical doctor conduct the NFPA Medical Clearance physical before they start the Basic Fire Academy. This is the same physical they will be given when they get hired by a fire department as an Emergency Responder Firefighter.

Students must pass a Biddle physical agility test in order to be accepted into SAC's Basic Fire Academy. The Biddle physical agility test was written, evaluated and approved by the law firm of Biddle and Associates and has been accepted as the physical agility test of fire departments throughout Southern California.

Course work, including prerequisite courses, have been approved by the State Chancellor's Office. Each syllabus contains the statement that a student with a disability, who would like to



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request academic accommodation, is responsible for identifying himself/herself to the instructor and to DSPS, along with appropriate contact information.

Outreach materials actively encourage wounded warriors and individuals with disabilities to apply for jobs as Fire Dispatcher and Fire Inspector and to enroll in the Fire Prevention program that teaches all students how to inspect for fire hazards.

Staff receive general disability awareness training on how to interact with students with disabilities. Instructors are made aware of the ADA compliance requirements and they are told to recognize and abide by the requests made by any student that has DSPS status. These instructions are given to them in their hiring processes and at the Back to School night provided by the Division Deans.

All students with disabilities are required to go through the DSPS process in order to receive special arrangements provided by the instructors.

During the Basic Fire Academy, four hours are devoted to cultural diversity and 56 hours are devoted to Emergency Medical Services. All Fire Tech classes have a message to students with disabilities to contact the instructor for assistance and to check with DSPS.

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report.

The following subset of Districtwide findings apply to SAC Basic Fire Academy:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information, such as published materials and webpages and accessible information technology, including computer hardware and software;



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- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report; and
- ✓ The need to ensure that arrangements are made for providing accommodations for individuals with disabilities where services provided by DSPS cannot be used. such as for serving employees or members of the public, students participating in community services classes, or serving students who do not wish to participate in the DSPS program.

Recommendation: The Fire Training Academy needs to review all of the recommendations on the above issues in the Districtwide Programmatic Findings and Recommendations section as they specifically apply to its programs and services and ensure that changes have been made to address them.

Issue: The RSCCD does not have a process by which a student can request academic accommodations and/or auxiliary aids and services without registering with DSPS. As discussed on page 50 of the section on Districtwide Programmatic Findings and Recommendations, State law makes clear that participating in DSPS is voluntary. Therefore, alternate ways for a student to request and receive accommodations must be available.

Recommendation: RSCCD needs to develop policies and procedures whereby students with disabilities who do not wish to participate in DSPS can request accommodations through the ADA Coordinator. *(See page 50.)*

Issue: While physical examination and agility tests are widely used, the College should note that a student/applicant with a disability may ask for an accommodation or modification of the testing routine(s). In such a case, the College will need to research how the tests and other entry requirements were validated to meet the essential requirements of the Fire Academy Training, especially in light of the fact that they exceed requirements for California Firefighter I



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certification. In addition, the Academy will need to follow a deliberative, inclusive, and well-documented process for accepting or rejecting the accommodation/modification requests.

Recommendation: As a best practice and to be proactive, the College may want to inquire about the validation process for the physical examination and agility tests. The tests should be designed to meet the essential qualifications of the instructional program, rather than solely on the hiring requirements for municipalities and other entities.

Libraries

The libraries at SAC and SCC provide various services and resources to the campus communities, including, but not limited to, research assistance; drop-in research workshops; circulating materials (e.g., books, DVDs, and CDs); textbook reserves; group study rooms; computer access; printing, scanning, and photocopying; online and print research guides; and electronic resources (e.g., journal, magazine, and newspaper articles; books, including reference books; and audio books).

Relevant Board Policies and Administrative Regulations:

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

BP 4040 [Library and Learning Support Services](#)

AR 4040 [Library and Learning Support Services](#)

Staff at both libraries were provided with a series of questions to assist with their Self-Evaluation. Their findings are as follows:

Staff at both libraries stated that access to adapted hardware and software was either unapparent or, on occasion, non-functioning. Information technology problems are reported to DSPS. The computers are equipped with ZoomText, Kurzweil and JAWS and there are adjustable-height computer workstations. Commercial databases are optimized for the visually



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impaired. All databases are ADA compliant and are purchased through the Community College League of California. Audio files of database articles are available online and can be downloaded. Print copies can be converted to audio with adaptive software. Both librarians stated all DVD/VHS purchases are closed captioned and that the entire video/DVD collections are either captioned or subtitled.

Students with visual impairments work with a reference librarian for research assistance and materials retrieval. Library staff are available during all hours the library buildings are open and can, upon request, retrieve books.

Staff at SCC reported that there are issues with accessing the second floor when the elevators are down, otherwise, both libraries are wheelchair accessible and book stacks and aisles allow for wheelchair access, although both suggested that the restrooms were not fully accessible.

Staff at both libraries have attended DSPS training workshops on accessibility and two librarians from SAC have developed an online training entitled SAC Accessibility Training which is available to all staff and faculty to receive professional development credit.

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide issues and recommendations were identified on pages 37-51 of the report.

The following subset of Districtwide findings apply to the libraries at SAC and SCC:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services; and
- ✓ The need for accessible information and accessible information technology, including computer hardware and software.



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- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report; and
- ✓ The need to ensure that arrangements are made for providing accommodations for individuals with disabilities where services provided by DSPS cannot be used, such as for serving employees or members of the public, students participating in community services classes, or serving students who do not wish to participate in the DSPS program.

Recommendation: Both libraries need to review the issues outlined above as they specifically apply to their programs and services and ensure that changes have been made to address them. These include:

- Ensuring that adequate notice is available on all published materials and websites regarding ADA compliance and the process for requesting accommodations; and
- Developing a policy and procedures for ensuring adaptive software and hardware are readily available and useable by students with disabilities. Procedures should include a follow-through plan for effective communication with both DSPS and/or ITS to ensure speedy resolution of computer accessibility issues.

Issue: Staff were concerned that the public restrooms in both library buildings were not fully accessible.

Recommendation: Both library building restrooms need to be assessed for accessibility and if necessary, upgrades added to the Facilities Transition Plan.

Issue: Staff at SCC stated there needed to be an assessment of the adaptive furniture available in the library.

Recommendation: Review all adapted workstations and other furniture available in the SCC library to ensure sufficient accessibility.



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Issue: When the elevators are not working properly at SCC, there is limited access to the second floor.

Recommendation: Work with Maintenance and Operations to ensure a speedy resolution to elevator problems and develop procedures to ensure students are safe and can access, with assistance, needed materials. In addition, ensure all library staff are aware of their responsibilities regarding emergencies and evacuation from the second floor when elevators are not working.

Orange County Sheriff's Regional Training Academy

The Orange County Sheriff's Regional Training Academy is managed by both the Sheriff's Department and Santa Ana College. The Orange County Sheriff's Department (OCSD) is responsible for daily operations and ensures it follows all regulations and mandates established by the Commission on Peace Officer Standards and Training (P.O.S.T.). Both the OCSD and Santa Ana College comply with all Federal and State rules and regulations and do not discriminate on the basis of race, color, national origin, gender, or disability.

Students are required to complete a physician's form prior to admission into the Basic Academy and/or Modular Academy.

Course overview or syllabi are submitted to the Division Office prior to the start of class and contain a number of standards including: College Mission statement, Criminal Justice Academies Mission statement and ADA compliance. The course overview and syllabi contain the following statement:

"A student with a disability, who would like to request academic accommodation, is responsible for identifying himself/herself to the instructor and to the Disabled Student Programs and Services (DSPS). To make arrangements for academic accommodations, contact the Disabled Student office in the Johnson Center, U-103, or phone (714) 564-6264, TTY (714) 564-6248 for a referral to the appropriate DSPS Department."



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According to the Commission on Peace Officer Standards and Training (P.O.S.T.) website:

"Diversity training remains an important priority and POST continues to partner with the Simon Wiesenthal Museum of Tolerance to offer a variety of Tools for Tolerance programs designed for all levels of law enforcement personnel. Additionally, entry-level law enforcement trainees receive 16 hours of Cultural Diversity (Learning Domain 42) and 15 hours of People with Disabilities, (Learning Domain 37) training in all POST basic academies. POST continues to provide courses that are relevant and supports the evolving role of law enforcement providing professional service to a diverse population."

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Issues and Recommendations were identified on pages 37-51 of the report.

The following subset of Districtwide findings apply to the Criminal Justice Academies:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information, such as materials and webpages and accessible information technology, including computer hardware and software; and
- ✓ The need for training in two global areas: 1) general disability awareness training which includes the various topics as outlined on pages 46-50; and 2) the overarching recommendation for development of a wide range of policies and procedures addressing the provision of services to students, faculty, staff and the general public with disabilities.

Recommendation: The Criminal Justice Academies need to review all of the issues outlined above as they specifically apply to its programs and services and ensure that changes have been made to address them. These include:



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- Ensuring that adequate notice is available on all published materials and websites regarding ADA compliance and the process for requesting accommodations;
- Development of a policy and procedures to ensure that, if requested, hard copy brochures and other informational materials, including application forms and other required documents, are made available in alternate formats in a timely manner. Language indicating the availability of such accommodations should be clearly identifiable on all electronic and hard copy communications.
- In conjunction with DSPS, development and presentation of disability awareness training and on policies and procedures to ensure streamlined service delivery.

Issue: The RSCCD does not have a process by which a student can request academic accommodations and/or auxiliary aids and services without registering with DSPS. California Education Code Section 67313 and Title 5 Section 56008 Student Rights clearly state that registering with DSPS is voluntary and there must be alternate paths to requesting accommodations.

Recommendation: RSCCD needs to develop policies and procedures whereby students with disabilities who do not wish to participate in DSPS can request accommodations through the ADA Coordinator. *(See page 50.)*

Outreach

Outreach efforts are conducted by SAC, SCC, Centennial Education Center and Orange Education Center. Responses to the ADA Self-Evaluation inquiries were received from all entities.

Student Outreach serves as an integral part of the Centennial Education Center. Staff provides detailed information regarding the quality of the programs that are offered to prospective high school students.



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The mission at SCC Outreach is to recruit and prepare a diverse student population to participate in the matriculation process, provide information on SCC programs and to act as the liaison to the SCC service area. The goal is to promote growth and learning via outreach efforts that include: presentations, weekly visits to high schools, information tables, and other events on-and-off campus.

The mission of SAC Student Outreach is to attract and recruit new students to the College. This goal is achieved by providing a variety of resources, activities, and support to high schools and the community. Parents and students are connected to campus life via the efforts of Student Outreach personnel which include: school presentations, campus tours, college prep workshops (English/Spanish/Vietnamese), community outreach, pre-orientation assistance, assessment information, and admission support.

Relevant Board Policies and Administrative Regulations:

BP 3510 [Nondiscrimination](#)

AR 3510 – [Nondiscrimination](#)

Staff reviewed four areas of concern with respect to the ADA Self-Evaluation. These are the current marketing materials, website presence, disability awareness training and the vetting for accessibility of locations for public presentations.

Centennial staff noted that the primary printed marketing materials, such as the Class Schedule, which is mailed to all residences, contains the required ADA statement and the nondiscrimination notice, however, not all flyers used have the needed information. SAC and SCC staff indicated that some, but not all, printed materials contained the required notifications. All entities indicated the capacity to make materials available in alternate formats upon request.

Staff concluded that online access to webpages was generally compliant. The webpages under the control of the various Outreach departments are accessible but it is unknown if all



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attached links are. Again, as in the printed materials, staff determined that some pages contained necessary notifications, and some did not.

All Outreach departments make public presentations, primarily at local high schools. Accommodations, if requested, are provided at these outreach sessions. However, in most cases, the flyers or advertisements for the meetings do not contain the ADA notifications. There are no formal written procedures for responding to requests for accommodations.

While all the staff of each College/Center expressed comfort in interacting with individuals with disabilities, only SCC staff indicated that some disability awareness training had been provided. Good customer service is a hallmark of all the Outreach departments and attempts are made to meet the needs of all students and prospective students.

SCC and Centennial staff indicated that, when arranging for space for a public presentation, the sites chosen are vetted for accessibility. SAC has no specific vetting process, but for the most part, presentations are made at events not hosted by the Outreach department.

The following issues and recommendation were developed by staff:

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of the report.

The following subset of Districtwide findings apply to Outreach:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information and accessible information technology, including computer hardware and software;



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- ✓ The need to ensure that offices, rooms, pathways and other facilities are free of non-structural barriers, such as counters that are too high, furniture blocking aisles, etc.;
- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report; and
- ✓ The need to ensure that arrangements are made for providing accommodations for individuals with disabilities where services provided by DSPS cannot be used, such as for serving employees or members of the public, students participating in community services classes, or serving students who do not wish to participate in the DSPS program.

Recommendation: Outreach programs need to review all of the issues outlined above as they specifically apply to their own programs and services and ensure that changes have been made to address them. These include, but are not limited to:

- Ensuring that adequate notice is available on all published materials and websites regarding ADA compliance and the process for requesting accommodations;
- Development of a policy and procedures to ensure, that if requested, hard copy brochures and other informational materials including application forms and other required documents are made available in alternate formats in a timely manner. Language indicating the availability of such accommodations should be clearly identifiable on all electronic and hard copy communications.
- Development and provision of training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report;
- Ensuring that arrangements are made for providing accommodations for individuals with disabilities where services provided by DSPS cannot be used such as for serving



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employees or members of the public, students participating in community services classes, or serving students who do not wish to participate in the DSPS program.

Performing Arts

The Santiago Canyon College Performing Arts Department includes Dance, Music and Theater Arts. It is dedicated to building a comprehensive educational program designed to meet the needs of students who are seeking to develop their creative skills and gain practical and theoretical experiences in the performing arts, as well as those students seeking a general education and/or wanting to transfer to four-year institutions.

The Santa Ana College Division of Fine and Performing Arts aligns with the Santa Ana College mission to be a leader and partner in meeting the intellectual, cultural, technological, workforce and economic development needs of its diverse community through:

- Fostering creativity, academic excellence and the practical application of learning in a dynamic, student-centered environment with a focus on the intersection of arts and technology;
- Providing transferring students across all disciplines with essential General Education offerings in the arts; and
- The support and production of cultural events that inform and enrich the Santa Ana College community.

The review of the RSCCD's Performing Arts Departments requires a separate inspection above and beyond that given to other instructional departments. The crossover from instruction for students to performances offered to the public-at-large triggers a requirement that such events be accessible both physically and programmatically (ADA Title II, 28 CFR, Part 35). In other words, the obligation exists to allow members of the public access to the various performances and exhibits offered, as well as, to understand the events taking place.

The following Board Policies, and Administrative Regulations are relevant to the RSCCD's Performing Arts Departments:



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BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

Performing Arts staff at both SAC and SCC were provided with tools to conduct an extensive Self-Evaluation of relevant Board Policies, Administrative Regulations and departmental practices and procedures.

Their review of auditorium seating indicates that both Colleges' Performing Arts Centers are accessible to the public with physical disabilities, although the SAC Center has limitations regarding the seating of patrons who use wheelchairs. The SAC spaces designated for wheelchairs are at the front of the auditorium, which does present challenges in maintaining access to emergency exits and does not follow ADA guidelines regarding disbursement of accessible seating throughout the auditorium. SCC staff have noted that approximately 20% of accessible seating is at ground level and accessible seating is available throughout the theatre.

Staff determined that although informal protocols exist, neither College has written policies or procedures regarding accommodation for patrons with disabilities. Similarly, neither College consistently offers non-discrimination/accommodation statements on published media, such as programs. In discussing the issue of materials in alternate formats, the staff at SAC and SCC concluded that there is no formal procedure in place to fill requests for alternate formats of published media. SCC staff indicated the ability to fill alternate media requests on an ad hoc basis, while SAC staff did not have such a plan in place.

Staff discussed the use of FM Systems for assistance to those patrons who are hard of hearing and it was determined that SCC has FM Systems available. It is unclear if these systems have been tested with the existing audio systems. Additionally, the SCC Humanities building includes an integrated sound component. SAC does not have FM Systems available.

Both Colleges offer interpreting services for performance attendees who are deaf or hard of hearing. Staff indicated that District interpreters and external interpreting agencies are available should interpreting services be required. SAC staff stated that interpreter services



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were coordinated through DSPS, however, it is unclear if the DSPS assistance was for interpreter coordination or for interpreter payment. It was noted that Title 5 Regulations prohibit the use of DSPS funds for services for non-DSPS students or the public in general.

Staff noted that some accommodations, such as audio description for patrons who are blind, have not been requested to date, but that procedures should be developed to allow for the timely and effective provision of audio description and other requested accommodations.

Staff from both Colleges have indicated the need for additional training for event staff relative to general disability awareness and the provision of specific accommodations, such as seating, FM Systems, and alternate format materials.

Both Colleges determined that auditions for various performances take place with the College classes associated with the subject matter (i.e., theater, music, dance) and that accommodations for such auditions are handled in the manner of all other classroom accommodations. Staff noted the need to include the ADA notifications statements on any publications announcing auditions for various performances.

Staff concluded that the College's art galleries and event areas are accessible for wheelchair users and that art pieces are displayed in a manner viewable by all. Publications and media related to art exhibits have the same limitations as the performance media, in that they lack any ADA notice.

The following recommendations were developed:

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report.

The following subset of Districtwide findings apply to Performing Arts:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;



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- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need to ensure that offices, rooms, pathways and other facilities are free of non-structural barriers, such as counters which are too high, furniture blocking aisles, etc.;
- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report;
- ✓ The need to provide training on the requirements of the ADA and other state and federal laws and any new or revised policies and procedures adopted in response to recommendations in this report; and
- ✓ The need to ensure that arrangements are made for providing accommodations for individuals with disabilities where services provided by DSPS cannot be used such as for serving employees or members of the public, students participating in community services classes, or serving students who do not wish to participate in the DSPS program.

Recommendation: The Performing Arts Program needs to review all of the issues outlined above as they specifically apply to its programs and services.

Issue: Seating for wheelchair users at SAC is problematic in that it is a challenge to seat patrons without blocking emergency exits. The disbursement of accessible seating may not conform the 2010 Revised Regulations of the ADA.

Recommendation: In order to comply with the 2010 Revised Title II ADA Regulations, revise dispersion of wheelchair seating.



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- Wheelchair seating and companion spaces must be dispersed vertically, horizontally, to all levels, and around the performance area, if seating encircles the stage.
- Wheelchair spaces must provide spectators with choices of seating locations and viewing angles that are substantially equivalent to, or better than, seating for other spectators.
- In stadium-style movie theaters, wheelchair spaces must be located within the rear 60% of the seats in the auditorium.
- Wheelchair spaces generally should not be on temporary or movable platforms.

Issue: Written policies and procedures do not exist at either College relative to the provision of accommodations and assistance to patrons with disabilities.

Recommendation: Develop written policies and procedures that describe the range of disability accommodations available to patrons with disabilities and how and when to request them. In addition, staff training on the policies and procedures should be provided to new and existing staff and should include the following topics:

- **Seating** – Disbursement of accessible seating, paths of travel, companion seats, aisle seats, number of required accessible spaces.
- **Interpreting/Captioning services** – Requesting interpreting/captioning service, number of interpreters, funding of services.
- **FM Systems** – Number of available systems, compatibility with hearing aids disbursement of systems, public awareness of systems.
- **Ticketing** – Policies in accordance with the following guidelines:
<https://www.arts.gov/sites/default/files/NEA-ADA-TipSheet-v2.pdf>
- **Service Animals** – Procedures that mirror RSCCD’s Service Animal Policy.



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- **Mobility devices** – Procedures for devices other than wheelchairs:

<https://www.arts.gov/sites/default/files/NEA-ADA-TipSheet-v2.pdf>

Issue: SAC does not have FM Systems available for patrons who are hard of hearing and SCC is currently in the process of ensuring that their systems are compatible with the audio systems in existence.

Recommendation: In order to ensure compliance, SAC should purchase the required number of FM systems based on the seating capacity of the auditorium. In addition, SCC should ensure that their systems are compatible with the audio system and both Colleges should ensure that the required number of hearing aid compliant systems are available based on the following site <https://www.arts.gov/sites/default/files/NEA-ADA-TipSheet-v2.pdf>.

Issue: As noted above, neither college has in place procedures to provide audio description for the blind should such services be requested.

Recommendation: Both colleges should obtain equipment necessary to provide audio description, train staff in the use of the equipment, and have staff trained to provide the audio description narration or make arrangements to have trained personnel available from an outside agency should the need arise.

Issue: Lack of general and specific training regarding patrons with disabilities and suitable accommodations.

Recommendation: As a best practice, provide event staff with general training regarding patrons with disabilities and specific training on newly developed policies and procedures regarding seating, interpreters, FM Systems, ticketing, service animals, and other mobility devices.

Planetarium

The Tessmann Planetarium is a 100-seat planetarium located on the campus of Santa Ana College. This facility has been on campus for almost fifty years. Its mission is to inspire



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students to study and discover careers in science, education and engineering by bringing to life the wonders of the universe. Students with an interest in astronomy and the space program are fortunate to have access to the Planetarium.

Relevant Board Policies and Administrative Regulations:

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

The Tessmann Planetarium is a mainstay in the physical science programs offered at Santa Ana College. The classes and coursework associated with the facility were reviewed for ADA/504 compliance along with all other instructional programs at the College. However, in the same manner that the Performing Arts programs and the Athletic programs are accessed by the general public, so, too, is the Planetarium.

Staff discussions regarding the Planetarium's accessibility both physically and programmatically centered on four main areas:

1. Physical accessibility which includes entry and exit from the facility, paths of travel while within the Planetarium and seating for those who use mobility devices and those who accompany them, including service animals.
2. Access to the information and presentations that are offered. This would include: audio description for blind patrons, as well as, interpreters, captions and FM Systems for patrons who are deaf or hard of hearing.
3. Notifications both in print and online to students and the public regarding printed materials in accessible formats, procedures to request accommodations and general nondiscrimination statements.
4. Training for staff in general disability awareness and in the provision and use of available accommodations.



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As staff have noted, the Planetarium is a half century old and does have limitations with respect to wheelchair seating. Currently, there are three to four spaces available, with four being the minimum required. Staff noted that the placement of the wheelchair seating needs to be reviewed. Actual entry into the Planetarium appears to be barrier free.

It was noted that the “shows” need to be updated to include captioning and audio description. While currently audio description is not available, the “show’s” narration is live, so slight modifications in the narration may be all that is necessary to achieve access. Staff have noted that over time many patrons with disabilities have participated in Planetarium shows and events. Staff have attempted, in all cases, to make needed accommodations. Admittedly many of these accommodations have been ad hoc and a more standardized approach needs to be developed. FM systems have not been used in the past, however some equipment is potentially available. Staff indicated that this equipment needs to be assessed for viability and that training needs to be conducted. Interpreting is provided upon request. Staff discussed the need to develop appropriate procedures for the request and provision of all accommodations. Webpages and printed materials were discussed, and it was determined that the appropriate nondiscrimination and ADA accommodation and notification statements need to be added.

After staff discussions were completed, the following recommendations were developed:

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report.

The following subset of Districtwide findings apply to the Planetarium:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;



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- ✓ The need to ensure that offices, rooms, pathways and other facilities are free of non-structural barriers, such as counters that are too high, furniture blocking aisles, etc.;
- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report; and
- ✓ The need to ensure that arrangements are made for providing accommodations for individuals with disabilities where services provided by DSPS cannot be used, such as for serving employees or members of the public, students participating in community services classes, or serving students who do not wish to participate in the DSPS program.

Issue: Seating for wheelchair users at the Planetarium is estimated at three or four. Four is the minimum number required. The disbursement of accessible seating may not conform to the 2010 Revised Regulations of the ADA.

Recommendation: A formal review of wheelchair seating is needed to determine actual number of available spaces. In order to comply with the 2010 Revised Title II ADA Regulations, revise dispersion of wheelchair seating.

- Wheelchair seating and companion spaces must be dispersed vertically, horizontally, to all levels, and around the performance area, if seating encircles the stage.
- Wheelchair spaces must provide spectators with choices of seating locations and viewing angles that are substantially equivalent to, or better than, seating for other spectators.
- In stadium-style movie theaters, wheelchair spaces must be located within the rear 60% of the seats in the auditorium.
- Wheelchair spaces generally should not be on temporary or movable platforms.



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Issue: Written policies and procedures do not exist relative to the provision of accommodations and assistance to patrons with disabilities.

Recommendation: Develop written policies and procedures that describe the range of disability accommodations available to patrons with disabilities and how and when to request them. In addition, staff training on the policies and procedures should be provided to new and existing staff.

- **Seating** – Disbursement of accessible seating, paths of travel, companion seats, aisle seats, number of required accessible spaces.
- **Interpreting/Captioning services** – Requesting interpreting/captioning service, number of interpreters, funding of services.
- **FM Systems** – Number of available systems, compatibility with hearing aids, disbursement of systems, public awareness of systems.
- **Ticketing** – Policies in accordance with the following guidelines:
<https://www.arts.gov/sites/default/files/NEA-ADA-TipSheet-v2.pdf>
- **Service animals** – Procedures that mirror RSCCD's Service Animal Policy.
- **Mobility devices** – Procedures for devices other than wheelchairs:
<https://www.arts.gov/sites/default/files/NEA-ADA-TipSheet-v2.pdf>

Issue: The Planetarium does not have FM systems available for patrons who are hard of hearing.

Recommendation: In order to ensure compliance, SAC should ensure that the required number of FM systems are available based on the seating capacity of the auditorium. In addition, the Planetarium should ensure that the required number of hearing aid compliant systems are available based on the following site

<https://www.arts.gov/sites/default/files/NEA-ADA-TipSheet-v2.pdf>.



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Issue: Slide shows are narrated but the Planetarium does not have in place procedures to provide audio description for the blind should such services be requested.

Recommendation: Planetarium staff should assess, or seek a consultant to advise, as to whether the existing narration of slide shows is sufficiently detailed to provide blind patrons with an adequate description of what is being displayed. Staff should also determine if there are other types of programs or activities offered to students or to the public which do not currently provide narration. If these assessments indicate a need, the Planetarium staff should consider obtaining equipment necessary to provide audio description, train staff in the use of the equipment, and have staff trained to provide the audio description narration or make arrangements to have trained personnel available from an outside agency should the need arise.

Issue: Lack of general and specific training regarding patrons with disabilities and suitable accommodations.

Recommendation: As a best practice, provide event staff with general training regarding persons with disabilities and specific training on newly developed policies and procedures regarding seating, interpreters, FM Systems, ticketing, service animals, and other mobility devices.

NOTE: The conditions assessment incorporated as part of the District's Transition Plan update includes findings related to the Tessmann Planetarium and prioritization of planned barrier removals for this facility.

Student Code of Conduct

Issues related to the Student Code of Conduct were reviewed as part of the Self-Evaluation. These issues can become complex when students who violate the Code of Conduct have a disability, especially when the behavior causing the conduct violation may be related to the person's disability. Many colleges report increased behavioral issues which involve students



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with disabilities and court cases reflect the sensitivity of such situations. While the District does not have to allow behavior prohibited in the Code of Conduct to continue, upon request of the student, it must analyze whether or not a reasonable accommodation could mitigate the behavior. Further, the District may want to consider such an analysis, if it has knowledge or it is evident the student has a disability. To perform such analysis, it is generally useful to have someone knowledgeable of disability issues involved in the discipline process. Among other things, this person may be able to provide advice as to whether there is a feasible accommodation for the student. In addition, all the protections of the ADA, including auxiliary aids and alternate media material, must be made available to students with disabilities during the discipline review.

The following Board Policies were reviewed in this analysis:

BP 5500 [Standards of Student Conduct](#)

AR 5530 [Student Rights and Grievances](#)

AR 5201 [Standards of Student Conduct/Mental Health Clearance](#)

Issue: The review of these policies revealed that the District policies do not address the need to accommodate students with disabilities who may be involved in student discipline proceedings. The need for accommodation can arise in several different ways.

A student may need an accommodation (e.g., a sign language interpreter or materials in an alternate format) in order to understand the charges against them and/or participate in the hearing process. Also, as discussed above, if the behavior giving rise to the disciplinary charges is disability-related, then the policies should provide for consideration of whether any type of accommodation, if requested by the student, would permit him or her to be able to comply with the Code of Conduct. Finally, AR 5201 provides that if a student is removed from campus due to a violation of the Code of Conduct or because the student represents a threat to him/herself or others, the student may only return after the College reviews documentation



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from a mental health professional indicating that the student is not likely to pose a direct threat to him/herself or others.

In the latter two situations, those involved in the disciplinary process will need to determine whether the student is qualified to continue to attend college, or to return to college, in terms of being able to comply with the Code of Conduct. The ADA Title II Technical Assistance Manual explains that:

“An individual who poses a direct threat to the health or safety of others will not be qualified. . . .”

A "direct threat" is a significant risk to the health or safety of others that cannot be eliminated or reduced to an acceptable level by the public entity's modification of its policies, practices, or procedures, or by the provision of auxiliary aids or services. The public entity's determination that a person poses a direct threat to the health or safety of others may not be based on generalizations or stereotypes about the effects of a particular disability.

“. . . The determination must be based on an individualized assessment that relies on current medical evidence, or on the best available objective evidence, to assess –

- a. The nature, duration, and severity of the risk;*
- b. The probability that the potential injury will actually occur; and,*
- c. Whether reasonable modifications of policies, practices, or procedures will mitigate or eliminate the risk.” (Title II Technical Assistance Manual, Section 2.8000, p. 12)*
(See also [C.F.R. part 35.139.](#))

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report. The following subset of Districtwide findings apply to the student discipline process:



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- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report; and
- ✓ The need to ensure that arrangements are made for providing accommodations for individuals with disabilities where services provided by DSPS cannot be used, such as for serving employees or members of the public, students participating in community services classes, or serving students who do not wish to participate in the DSPS program.

Recommendation: The staff involved with administering the student Code of Conduct need to review all of the recommendations on the above issues in the Districtwide Programmatic Findings and Recommendations section as they specifically apply to student discipline and ensure that changes have been made to address them. This should include, but is not limited to, addressing the specific recommendations listed below:

Recommendation: The Student Code of Conduct should either include a reference to the Board Policy on the ADA (if adopted by the District) or a notice of the fact that accommodations will be made upon request for students with disabilities during the discipline process.

Recommendation: The Student Code of Conduct should be available in alternate formats including Braille and accessible electronic text.

Recommendation: The due process portion of the Code of Conduct should be amended, or an additional Administrative Regulation developed to indicate the following when the violation includes a student with a disability:



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- To comply with the law, if the student requests an accommodation, the District must engage in the interactive process to determine if a reasonable accommodation may mitigate the violating behavior. In addition, as a best practice, it is recommended, even if the student does not make a specific request, that the District engage in the same interactive process if it has information or it is evident that the student has a disability. If an accommodation is needed, there should be a discussion of how the accommodation will be provided, who will pay for it, and who the campus point of contact will be in case of questions or issues;
- That either a staff person from DSPS or the ADA Coordinator will be a member of the discipline review team; and
- That when a student is conserved or under a guardianship that the conservator or guardian will be included in the process. In addition, if a student with a disability requests a parent or advocate to participate in the discipline process, they should be allowed to do so, as long as they also comply with the conduct rules.

Recommendation: The District should ask its legal counsel to review all applicable policies and administrative regulations to ensure that the process for evaluating whether a student’s behavior involves a direct threat is consistent with the requirements discussed above under the ADA. In particular, Title II of the ADA only permits a student to be excluded if a careful analysis indicates that he or she may pose a direct threat to others. The ADA does not recognize an exception for situations where the student may pose a threat to him or herself. (For further discussion of this issue, see [University of Tennessee Health Sciences Settlement](#) and [“Direct Threat and Caring for Students at Risk for Self-Harm: Where We Stand Now”](#))



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Student Health and Wellness Services

Institutions are required to provide meaningful access to their nonacademic programs and activities, as well as to those in the classroom. Accordingly, the Self-Evaluation included a review of activities, policies, and procedures related to Student Health and Wellness Services.

Students at both SAC and SCC are provided with access to physical and mental medical/health services. Student Health and Wellness Services support student success by promoting wellness through preventative health efforts. Psychological services assist and support students in their personal and academic goals and foster the well-being and personal development of its campus members.

Services provided include: health services immunizations, family planning, first aid treatment, flu immunizations, laboratory tests, physical exams, TB testing/assessments, vision screening and urine drug tests. Psychological services include personal counseling, (individual and couples), outreach, and consultation to department/faculty members. These services are offered to all currently enrolled college credit students who have paid their health fee. A registered nurse is present at all times during regular business hours while a physician and psychologist are available by appointment.

It is to the credit of the District that both health centers provide a wide array of health and wellness support services for students with disabilities. For the most part, the staff are trained to assist students with disabilities with paperwork, physical examinations and medical conversations and to find the best solutions to ensure both the safety and well-being of the students. The websites provide clear and concise information and the SCC Physical and Mental Health video is closed captioned. However, there are some overarching issues at both Colleges that require attention.

Both SAC and SCC health center staff were provided with a list of 13 questions plus a Self-Evaluation checklist. Their examination revealed that neither health center has a posted notice regarding ADA compliance, nor do printed materials contain statements regarding the



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availability of disability accommodations including information in alternate formats. The Health and Wellness websites do not provide accessibility as required by Section 508 and State law.

Both the SAC and SCC health centers are proposing that the District develop a policy and procedure to ensure the timely availability of alternate formats should they be requested.

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report.

The following subset of Districtwide findings apply to Student Health and Wellness Services:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information and accessible information technology, including computer hardware and software;
- ✓ The need for accessible spaces and pathways; and
- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report.

Recommendation: The Student Health and Wellness Services need to review all of the issues outlined above as they specifically apply to its programs and services and ensure that changes have been made to address them. These include:

- Ensuring that adequate notice is available on all published materials and websites regarding ADA compliance and the process for requesting accommodations;
- Ensuring an ADA compliance statement is placed on the webpages and every effort made to improve access to these webpages; and



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- Reviewing alternate format procedures with DSPS to ensure that alternate formats can be produced in a timely manner upon request and post a statement on each of the Student Health and Wellness webpages.

Issue: For students who are deaf or hard of hearing, it is particularly important that the communication is clear and understood. The health center staff determined that using a UbiDuo for communication of a substantive issue is not appropriate and neither is use of a family member or friend as an interpreter, unless requested by the student. On occasion, some students seeking services have brought their own interpreter, with it being the student's decision whether or not to utilize their service during the appointment. Students have also chosen to use pen and paper to make known their requests. Students are given the options of bringing an interpreter or having the health center request an interpreter from DSPS or using the UbiDuo.

While a UbiDuo is adequate for use in making appointments or a short Q&A, it is insufficient for any substantive conversations between the health professional and a student who is deaf or hard of hearing.

Recommendation: To ensure discrimination does not take place, the District needs to develop a policy and procedures for ensuring sign language interpreters or captioning services are available in a timely manner to assist the student who is deaf or hard of hearing with these conversations. Of particular note, if a student who is deaf or hard of hearing is in crisis and requires immediate attention and requests an interpreter, that immediate assistance from a sign language interpreter or captioner is critical.

Issue: Beyond basic architectural access, health centers need to be fully accessible for students who have mobility impairments, this includes accessible exam tables, grab bars, changing areas and bathrooms.

SAC health center is currently in a temporary portable building and does not have all the physical support needed by students with disabilities (rails in exam rooms, exam tables going low enough for transfer from a wheelchair to table, etc.). A unisex restroom appears to meet



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DA accessibility standards with rails, along with walkways large enough to accommodate wheelchair access, etc. SAC has already discussed with Facilities and architect consultants the necessity of being fully ADA compliant (all new equipment) when the program is relocated to the new building.

Recommendation: Incorporate into the Transition Plan the steps necessary to ensure that the SAC Health and Wellness facility will be fully ADA compliant (all new equipment) when relocated to the new building. In addition, both health centers need to be reviewed for full accessibility, including medical equipment, and staff need to be regularly trained to ensure both they and the patients' safety when transferring a student to an exam table.

Student Life and Leadership

The Offices of Student Life & Leadership at both SAC and SCC are committed to student leadership growth and development by providing leadership opportunities to demonstrate advocacy, integrity and cultural vitality of the diverse student population. Through these efforts, Student Life seeks to empower students in becoming leaders through professional and social development while promoting purposeful connections to each campus.

Both programs offer a Leadership Institute, Associated Student Government (ASG) and a variety of clubs and organizations.

Staff at the Office for Student Life at both SAC and SCC were provided with tools to conduct an extensive evaluation of relevant Board Policies, Administrative Regulations and departmental practices and procedures.

The relevant Board Policies and Administrative Regulations are:

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

BP 5400 [Associated Students Organization](#)

BP 5410 [Associated Students Elections](#)



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BP 5420 [Associated Students Finance](#)

BP 5421 [Activities and Excursions](#)

BP 5500 [Standards of Student Conduct](#)

AR 5201 [Standards of Student Conduct/Mental Health Clearance](#)

A review of the ASG Constitution and Bylaws contained no language regarding students with disabilities, accessibility of all activities and the timely acquisition of auxiliary aids and services that would enable a student with a disability to participate equally with his or her peers.

Board Policy 5421 Activities and Excursions makes no mention of accessibility of activities, meetings and events.

Staff at SAC and SCC state that there may be some unintentional practices that limit participation, particularly the availability of forms in alternate formats for the book loan program, ASG elections, ASG agenda/minutes, Code of Conduct, Commencement, etc. In addition, materials and information on the Student Life webpages do not have any information regarding the availability of alternate formats.

Staff at both programs state they have a good working relationship with DSPS and have added a budget line item within ASG to accommodate students who may need auxiliary aids and/or services during ASG meetings and events.

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic findings and recommendations were identified on pages 37-51 of the report.

The following subset of Districtwide findings apply to Student Life:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;



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- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information and accessible information technology, including computer hardware and software;
- ✓ The need for accessible spaces and pathways; and
- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report.

Recommendation: Staff responsible for Student Life and ASG activities need to review all of the issues outlined above as they specifically apply to its programs and services and ensure that changes have been made to address them.

Issue: Student Life published materials and webpages demonstrate an ADA compliance issue surrounding the lack of notification to the public regarding the methods of contact for requesting disability-related accommodations and the availability of published materials in alternate formats.

Recommendation: Student Life needs to review the Districtwide recommendation regarding notice and update its printed materials and webpage accordingly.

Issue: Staff have indicated that a budget exists for accommodations for students with disabilities at various campus events. However, no written procedures exist for staff that identifies responsible parties in assessing, identifying and providing such accommodations in a timely manner.

Recommendation: To ensure ADA compliance and adequate methods of administration, Student Life should review and implement the Districtwide recommendations regarding processes and procedures for requesting disability accommodations for campus activities, as well as for planning off-campus excursions or events. When planning (*see page 87*) such events, the venues need to be checked for physical accessibility and accessible transportation



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should be available, if requested. While not all venues or activities (e.g., a hiking, excursion) may be physically accessible, information should be available for students about the activity and the level of its accessibility. Furthermore, a hiking excursion may be accessible to a deaf student if an interpreter is available. Student Life needs to ensure that, when viewed in its entirety, their programs and activities are accessible to students with disabilities.

Based on this information, Student Life should develop a process for informing students with disabilities and other participants on the availability and process for requesting disability accommodations to Student Life events in a timely manner, including transportation, interpreters or other supports for off-campus events.

Issue: None of the RSCCD Board Policies related to Associated Student Organization (BP 5400, 5410, 5420, 5421, 5500) nor the ASG Constitution and Bylaws contain any mention of nondiscrimination or access for students with disabilities who wish to participate in any activity, excursion, meeting or event.

Recommendation: Student Life needs to review all Board Policies that relate to student organizations, the ASG Constitution and Bylaws and the new SCC Handbook. If the Board of Trustees adopts the recommended policy on ADA compliance (*see Appendix III*), policies relevant to Student Life may only need to briefly cross-reference that policy to ensure that students are aware of the law and that accommodations are available. Otherwise, policies specific to Student Life will need to more fully set forth the ADA notice of compliance and the availability of auxiliary aids and services.

Recommendation: Student Life should review and implement all other Districtwide recommendations set forth on pages 37-51 and take steps necessary to implement those recommendations as appropriate for this program.

Veterans Resource Centers

The Veterans Resource Center (VRC) at SAC was created to help incoming veteran students transition from soldiers to scholars. In addition, Veterans, Active Duty, Reservists, and their



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dependents are assisted with accessing their VA education benefits when pursuing an eligible AA/AS, Certificate, or Transfer Program for a BA/BS. The VRC also directs students to campus resources to help them succeed in their educational goals.

The Veterans Service Office at SCC (VSO) was created to assist veteran students as they transition from military life to student life. Veterans, Active Duty, Reservists, and their dependents/spouses are provided access to their VA education benefits to assist them with successfully meeting their educational goals.

There is no official blueprint or standard that outlines what a Veterans Resource Center should be and while many college VRCs may look similar, there can be a wide range of services, activities and staff that varies markedly from campus to campus. The personality and energy associated with a particular VRC is dependent upon the Certifying Official, the support that the college extends and, particularly, on the veterans themselves who utilize the services of the local center. The college is not required to provide many of the services common to the VRC beyond the certification of veterans to receive VA benefits. However, all programs, services and activities that are located in the VRC must be accessible to those veterans with disabilities who choose to make use of the VRC. This is particularly important in light of the fact that many veterans may have acquired disabilities.

The following Board Policies, and Administrative Regulations are relevant to the RSCCD's Veterans Resource Centers:

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

BP [5049 Military Withdrawals](#)

BP 5020 [Non-Resident Tuition](#)

AR 5020 [Non-Resident Tuition](#)

BP 5015 [Residence Determination](#)



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AR 5015 [Residence Determination](#)

BP 5055 [Registration Enrollment Priorities](#)

AR 5055 [Registration Enrollment Priorities](#)

VRC/VSO staff at both SAC and SCC were provided with tools to conduct an extensive Self-Evaluation of relevant Board Policies, Administrative Regulations and departmental practices and procedures.

Staff at both Colleges noted the availability of computer workstations at their locations. In both cases the computers were equipped with accessible software including JAWS, ZoomText and Kurzweil 3000. It was noted that Dragon Naturally Speaking should be added to the complement of existing software. Workstations in both centers were not equipped with adjustable tables, making it difficult for wheelchair users to access table space. Currently, there is no formal procedure for requesting disability accommodations at either the VRC or VSO. Requests are handled on an ad hoc basis. SAC indicated that, while two staff are trained to use a UbiDuo, the VRC does not have the device.

Staff at SCC have indicated that printed and web-based media do not have ADA notification or accommodation statements, while SAC staff have stated that their publications do contain the appropriate notifications. A review of the SAC VRC home webpage does show an ADA notification though a more abbreviated statement that includes a contact number for accommodation requests might be more useful. (*See page 40.*) Other pages and applications related to the VRC do not contain such notifications.

SAC staff noted that most social events of the VRC are held in that location. However, venues are vetted for accessibility if events are held outside the VRC. There currently are no formal procedures to request accommodations for such events. The SCC VSO currently does not host social events.



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SAC VRC staff noted that they do make public presentations and they ensure that the venues are accessible. Their video presentations are currently in the process of being captioned. The SCC VSO does not make public presentations or use videos.

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic findings and Recommendations were identified on pages 37-51 of the report.

The following subset of Districtwide findings apply to the VRC/VSO:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information, such as materials and webpages and accessible information technology, including computer hardware and software;
- ✓ The need to ensure that arrangements are made for providing accommodations for individuals with disabilities where services provided by DSPS cannot be used, such as for serving employees or members of the public, students participating in community services classes, or serving students who do not wish to participate in the DSPS program.
- ✓ The need for training in two global areas: 1) general disability awareness training which includes the various topics as outlined below; and 2) the overarching recommendation for development of a wide range of policies and procedures addressing the provision of services to students, faculty, staff and the general public with disabilities.



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Recommendation: The VRC/VSO programs need to review all of the issues outlined above as they specifically apply to its programs and services and ensure that changes have been made to address them. These include:

- Ensuring that adequate notice is available on all published materials and websites regarding ADA compliance and the process for requesting accommodations;
- Development of a policy and procedures to ensure, that if requested, hard copy brochures and other informational materials including application forms and other required documents are made available in alternate formats in a timely manner; Language indicating the availability of such accommodations should be clearly identifiable on all electronic and hard copy communications;
- Review the accessible software on VRC/VSO computers and determine what is needed to make these stations fully accessible. It is suggested that assistance be sought from the DSPS office and/or ITS; and
- In conjunction with DSPS, development and presentation of disability awareness training and on policies and procedures to ensure streamlined service delivery.

Issue: Both Colleges lack written procedures for providing accommodations to fulfill students' requests. Both SCC and SAC staff indicated the need for additional disability awareness training. Staff at SAC and SCC created the following recommendation.

Recommendation: The VRC/VSO should develop a written process for responding to requests for disability accommodations. This procedure should take into account the fact that some veterans with disabilities may not wish to participate in the DSPS program and that, in such instances, alternative arrangements will be needed to provide and pay for needed accommodations.

Issue: SAC VRC indicates that videos currently used are not fully captioned, however, the process of captioning has been started.



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Recommendation: Continue the captioning process until all videos used are fully captioned and also develop a plan for audio description. In the future, purchase only videos that include appropriate captioning and audio description or have the videos captioned prior to use.

Issue: Neither College has physically accessible work stations in the VRC/VSO.

Recommendation: Purchase necessary equipment to allow those using wheelchairs or other mobility devices access to table space and computers.



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Summary

The implementation of the recommendations will require substantial discussion involving RSCCD administrators, Department and Division Chairs, on-campus disability experts and others, such as the ADA Workgroup. This report identifies both short- and long-term issues that must be addressed. The Self-Evaluation discovered five Districtwide ADA compliance issues and two State compliance issues. Failure to come into compliance in these areas leaves the District vulnerable to costly complaints and investigations. The ITS recommendation for Instructional Design Centers and qualified staff on each campus needs to be reviewed in the light of recent court judgements and OCR findings as well as problematic campus wide issues regarding Section 508 and the accessibility of distance education instructional materials. In the other two instances where a staff position is recommended, (ADA Coordinator and Contracts Specialist) there are also legal implications. Most of the other 70 best practice issues revolve around policy and procedures development and subsequent training for faculty and staff on implementing newly created procedures.

Multiple resources and references are offered in the Appendices to assist the District in implementation efforts. The district may also wish to draw upon resources available from the California Community Colleges Chancellor's Office and the wealth of knowledge among Community College DSPP programs across the State.

A prioritized list needs to be developed to respond to address these issues:

- Immediate corrective action not requiring funding
- Immediate corrective actions requiring funding
- Policy/procedure changes/updates
- Training needs
- Revised and updated job descriptions



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Appendices

- I. ADA Self-Evaluation & Transition Report Workgroup Members
- II. Individuals contacted during the Self-Evaluation
- III. Draft ADA Policy
- IV. ADA Coordinator Role
- V. Event Accessibility Checklist
- VI. Title 5 Section 56027 Academic Adjustments
- VII. SAC Student Survey
- VIII. SAC Division Survey
- IX. SAC Department Chair Survey
- X. SCC Student Survey
- XI. SCC Division Survey
- XII. SCC Department Chair Survey
- XIII. ADA Transition Plan Public Forum Notice
- XIV. ADA Transition Plan Public Forum Summaries
- XV. Sample Syllabus Statements
- XVI. Sample Academic Accommodations Policy (courtesy of Cerritos College)
- XVII. Physical Deficiencies
- XVIII. Locations – District
- XIX. HL Estimate