CITY OF RIPON

ADA Self-Evaluation & Transition Plan

UPDATED | NOVEMBER 2022

Contents

1.0 Introduction

1.1 Summary

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

This ADA Self-Evaluation and Transition Plan is being prepared to partially fulfill the requirements set forth in Title II of the Americans with Disabilities Act. The ADA states that a public entity must reasonably modify its policies, practices, or procedures to avoid discrimination against people with disabilities. This report will assist the City of Ripon to identify policy, program, and physical barriers to accessibility and to develop barrier removal solutions that will facilitate the opportunity of access to all individuals.

1.2 Legislative Mandate

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

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

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

Rehabilitation Act.

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

- Deny persons with disabilities the opportunity to participate as members of advisory boards and commissions.

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

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

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

1.3 ADA Self-Evaluation and Transition Plan Requirements and Process

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

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

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

The ADA sets forth specific requirements for preparation of an acceptable Transition Plan. This plan includes:

- A list of the physical barriers in the City's facilities that limit the accessibility of its programs, activities, or services to individuals with disabilities;

- A detailed outline of the methods to be used to remove these barriers and make the facilities accessible;

- Planning level cost estimates for their removal;

- A schedule for taking the steps necessary to remove barriers to City programs, activities and services; and

- The name of the individual responsible for the plan's implementation and overseeing compliance with Title II of the ADA.

1.4   Discrimination and Accessibility

There are two kinds of accessibility:

- Program accessibility; and
- Physical Accessibility

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

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

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

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

When choosing a method of providing program access, the City will give priority to the one that results in the most integrated setting appropriate to encourage interaction among all users, including individuals with disabilities. In compliance with the requirements of the ADA, the City must provide equality of opportunity.

1.5 Undue Burden

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

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

1.6 Facility Survey

In 2018, the City completed a physical audit of facilities to identify facility barriers and identify recommendations and alterations in order to assist the City in removing barriers to programs, activities and services. Findings and recommended actions can be found in Section 4.1. Copies of the Facility Reports can be found in *Appendix B.*

1.7 Pedestrian Rights-Of-Way (PROW)

In 2018, the City completed a PROW study identifying sidewalk hazards. A survey of high priority pedestrian facilities was also conducted in 2018*.* Findings and recommended actions can be found in Section 4.2. Copies of the Pedestrian Rights-of-Way Reports can be found in *Appendix C.*

1.8 Self-Evaluation

In 2018, the City of Ripon evaluated its policies, programs, and procedures to determine current levels of service and the extent to which its policies and programs created barriers to accessibility for persons with disabilities.

A questionnaire administered to department staff provided information on the nature of the program, forms and methods used to advertise the program's services and activities, a profile of current participants, the types of equipment and materials used, testing and entrance requirements, the level of staff training, and any special modifications provided. Questionnaires were distributed and received from the following City departments:

- Administration/Finance Department

- Animal Services Division
- Building Department
- City Clerk Department
- Engineering Department
- IT Division
- Parks & Recreation, including the Senior Center
- Planning & Economic Development Department
- Public Works Department

Findings and recommend actions from each program provider's responses can be found in Section 3.3. A copy of the survey questionnaire can be found in **Appendix A.**

1.9   Public Outreach

A public meeting was held on June 27, 2018 in the City of Ripon Council Chambers located at City Hall to obtain the perspective of Ripon residents on the development of the ADA Self Evaluation and Transition Plan. No one from the public attended.

The following organizations were contacted and invited to participate in the public meeting and the development of the City of Ripon ADA Self Evaluation and Transition Plan: A copy of the public notice is available upon request.

- Arc-San Joaquin, Stockton
- California Department of Rehabilitation, Modesto
- California Mentor, Cole Vocational Services, Modesto *(mail returned undeliverable 6/28/18)*
- Community Center for the Blind and Visually Impaired, Stockton & Modesto
- Developmental Disabilities Service (DDSO), Sacramento
- Disability Resource Agency for Independent Living(DRAIL), Modesto
- Easter Seal Superior California, Stockton
- Family Resource Network (FRN), Stockton
- Hanot Foundation, Lockeford
- San Joaquin County Special Education Local Plan Area (SELPA), Stockton
- NorCal Services for Deaf and Hard of Hearing, Stockton/Modesto *(mail returned undeliverable 6/28/18)*
- Ripon Unified School District Special Education, Ripon
- San Joaquin County Department of Aging and Community Services, Stockton
- San Joaquin County In-Home Supportive Services, Stockton
- San Joaquin Regional Transit District (RTD), Stockton
- State Council on Developmental Disabilities–Area Board 6,

Stockton
- State of California Workers' Compensation, Stockton
- United Cerebral Palsy of San Joaquin, Calaveras, and Amador Counties (UCP), Stockton
- United Cerebral Palsy of Stanislaus and Tuolumne Counties (UCP), Modesto
- University of the Pacific, Thomas J. Long School of Pharmacy and Health Sciences, Stockton
- Valley CAPS, Manteca
- Valley Mountain Regional Center, Stockton
- Visually Impaired Persons Support (VIPS), Modesto *(mail returned undeliverable 6/28/18)*

1.10 Staff Training

Training sessions were held with City of Ripon staff on August 23, 2018 to support the implementation of the Self Evaluation and Transition Plan.

Customer Service

Topics: Interacting with people with a variety of disabilities (hearing, vision, cognitive, mobility) at the counter, on the phone, and handling requests for information or service.

Training Participants: City of Ripon staff who interact with the public. Participants represent a range of job titles and positions from front line staff to managers/supervisors.

Accessible Facilities

Topics: Maintaining accessible features, a review of new 2010 ADA standards including the new recreation facility standards, pedestrian sidewalks and curb ramps, common problems, and group discussion.

Participants: City of Ripon staff who design, inspect, manage, or maintain City facilities, including public buildings, parks, parking lots, pedestrian facilities.

2.0 Definitions

The following is a summary of many definitions found in the ADA. Please refer to the Americans with Disabilities Act for the full text of definitions and explanations (http://www.ada.gov/).

2.1 Auxiliary Aids and Services

The term *auxiliary aids and services* include:

1. Qualified interpreters or other effective methods of making orally delivered materials available to individuals with hearing impairments;

2. Qualified readers, taped texts, or other effective methods of making visually delivered materials available to individuals with visual impairments; and

3. Acquisition or modification of equipment or devices; and

4. Other similar services and actions.

2.2 Complaint

A *complaint* is a claimed violation of the ADA

2.3 Disability

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

1. A physical or mental impairment that substantially limits one or more of the major life activities of such individual;

2. A record of such impairment; or

3. Being regarded as having such impairment.

2.4 Discrimination on the Basis of Disability

Discrimination on the basis of disability means to:

- Limit, segregate, or classify a job applicant or employee in a way that adversely affects the opportunities or status of such applicant or employee because of the disability of such applicant or employee;Participate in a contract that could subject a qualified citizen with a disability to discrimination;
- Use any standards, criteria, or methods of administration that have the effect of discriminating on the basis of disability;

- Exclude or otherwise deny equal jobs or benefits because of a known disability;
- Fail to make reasonable accommodations to known physical or mental limitations of an otherwise qualified individual unless it can be shown that the accommodation would impose an undue burden on the City's operations;
- Deny employment opportunities to job applicant or employee who is an otherwise qualified individual with a disability, if such denial is based on the need of such covered entity to make reasonable accommodation to the physical or mental impairments of the employee or applicant.
- Use qualification standards, employment tests, or other selection criteria that excludes otherwise qualified people with disabilities from participating in the programs or activities offered to the public; and
- Fail to use tests, including eligibility tests, in a manner that ensures that the test results accurately reflect the qualified applicant's skills or aptitude to participate in a program or activity.

2.5 Having a Record of Impairment

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

2.6 Physical or Mental Impairments

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

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

2.7 Qualified Individual with a Disability

City of Ripon ADA Self-Evaluation and Transition Plan

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

2.8   Reasonable Program Modifications

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

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

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

2. To the program or activity environment in which the duties of a position are performed so that a person with a disability can perform the essential functions of the program or activity; and

3. That enables individuals with disabilities to enjoy equally the benefits of the program or activity as other similarly situated individuals without disabilities enjoy.

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

Modification applies to:

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

Modification is not required if:

- It changes the essential nature of a program or activity of the person with a disability;
- It creates a hazardous situation;

- Adjustments or modifications requested are primarily for the personal benefit of the individual with a disability; or
- It poses an undue burden on the City.

2.9   Regarded as Having a Disability

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

2.10   Substantial Limitations of Major Life Activities

An individual is disabled if she or he has a physical or mental impairment that (a) renders her or him unable to perform a major life activity, or (b) substantially limits the condition, manner, or duration under which she or he can perform a particular major life activity in comparison to other people.

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

In determining whether physical or mental impairment substantially limits the condition, manner, or duration under which an individual can perform a particular major life activity in comparison to other people, the following factors shall be considered:

1. The nature and severity of the impairment;

2. The duration or expected duration of the impairment; and

3. The permanent or long-term impact (or expected impact) of, or resulting from, the impairment.

2.11   Undue Burden

The City of Ripon shall not provide an accommodation that imposes an undue burden on the operation of the City's business.

Undue burden means significant difficulty or expense incurred in the provision of accommodation. Undue burden includes, but is not limited to, financial difficulty. Undue burden refers to any modification that would be unduly costly, extensive, substantial, or disruptive, or that would fundamentally alter the nature of operation of the business of the City.

Whether a particular accommodation will impose an undue hardship is determined on a case-by-case basis. If a particular modification is determined to cause an undue burden to the City

of Ripon, the City shall attempt to identify another modification that would not pose such a burden. If cost causes the undue burden, the City must consider whether funding for the modification is available from an outside source. If no such funding is available, the City must give the person with a disability the opportunity to provide the modification or to pay for that portion of the modification that constitutes an undue burden.

The following factors shall be considered in determining whether a program modification would create an undue burden: the nature and cost of the modification, the financial resources of the City available to make the modification, the impact the expense of the accommodation will have on the affected City operation, and the permanence of the alterations affecting the site.

3.0 Policies & Programmatic Accessibility Findings & Actions

3.1 Introduction

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

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

- Administration/Finance Department
- Animal Services Division
- Building Department
- City Clerk Department
- Engineering Department
- IT Division
- Parks and Recreation, including the Senior Center
- Planning & Economic Development Department
- Public Works Department

The findings and recommendations contained in this section will serve as a basis for the implementation of specific improvements for providing access to City programs as required by law. There were a total of 11 programmatic questionnaires submitted by the City of Ripon Staff.

3.2 Programmatic Modifications

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

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

This section is organized into categories based on the

requirements of Title II of the ADA.

- Accessible/Adaptive Equipment
- Customer Service
- Notice Requirements
- Printed Information
- Website – City and Departmental Websites
- Public Telephones and Communication Devices
- Training and Staffing
- Program Eligibility and Admission
- Public Meetings
- Transportation Services
- Use of Consultants for Delivering Program Services
- Emergency Evacuation Procedures
- Facilities
- Special Events on Public Properties

Accessible/Adaptive Equipment

Adaptive aids are devices, controls, appliances, or items that make it possible for persons with disabilities to improve their ability to function independently and participate in programs, services, and activities offered by the City. For example, a pen and clip board for the deaf or speech impaired to write notes on or accessible electronic equipment such as accessible computer stations.

Self-Evaluation Findings:
Few departments reported allowing the public to use or access electronic equipment such as photocopiers and computers. Few departments reported providing adaptive aids such as pen and paper and clipboards, accessible workstations, and staff assistance.

Recommended Actions:
1. Provide standard equipment at each site where programs are administered to facilitate basic communications access using alternative formats. Equipment may include, but not be limited to, pen and paper and clipboards, accessible workstations, and staff assistance.

2. Collaborate with community organizations to develop and maintain a current resource list of assistive technology equipment and sources for acquiring them.

3. Establish and maintain a "Resources Toolkit" (see Section 6.0) of adaptive aids and human resources that should be available for use by individuals participating in City programs. Include information about the availability of specific equipment and/or individuals who are available to provide special services (e.g., ASL translation) in public information

materials such as brochures and the City's website.

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

5. Maintain accessible equipment.

Customer Service

In-person interaction with the public is one of the primary functions of most City departments. Policies and practices that ensure individuals with disabilities can participate in the programs, activities and services provided by the City such as procedures for program modifications and not charging additional fees for reasonable accommodation to the person with a disability should be in place.

Self-Evaluation Findings:
Some City departments have eligibility requirements. No departments reported charging an additional fee for modifying a program for a person with a disability. Few departments reported having a formal process for altering standard operating procedures. Few departments indicated that they consult or have partnerships with outside organizations that provide services to people with disabilities. Some departments had policies or procedure for making informal changes to standard operating procedures to accommodate people with disabilities.

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

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

   - Requests for reasonable modification in programs or services should be made to the department responsible for

the program or service.

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

- The department offering the program or service should consult with the relevant program or service staff to determine the reasonable modification.

- The department offering the program or service may also consult with the City's ADA Coordinator or other resources providing services or information regarding persons with disabilities as appropriate.

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

- All accessibility requests should be tracked. The ADA requests should be analyzed periodically to look for global issues that can be addressed and problems than can be solved proactively.

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

3. Assess the composition and needs of the disabled population. Take the necessary steps to improve communication and outreach to increase the effective participation of community members with disabilities in all City programs and activities.

4. Create partnerships with organizations that provide services to the disabled populations to assist in getting the word out about City programs. Keep programs up-to-date through increased community involvement and partnerships with organizations that offer services to persons with disabilities.

5. Continue the process of not charging an additional fee for program modifications or alternative formats.

Notice Requirements
Title II regulations require the City to inform the public of the rights

and protections provided by the ADA for access to public programs, services, and activities.

Self-Evaluation Findings:
All departments identified having a nondiscrimination statement that includes persons with disabilities. Few departments reported posting a nondiscrimination statement in a location that maximizes public exposure. The nondiscrimination statement should include information about how to reach an ADA coordinator. Some departments notify all persons that meetings, hearings, and conferences will be held in accessible locations and that adaptive aids such as assistive listening devices will be provided upon request to participants with disabilities. Non-discrimination language is not consistently included on agendas.

Few departments reported notifying all persons about how and with whom to file a disability complaint.

Recommended Actions:
1. Increase outreach to persons with disabilities and the organizations that serve them. The City should develop criteria for determining reasonable modifications that can be provided to make services, programs, and activities accessible.

2. Include the City's Policy on Non-Discrimination on the Basis of Disability on all City publications that provide general information about City services, programs, or activities on both hard copies and documents posted on the web.

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

   • The notice of non-discrimination;

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

   • A notice that information is available in alternative formats within 2 business days notice.

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

Self-Evaluation Findings:

Most departments provide printed information to the public. Many departments reported that they provided printed materials in alternative formats upon request. Some departments reported including pictures of people with disabilities in their printed materials.

Recommended Actions:

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

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

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

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

   This publication can be made available in alternative formats, such as, Braille, large print, audiotape, or computer disk. Requests can be made by calling (209) 599-2108 (Voice) or California Relay Services (711). Please allow 72 hours for your request to be processed.

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

6. Provide program, facility, permit, and reservation information in a variety of formats upon request (for example, enlarge print format for persons with visual disabilities or in simple language for persons with cognitive disabilities).

7. Provide programmatic changes (e.g., staff assistance), upon request to assist in filling out forms or when alternative formats are unavailable or infeasible.

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

9. When photos are provided, include photos of persons with disabilities.

<u>Website – City and Departmental Websites</u>

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

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

Self-Evaluation Findings:

Most departments provide information about their programs on the web; however, no departments reported including information about access for the disabled, such as locations of accessible parking and restrooms, on the web. Most departments note that they verified their websites are accessible to people with visual impairments who use speaking browsers. Few departments ensured documents provided for downloading were accessible to persons with visual disabilities. Content is managed by a combination of departments and the IT Department.

Recommended Actions:

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

2. Include the City's Policy on Non-Discrimination on the Basis of Disability on the City's website.

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

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

5. Continually improve the accessibility of web pages through the use of web accessibility analysis to meet and/or exceed Section 508 of the Rehabilitation Act guidelines for accessibility of electronic information. Acquire the technological resources necessary to create accessible PDF and graphics files as described in ADAAG standards for electronic and information technology.

6. Provide training to City staff members in creating accessible PDF and other electronic files for posting on City or departmental websites.

7. Use services that help web page authors provide an accessible website by identifying and repairing barriers to access for individuals with disabilities.

8. See Section 6 for resources on creating and maintain accessible websites.

Public Telephones and Communication Devices
Providing alternate means of communication with the hearing and speech impaired is an effective means of reaching persons with disabilities.

Self-Evaluation Findings:
Few departments reported using the California Relay Service, or 711, to communicate with the hearing and speech impaired. No departments reported that they publish how they communicate with hearing or speech impairment. Few departments stated they provide trainings on how to communicate with the hearing and speech impaired.

Recommended Actions:
1. Widely disseminate information regarding the availability and procedure for communicating over the telephone with a person with a hearing or speech disability using the California Relay Service (CRS) 711.

2. All publications that list phone numbers should also include information on how the deaf and speech impaired can communicate with departments by phone.

3. Ensure staff is aware of the resources available to communicate by telephone with individuals with hearing or speech impairments.

Training and Staffing
Formal training or knowledge of standard policy for interacting with persons with disabilities is critical to providing staff who have contact with the public the department's obligations and policies that enable persons with disabilities to participate in programs or activities.

Self-Evaluation Findings:
In general, City staff members did not report formal training or knowledge of standard policy for interacting with persons with disabilities. Many departments identified that interactions and

accommodations are addressed on an individual basis. Many staff members may not be knowledgeable about the different types of reasonable modifications that would make their services accessible.

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

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

Recommended Actions:
1. Provide all City staff members with on-going awareness and sensitivity training.

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

3. Educate all City staff about their responsibilities under the ADA. The City's ADA Coordinator and line supervisors should be responsible for ensuring that staff members receive training. Reference materials that address special modifications should be included in this training.

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

5. Train maintenance staff with respect to accessibility principles and building codes to achieve and maintain accessibility.

6. Provide City staff members with training in general building evacuation procedures for assisting persons with hearing,

speech, visual, mobility, and learning disabilities in an emergency.

Program Eligibility and Admission

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

Self-Evaluation Findings:
No departments reported having limitations to ratios requirements that would exclude persons with disabilities. Some departments noted that they have eligibility requirements. These requirements were physical or mental performance standards for staff based on performance and safety standards or age requirements for the Senior Center. Most forms used by programs do not contain a nondiscrimination statement.

A few departments require an interview prior to participation.

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

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

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

4. Include the City's Policy on Non-Discrimination on the Basis of Disability on all forms.

5. When interviews are required for program participation, ensure that the meetings are held in an accessible location and that auxiliary aids are provided upon request.

Public Meetings

The public should be able to access all Public Meetings regardless of disability. In addition, Auxiliary aids, which allow people with disabilities to fully participate in meetings, should be made available upon request.

Self-Evaluation Findings:

Many departments hold public meetings. Most meetings are required to be held in accessible locations. Many departments reported they do provide auxiliary aids upon request.

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

2. Maintain a list of on-call American Sign Language interpreters who may be brought to meetings to assist individuals with hearing impairments (See Section 6).

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

4. Make information available to City staff on the types of modification requests that may be made by persons with different types of disabilities. Provide information about auxiliary aids such as different types of assistive listening systems, sign language interpreters, readers, descriptive services, and other assistive technologies. Provide guidance in the layout of the room, sign-in table and refreshments table, to insure that these features are accessible.

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

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

7. Provide flexibility in the time limit on speaking for individuals with communication difficulties.

8. Provide American Sign Language (ASL) interpreters at public meetings, when requested.

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

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

11. Move disability-related agenda items to the beginning of agendas when possible. Some people with disabilities are unable to stay late at meeting because they use para-transit or have fixed schedules, as they need to use personal care attendants.

Transportation Services

Many public agencies provide transportation services to and from their programs. The public accommodation standards for these services are set forth by the Federal Transit Administration.

Self-Evaluation Findings:
No department reported providing transportation services to the program participants.

Recommended Actions:
1. Ensure that when transportation is provided for City programs, accessible vehicles are available.

2. Ensure transportation schedules and promotional materials are available in alternative formats.

3. Train staff on providing accessible transportation.

Use of Consultants for Delivering Program Services

Many public agencies use Consultants to conduct programs on behalf of their department. Consultants should be aware of their obligations to facilitate participation of individuals with disabilities in programs or activities operated on behalf of the department.

Self-Evaluation Findings:
Few departments reported using consultants for delivering program services. Few departments have policies in place to monitor the consultant's obligation to provide service in accordance with the City's accessibility policies.

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

Emergency Evacuation Procedures

Emergency evacuation procedures should be established to safely

evacuate persons with disabilities who may need special assistance in an emergency.

Self-Evaluation Findings:
Most departments reported that they were unaware of or did not have a plan to safely evacuate people with disabilities in an emergency.

Recommended Actions:
1. Develop guidelines for the evacuation of persons with disabilities in various types of emergency situations such as:.

    • Address what to do when an alarm is triggered;

    • Establish meeting places for assistance and evacuation chairs; and

    • Provide direction on what to do if assistance is not available.

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

3. Review existing procedures dealing with emergencies to ensure that persons with disabilities can be alerted and that they can alert emergency service providers. Provide all evacuation policies and procedures in alternative formats when requested.

4. Departments that routinely provide emergency services should have priority for receiving equipment that accommodates alternative format communication.

5. Take the necessary steps to ensure that staff is aware of persons with disabilities in their department who may require special assistance in the event of an emergency.

Facilities
Many public agencies have multiple facilities used to conduct programs on behalf of their department. The public should be able to access all facilities, or portions of facilities, used for department programs regardless of disability.

Self-Evaluation Findings:
No department reported that they had received or track accessibility complaints related to City facilities.

Recommended Actions:
1. Provide accessible facilities such as parking, including van accessible parking, path-of-travel, entry doors, signage, and transaction counters at customer service locations. If alternative locations for providing accessible services are required, provide

those services in the most integrated setting, without stigmatizing the user.

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

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

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

Special Events on Public Properties

Many public agencies offer special events on City property. Private entities and City staff should be aware of their obligations to facilitate participation of individuals with disabilities in these special events or private events held on public property.

Self-Evaluation Findings:
Many departments reported that they offer special events on City property. Most of the departments who hold special events on City property have policies in place to ensure that the events are accessible to people with disabilities.

Recommended Actions:
1. In situations where private organizations sponsor events in City facilities, the City will inform private organizations about applicable ADA requirements.

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

Overall Recommendations:

- Provide meeting agendas, hand-outs, forms and other written materials including information that is sent via postal mail in alternative formats upon request. Alternative formats may include large print, audio tape, CD, Braille, etc.

- All public meetings must be held in accessible locations. Auxiliary aids such as American Sign Language interpreters or captioning must be provided upon request.

- When requested, printed materials must be provide in alternative

accessible formats for a person with disabilities.

- When signatures are needed, give an alternative for a person with a disability to providing a written signature such as a signature stamp.

- All City staff should be trained in providing customer service to people with disabilities.

3.4 Policy Review: City Municipal Code

This review was completed using the online version of Ripon's Municipal Code.

Title 10: VEHICLES AND TRAFFIC

Chapter 10.04 Definitions
Section 10.04.140 Pedestrian
"Pedestrian" means any person afoot

Recommendation: Include persons using personal mobility devices such as wheelchairs and power scooters.

Title 6: ANIMALS

Chapter 6.24 Dogs
Section 6.24.060 Dogs Prohibited in Food establishments.
No person shall allow, permit, or take any dog, with the exception of seeing-eye or dogs used by the hearing impaired, whether loose, on a leash, or in arms, into any restaurant, grocery store, meat market, fruit store, or food establishment of any kind in the city.

Recommendation: Revise language from "seeing-eye or dogs used by the hearing impaired" to "service animals for persons with disabilities or dogs used by law enforcement officers".

3.5 Department Descriptions & Contact Information

A. Administration/Finance Department

- **Description of Programs and Services**
  The Administration and Finance Departments plans, organizes and directs all functions of administration and finance including accounting, fiscal planning, payroll, revenue collection, budgeting, debt management, facility rentals and transit services. They are responsible for City Finances, Utility Billing, Accounts Receivable,

Business Licenses, Accounts Payable and Payroll, including Human Resources.

- **ADA Self-Evaluation Contact:**
  Lisa Roos, City Clerk / Finance Director
  259 N. Wilma Avenue
  Ripon, CA 95366
  Phone: (209) 599-2108

B.   Animal Services Division

- **Description of Programs and Services**
  The Animal Services Unit is a division of the City of Ripon Police Department that provides animal control services to the City of Ripon. It provides services pertaining to animal control, capture of stray animals, enforcement of dog licenses, and enforcement of the Ripon Municipal Code.

- **ADA Self-Evaluation Contact:**
  Elizabeth Forks, Community Service Officer
  444 Doak Boulevard
  Ripon, CA 95366
  Phone: (209) 599-3146

C.   Building Department

- **Description of Programs and Services**
  The Building Department handles plan reviews, permits, and building and housing inspections ensuring that construction on new or remodeled buildings within the City limits meet or exceed current codes and provide a safe environment for the community.

- **ADA Self-Evaluation Contact:**
  James Pease, Director of Public Works
  259 N. Wilma Avenue
  Ripon, CA 95366
  Phone: (209) 599-2108

D.   City Clerk Department

- **Description of Programs and Services**
  City Clerk's Office maintains city records, coordinates the preparation and distribution of the City Council Agendas, legal and legislative documents, and City   Council minutes. The City Clerk's Office is responsible for publication and posting of all legal notices related to

public hearings or other actions of the City Council. The City Clerk serves as the Election Official, processes claims filed against the City and also public records requests.

- **ADA Self-Evaluation Contact:**
Lisa Roos, City Clerk
259 N. Wilma Avenue
Ripon, CA 95366
Phone: (209) 599-2108

E.   Engineering Department

- **Description of Programs and Services**
The City of Ripon Engineering Department is responsible for the design and construction of all Public Works Projects and also oversees all subdivision improvements and other private development projects within the City right-of-way. The Engineering Department takes concepts and develops them into reality. Project development consists of surveying, drafting, civil design, and construction management. With a full complement of Civil Engineering experience we are able to design and manage projects such as domestic water wells, sewer and storm lift stations, roadways, and bridges.

- **ADA Self-Evaluation Contact:**
Christiana Geidd, Associate Engineer
259 N. Wilma Avenue
Ripon, CA 95366
Phone: (209) 599-2108

F.   IT Division

- **Description of Programs and Services**
The IT Division provides technical and information services for the City.

- **ADA Self-Evaluation Contact:**
Hunter Crosby, IT Tech 2
259 N. Wilma Avenue
Ripon, CA 95366
Phone: (209) 599-2102

G.   Parks and Recreation, including the Senior Center

- **Description of Programs and Services**
Parks and Recreation provides a variety of recreation programs to the public, including the City of Ripon Senior Center.

- **ADA Self-Evaluation Contact:**
  Kye Stevens, Recreation Director
  259 N. Wilma Avenue
  Ripon, CA 95366
  Phone: (209) 599-2108

H. Planning & Economic Development Department

- **Description of Programs and Services**
  The Planning & Economic Development provides staff support to the City Council and its various advisory Commissions and Committees, other Departments of the City and public agencies, and to the public on community development related matters. These include, but are not necessarily limited to, development assistance, economic development, housing, community development block grants, and business services.

- **ADA Self-Evaluation Contact:**
  Ken Zuidervaart, Director of Planning & Economic Development
  259 N. Wilma Avenue
  Ripon, CA 95366
  Phone: (209) 599-2108

I. Public Works Department

- **Description of Programs and Services**
  The Public Works Department is responsible for the design, construction and maintenance of the street, water, sewer and drainage infrastructure systems within the City of Ripon.

- **ADA Self-Evaluation Contact:**
  James Pease, Director of Public Works
  259 N. Wilma Avenue
  Ripon, CA 95366
  Phone: (209) 599-2108

4.0   Transition Plan

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

This Transition Plan combines the findings of the facility surveys, public rights-of-way surveys, policy assessments, and program evaluations. Specific policy and program recommendations can be found in Section 3.0. The specific architectural modifications required to make programs accessible are listed in the City of Ripon—Facility Reports (please see Appendix B). Each facility report contains a list of architectural barriers and barrier removal actions. Not all of these barriers must be removed in order to provide program access. The first priority is to remove those barriers limiting access to programs.

This Transition Plan is divided into two parts; facilities, which includes buildings, parks, and their related grounds, and the public pedestrian rights- of-way, which includes sidewalks, curb cuts located directly adjacent to the facilities, schools and high volume pedestrian areas that fall within the City's area of responsibility.

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

4.1   Facilities

A.   Program Barrier Removal Priorities

All facilities in which the City provides programs, activities and services shall be reviewed and ranked based on the following criteria. Each of these criteria is deemed by the City to have equal importance with no single criteria having priority over another:

- Level of use by the public: Facilities that receive a high level of public use receive a high priority;

- Program uniqueness: Some programs are unique to a building, facility, or park and cannot occur at another location;

- Geographic distribution: By selecting a range of facilities that are distributed throughout the City, the City can ensure maximum access for all residents;

- Civic Rights and Responsibilities: Facilities where services are provided to meet public officials, obtain permits, vote, pay taxes or fees etc.

- Identified Complaints: Accessibility improvements can be directed towards facilities where there are identified accessibility complaints.

B.   Prioritizing Access to Programs, Activities and Services

City staff from each department listed the programs, activities, and services provided to the public and locations where the programs are provided. Each program was evaluated using the criteria listed above.

C.   Priorities for Barrier Removal within Facilities
The following guidelines assisted the City in prioritizing barriers found in City facilities:

1. Priority One: The highest priority is placed on those barrier removal items that provide accessibility at the main entrance of a facility or improve a path of travel to the portion of the facility where program activities take place.

   Examples:

   - Connection to the public right-of-way
   - Parking and passenger loading
   - Entrance walks
   - Entrance ramps
   - Entrance stairs
   - Entrance doors

2. Priority Two: A second level priority is placed on those barrier removal items that improve or enhance access to program use areas.

   Examples:

   - Transaction counters
   - Conference and meeting rooms
   - Public offices

- Recreation environments/features
- Public restrooms

3. Priority Three: A third level priority is placed on those barrier removal items that improve access to amenities serving program areas.

Examples:

- Drinking fountains
- Public telephones
- Vending machines

4. Priority Four: A fourth level of priority is assigned to areas or features that are not required to be modified because there are no public programs located in the facility or portion of the facility, or because there are other locations that provide access to the program.

D.   Transition Plan for Facilities

The Transition Plan for the removal of architectural barriers to program access must contain the following information:

- Identification of the barriers to program access
- Identification of the specific barrier removal action(s)
- Identification of a schedule for barrier removal and
- Identification of responsibility for ensuring barrier removal

The facility reports appended to this document provide the identification of barriers and the specific barrier removal actions. The City will accomplish barrier removals based on two strategies: policy and procedure modifications to remove programmatic barriers and construction projects to remove architectural barriers.

The responsibility for ensuring barrier removal will reside with the City of Ripon's ADA Coordinator.

E.   Phasing Schedule for Facilities

Barriers in city facilities will be removed systematically, City-wide, based on established program priorities. It is the intent of the City to address and remove barriers to accessibility in public buildings and parks based upon the immediate necessity of programmatic access, degree of

complexity, and overall cost.

The City of Ripon reserves the right to modify barrier removal priorities in order to allow flexibility in accommodating community requests, petitions for reasonable modifications from persons with disabilities, changes in City programs, and funding constraints and opportunities.

It is the goal of this Transition Plan to provide access to the programs, activities and services provided by the City. Interim measures will be explored and implemented in order to provide programmatic access to the public pending the implementation of physical barrier removal projects.

The following tables describe the priorities and schedule for barrier removal in public facilities. This preliminary schedule represents a 12 year plan for barrier removal. It is the City's intent to review all barriers during the first year of the implementation of this plan and address those barriers that can be resolved through programmatic modifications. The City will then revise the following schedule for the removal of the remaining barriers.

City Owned/Operated Facility	Address	Year
Animal Control Shelter	444 Doak Boulevard	2028
Boesch-Kingery Park	421 Boesch Drive	2033
City Hall	259 N. Wilma Avenue	2033
Community Center	334 W. Fourth Street	2023
Fueling Station	240 Doak Boulevard	2023
Lan Park	655 S. Highland	2033
Mavis Stouffer Park	1000 Stouffer Street	2028
Mistlin Fountain Park	121 Oak Avenue	2033
Mistlin Sports Park	1210 River Road	2028
Museum	430 W. Main Street	2033
Police Department	259 N. Wilma Avenue	2028
Recycling Center	227 Industrial Avenue	2025
Senior Center	433 Wilma Avenue	2023
Skate Park	1250 Hughes Lane	2033
Vermeulen Park	1101 Manley Road	2033
Veterans Museum	311 First Street	2033
Wilma Park	625 S. Wilma Avenue	2033

City of Ripon ADA Self-Evaluation and Transition Plan

4.2   Pedestrian Rights-of-Way (PROW)

A.   Surveys of Existing PROW Conditions

The City completed a PROW study identifying sidewalk hazards in high priority areas around City owned facilities in 2018.

B.   Pedestrian Rights-of-Way Prioritization

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

The City will prioritize PROW projects in the following order:

1. Government offices and facilities

2. Bus stops and transportation facilities

3. Places of public accommodation such as commercial and business areas

4. Facilities containing employers

5. Other areas such as residential neighborhoods and underdeveloped regions of the City.

Additional criteria for prioritization may be developed for replacing existing curb ramps. For example:
- Repair of hazardous conditions
- Distance from a City-operated program or building
- Distance from a bus stop
- Proximity to a facility serving disabled clients
- Level of pedestrian traffic
- Lack of feasible alternate routes
- Distance from non-City owned public facilities

C.   Time Period for Pedestrian Rights-of-Way Improvements

The City has established a 30 year time frame to remove PROW barriers that limit program accessibility. The ADA Title II regulations states that if a Transition Plan will take more than one year to fully implement, it must contain interim steps that will be done to provide program accessibility. An interim action the City may consider is to publish accessibility maps on the City website that show the most accessible routes to follow.

The following tables describe the priorities and schedule for the removal of PROW barriers.

Location	Year
City Hall – 259 N Wilma Ave	2025
Community Center – 334 W Fourth St	2025
Senior Center – 422 Wilma Ave	2025
Stockton Ave / 3rd St	Completed
Stockton Ave / 4th St	Completed
Stockton Ave / 5th St	Completed
Palm Ave / 5th St	2032
Fir Ct / 5th St	2032
Vera Ave / 4th St	2032
2nd St / Wilma Ave	2032
Wilma Ave / Stuart St	2027
Madsen Ave / Manor Ave	2027
Wilma Ave / Manor Ave	2027
Madsen Ave / Wilma Ave	2027
Wilma Ave / Wilma Ct	2027
Vera Ave / Van Ct	2027
Vera Ave / 6th St	2027
Vera Ave / 7th St	2027
Baker Dr / Van Ct	2027
Wilma Ave / 6th St	2027
Wilma Ave / 7th St	2027
7th St / Ash Ave	2027
Robert Ave / Manor Ave	2027
Robert Ave / 6th St	2027
Robert Ave / 7th St	2027
California Ave / Stockton Ave	2037
Frontage Rd / Stockton Ave	2037
California St / Oak Ave	2037
Mulholand Dr / Manley St	2045
Mulholand Dr / Azalea Ct	2045
Mulholand Dr / Camelia Ct	2045
Mulholand Dr / Myrtle Ct	2045
Mulholand Dr / Nevada St	2045

Mulholand Dr / California St	2045
Mulholand Dr / Primula Ct	2045
Mulholand Dr / Spirea Ct	2045
Mulholand Dr / Laurel Ct	2045
Mulholand Dr / Virginia Ave	2045
Virginia Ave / Oak Ave	2037
Oak Ave / California St	2037

D. PROW Construction Details

City of Ripon pedestrian facility plans and specifications have been recently updated and are being brought into alignment with state and federal accessibility requirements.

E. Accessibility during Construction

When capital improvements are contracted by the City, the contractor is directed to maintain an accessible path of travel during construction. Provisions are included to provide safe and accessible passage for pedestrians.

F. Street or Sidewalk Closure

The City currently provides advance warning for street closure using signage posted at the area undergoing alteration or repair.

G. On-Street Accessible Parking

If a citizen would like to install an on-street accessible parking space, this can be requested through the Public Works Department by calling the ADA Coordinator at (209) 599-2108.

H. Citizen Request Process

If a citizen would like to make a request related to the PROW, they must contact the Public Works department to file a request. This can be done by calling by calling the ADA Coordinator at (209) 599-2108.

I. Street-Related Capital Improvement Projects

The City engages in annual maintenance efforts to repair cracked or heaved sidewalks and to address sidewalk improvements based on citizen's requests and/or needs at specific locations as budget allows. Street overlay and street reconstruction projects may include repair of

sidewalk and construction of ADA compliant curb ramps. Other CIP projects with ADA components are completed every year and there is a requirement for developers to install ADA-compliant driveways, sidewalks, and curb ramps through conditions of approval.

5.0   ADA Policy and Complaint Procedure

5.1   ADA Grievance Policy

The City of Ripon is committed to ensuring that people with disabilities are able to take part in, and benefit from, the whole range of public programs, services, and activities offered by the City. The City continues to modify its facilities, programs, policies, or practices, as necessary, to ensure such access is provided.

Title II of the Americans with Disabilities Act (ADA) requires that public entities adopt and publish grievance procedures to assure the prompt and equitable resolution of complaints. The purpose of this ADA grievance procedure is to resolve as promptly as possible any problems, complaints, or conflicts related to the City's ADA compliance without the need for the complainant to resort to other remedies available under the law.

Please note that the City of Ripon Ripon's ADA Liaison Officer accepts and investigates grievances related to property, programs, and services of the government of the City of Ripon.

5.2   ADA Complaint and Grievance Procedure

This Complaint and Grievance Procedure is established to meet the requirements of the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. It may be used by anyone who wishes to file a complaint or grievance alleging discrimination on the basis of disability in the provision of services, activities, programs, or benefits by the City of Ripon. The City of Ripon Personnel Policy governs employment-related complaints of disability discrimination.

The City of Ripon wants to hear concerns and complaints from citizens in order to provide accessible programs, services, and activities. A member of the public can contact the City of Ripon with a comment, concern, or complaint without filing a formal grievance. Before filing a grievance, you may seek informal resolution by contacting the Department Head of the affected department or the ADA Liaison Officer at the City of Ripon.

The City encourages, but does not require, an attempt to resolve concerns informally prior to filing a formal grievance. If your informal concern is not resolved in a timely fashion, you have the right to file a formal grievance under this procedure. A formal grievance can be filed by completing the City's Grievance Form.

It is preferred that the formal grievance be in writing and contain information about the alleged discrimination such as name, address, phone number of complainant and location, date, and description of the problem. Alternative means of filing complaints, such as personal interviews or a tape recording of the complaint will be made available for persons with disabilities upon request. If additional accommodations are needed, please contact the City of Ripon ADA Liaison Officer. The complaint should be submitted by the grievant and/or his/her designee as soon as possible, but no later than 60 calendar days after the alleged violation to:

<div align="center">

Lisa Roos
ADA Liaison Officer
City of Ripon
259 N. Wilma Avenue, Ripon, CA 95366
209-599-2108 (Phone)
209-599-2685 (Fax)
adagrievance@cityofripon.org

</div>

The City will make every reasonable effort to ensure that confidentiality is maintained throughout the complaint and investigation process, to the extent consistent with the law, adequate investigation, and appropriate corrective action. This means that the City will share information only on a need-to-know basis.

After receiving your complaint or grievance, the Department Head, ADA Liaison Officer, and/or his/her designee, will investigate. The investigation may include, but may not be limited to, interviews with: (a) you; (b) the person(s), if any who allegedly discriminated against you; and (c) any other person the investigator believes to have relevant knowledge concerning your grievance.   The investigator will also consider any written evidence that is given to him/her.

After completing the investigation, the ADA Liaison Officer and/or his/her designee will respond in a format accessible to the complainant, such as large print or other means as appropriate. The response will explain the position of the City of Ripon and offer options for substantive resolution of the complaint.

If the response by the City does not satisfactorily resolve the issue, the complainant and/or his/her designee may appeal the decision within 30 calendar days after receipt of the response to the City Administrator or his designee. Within 30 calendar days after receiving the appeal, the City Administrator or his designee will respond in writing, and where appropriate, in a format

City of Ripon ADA Self-Evaluation and Transition Plan

accessible to the complainant, such as large print or other means as appropriate, with a final resolution of the complaint.

All written complaints received by the City of Ripon, and the City's responses will be retained by the City of Ripon for at least three years.

6.0 Program Accessibility Guidelines, Standards & Resources

6.1 Introduction

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

6.2 Federal Accessibility Standards and Regulations and Resources

U.S. Department of Justice

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

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

disability and qualified individual with a disability, and establishes a complaint mechanism for resolving allegations of discrimination.

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

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

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

US Access Board

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

6.3 State of California Accessibility Standards and Regulations and Resources

Title 24, California Building Code

The State of California has also adopted a set of design guidelines for accessible facilities, which can be found in the California Code

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

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

Division of the State Architect

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

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

6.4   General Disability Etiquette

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

- The County of Long Beach, disability etiquette publication,

http://www.longbeach.gov/citymanager/ada

- Easter Seals Disability Etiquette website, http://www.easterseals.com/explore-resources/facts-about-disability/disability-etiquette.html

- City of Sacramento's Disability Etiquette Website, http://www.cityofsacramento.org/HR/Divisions/ADA

6.5 State and National Organizations that Provide Resources for People with Disabilities

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

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

- AT Exchange, exchange.abilitytools.org. AT Exchange is a free service of the Ability Tools that connects Californians to assistive technology devices they need to live independently. You will find new and used low and high-technical devices for people with disabilities that include magnifiers, mobility devices, hardware and software.

- World Institute on Disabilities (WID) Accessibility and Assistive Technology Resource List: worldinstituteanddisabilityblog.files.wordpress.com/2016/01/how-to-create-dis-access-to-tech.pdf. WID maintains a comprehensive list of accessible technology resources.

- The Pacific ADA Center, http://www.adapacific.org/ The purpose of the Pacific ADA Center (Pacific DBTAC) is to build a partnership between the disability and business communities and to promote full and unrestricted participation in society for persons with disabilities through education and technical assistance.

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

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

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

6.6   Accessible Websites

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

How to tell if your site is accessible

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

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

- List of Communication and Information Technology Resources maintained by the Access Board, http://www.access-board.gov/guidelines-and-standards/communications-and-IT/about-the-telecommunications-act-guidelines.

Resources for Web developers

- Accessibility of State and Local Government Websites to People with Disabilities,

http://www.ada.gov/websites2_print.pdf. Publications providing guidance on making state and local government websites accessible.

- Section 508 guide for web developers, section508.gov

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

Facilities and Programs

- Information and Technical Assistance on the Americans with Disabilities Act, ADA.gov provides links to a collection of resources on a wide range of topics including laws/regulations, design standards, technical assistance materials and much more.

- Department of Labor: Information to promote an inclusive workforce and increase employment opportunities for people with disabilities. www.dol.gov/odep

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

Museums

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

- Smithsonian Institution, http://www.si.edu/visit/visitorswithdisabilities. The Accessibility Program has developed the Smithsonian Guidelines for Accessible Exhibition Design.

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

Parks and Recreation

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

- National Center on Accessibility, http://www.ncaonline.org. NCA is a cooperative project between the National Park Service and Indiana University to provide information and technical assistance, primarily on recreation access. The NCA website also has information on campground accessibility, accessible picnic tables, access to beaches, and inclusion of people with disabilities in aquatic venues.

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

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

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

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

Schools

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

Transportation

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

6.7 State and National Resources for Emergency Preparedness Plans

- Emergency preparedness resources for the blind and physically handicapped, https://www.loc.gov/nls/resources/general-resources-on-disabilities/emergency-preparedness/

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

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

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

effort to research and disseminate replicable approaches to make emergency warnings accessible.

6.8 Things to Know, Things to Do

<u>Blind/Visually Impaired</u>

Things to Know

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

- Most people who are blind are mobile and independent.

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

Things to Do

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

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

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

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

Alternative Formats: Braille, Large Print, OCR

Large Print

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

make the font larger.

- Guidelines for print document design for people with low vision: http://www.aph.org

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

Optical Character Recognition (OCR) Systems

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

- American Foundation for the Blind, http://www.afb.org

State and National Organizations Who Provide Blind Services

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

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

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

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

- American Foundation for the Blind, http://www.afb.org. The American Foundation for the Blind is committed to improving accessibility in all aspects of life—from cell phones to ATMs, on web sites and in workplaces. Services include assistance in making products and services accessible to people with visual impairments. AFB offers expert consulting services and accessible media production. AFB provides objective product evaluations of adaptive technologies through its assistive technology product database. Local assistance is available through the American Foundation for the Blind-West, 44 Montgomery Street, Suite 1305, San Francisco, CA 94040 (415.392.4845) or by email at sanfran@afb.net.

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

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

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

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

Deaf/Hard of Hearing

Things to Know

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

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

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

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

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

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

Things to Do

- Determine how the person prefers to communicate.

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

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

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

- Gain their attention before starting a conversation.

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

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

Relay services, Interpreters, Captioning, Assistive Listening Devices

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

- California Relay Service (CRS) or 711,

ddtp.cpuc.ca.gov/relay.aspx The CRS provides specially-trained operators to relay telephone conversations back and forth between people who are deaf, hard of hearing, or speech- disabled and all those they wish to communicate with by telephone.

- U.S. Access Board Guidelines on accessibility, usability, and compatibility of telecommunications, https://www.access-board.gov/guidelines-and-standards/communications-and-it

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

ASL Interpreters

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

The required qualifications of these interpreters should be established. Many non-certified interpreters provided by local services may have excellent skills and be qualified to handle most circumstances. However, certain circumstances, such as the provision of emergency medical services, may require interpreters who are approved by the courts and can ensure a level of confidentiality. You may want to contact each agency in advance of a need for services to determine their rates so that you are prepared to cover the communication expenses, should the need arise. You should always request

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

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

Captioning

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

- National Association of the Deaf , https://www.nad.org/resources/technology/captioning-for-access/

Computer Assisted Real-Time (CART)

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

- ASL interpreter list and CART referrals from Deaf Counseling, Advocacy Referral Agency (DCARA), www.nad.org/resources/technology/captioning-for access/communication-access-realtime-translation.

Assistive Listening Systems and Devices

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

- US Access Board's Assistive Listening Systems Technical Bulletins, http://www.access-board.gov/guidelines-and-standards/buildings-and-sites/113-ada-standards/background/adaag

- American Speech-Language-hearing Association page on Assistive Listening Devices, http://www.asha.org/articles/Assistive-Listening-Technology

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

State and National Organizations Who Provide Deaf

Services

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

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

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

Deaf/Blind (Both Deaf and Blind)

Things to Know

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

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

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

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

Things to Do

- Treat a person who is deaf-blind as you would treat anyone

else. Always be natural – never patronizing in your words and your actions.

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

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

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

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

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

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

- If you need to immediately evacuate a building, trace the letter 'X' on the back of a deaf/blind person. They will know to immediately let you lead them out of a building.

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

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

Accessible/Adaptive Equipment for the Deaf/Blind:

- Federal Communications Commission,

https://www.fcc.gov/consumers/guides/use-tty-devices-digital-wireless-phones provides a guide to use of TTY Devices with digital wireless phones.

- Perkins School for the Blind eLearning, http://perkinselearning.org/videos/webcast/communication-technology-persons-who-are-deafblind

State and National Organizations Who Provide Deaf/Blind Services

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

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

Physical Disability/Mobility Impairment

Things to Know

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

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

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

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

Things to Do

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

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

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

- Always ask before offering help.

Auxiliary Aids/Assistive Devices for People with Mobility Impairments

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

- Staff can provide a pen and clipboard for completing forms.

- Flexible lighting to accommodate a person who is sitting or standing at the counter.

- A reacher or grabber to extend a person's reach.

- Accessible electronic equipment such as a laptop.

- Chairs with arm rests or higher seats may be easier to use for people with limited mobility.

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

- Information and Technical Assistance on the Americans with Disabilities Act, ADA.gov provides links to a collection of resources on a wide range of topics including laws/regulations, design standards, technical assistance materials and much more.

- Department of Labor: Information to promote an inclusive workforce and increase employment opportunities for people with disabilities. www.dol.gov/odep

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

<u>Psychiatric Disabilities</u>

Things to Know

- People who have psychiatric disabilities have varying personalities and different ways of coping with their disability. Some may have trouble picking up on social cues; others may be supersensitive. One person may be very high energy, while

someone else may appear sluggish. Treat each person as an individual. Ask what will make them most comfortable and respect their needs to the maximum extent possible.

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

- A person with a psychiatric disability may have poor impulse control. The person may make inappropriate comments and may not understand social cues or "get" indications that they have offended someone. In their frustration to understand, or to get their own ideas across, they may seem pushy.

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

Things to Do

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

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

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

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

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

- People with psychiatric disabilities may be anxious to please and always give you the answer they think you want to hear. Questions should be phrased in a neutral way to elicit accurate

information. Verify responses by repeating each question in a different way.

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

State and National Organizations Who Provide Information about Psychiatric Disabilities

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

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

Developmental Disabilities

Things to Know

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

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

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

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

Things to Do

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

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

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

- Some may have trouble picking up on social cues; others may be supersensitive. One person may be very high energy, while someone else may appear sluggish. Treat each person as an individual.

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

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

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

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

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

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

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

State and National Organizations Who Provide Information about Developmental Disabilities

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

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

- The Arc, http://www.thearc.org. The Arc promotes and protects the human rights of people with intellectual and developmental disabilities and actively supports their full inclusion and participation in the community throughout their lifetimes. Local information is available from Arc California, 1225 Eighth Street, Suite 590, Sacramento, CA 95814 (916.552.6619) or by email at arcca@quicknet.com.

<u>Learning Disabilities</u>

Things to Know

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

Things to Do

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

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

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

State and National Organizations Who Provide Information about Learning Disabilities

- Learning Ally, learningally.org, a national nonprofit dedicated to helping students with print disabilities, including blindness, visual impairment and dyslexia.

- Bookshare, bookshare.org, provides access to a huge collection of ebooks for people with reading barriers.

Speech Impairments

Things to Know

- Speech impairments can be caused by a variety of conditions.

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

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

Things to Do

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

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

- Move your conversation to a quieter environment.

- After trying, you still cannot understand the person, ask them to write it down or to suggest another way of facilitating communication or dial 711 and for the California Relay System for the hearing and speech impaired.

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

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

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

- Provide a direct line that bypasses a phone tree in case the person needs to call.

State and National Organizations Who Provide Information about Speech Impairments:

- The Stuttering Foundation, http://www.stutteringhelp.org/. The Stuttering Foundation provides free online resources, services and support to those who stutter and their families, as well as support for research into the causes of stuttering.

Multiple Chemical Sensitivity

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

Things to know

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

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

Things to Do

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

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

- Avoid the use of air fresheners, scented cleaning products. Avoid wearing any perfumes or other fragranced products such as laundry detergent, fabric softeners, hair care products, lotions, aftershave, deodorants.

- Provide advance notice of building events such as new construction, remodeling, roofing, pesticide applications, floor waxing, carpet shampooing and similar activities with provisions for alternative workspace as necessary. Post signs

at all entrances and exits to notify building occupants of upcoming or recent activities.

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

- Eliminate or minimize the use of carpeting. If carpeting and carpet adhesives are used, select the least toxic products.

Local Organizations Who Provide Information about Multiple Chemical Sensitivity

- Resources for Independent Living, Central Valley: http://www.ricv.org/. Since 1976, Resources for Independence, Central Valley (RICV) has worked with consumers to promote their independence in the community. RICV provides information and referral on a broad range of topics including a crisis hotline, Financial Aid, Food Programs, Housing, Specialized Transportation and much more. RICV's service area includes the five counties of Fresno, Kings, Tulare, Madera and Merced.

- Accessibility Resource list for the City of Fresno: http://www.fresno.gov/Staff/ADAResourceList.htm

State and National Organizations Who Provide Information about Multiple Chemical Sensitivity

- Job Accommodation Network Employees with Multiple Chemical Sensitivity and Environmental Illness askjan.org/media/chem

- Understanding & Accommodating People with Multiple Chemical Sensitivity. http://www.ilru.org/understanding-accommodating-people-with-multiple-chemical-sensitivity.

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

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

6.9 Funding For Projects and Assistive Technology

CalTrans has published a transportation funding guidebook in August 2008 titled "State and Federal Funds Available for Local Agency Projects". http://www.dot.ca.gov/hq/LocalPrograms/lam/Transportation_Fu

nding_Guidebooks.pdf. This document provides concise, high-level overviews of several Federal and State transportation funding programs available to local agencies. Each program description contains key facts about eligibility, project selection, significant dates, references, sources for assistance and other essential information.

7.0 Appendices

Appendix A – Program Accessibility Questionnaire

Appendix B – Facility Reports

Appendix C – Pedestrian Right-of-Way Reports and Maps

Appendix D – Revision History

Appendix A – Program Accessibility Questionnaire

1. INTRODUCTION: AMERICANS WITH DISABILITIES ACT PROGRAMS, SERVICES, AND ACTIVITIES

BACKGROUND:

The City of Ripon is preparing an Americans with Disabilities Act (ADA) Self-Evaluation and Transition Plan. As part of this process, you are requested to complete a self-assessment questionnaire that addresses the availability of programs, services, and activities for the public. Examples of programs, services, and activities include: obtaining a permit, accessing the library, participating in a City recreational program, or attending a public meeting such as a City Council meeting.

While some of the questions relate to City of Ripon employee actions and training, the Self-Evaluation does not address employee-related work issues, which are covered in Title I of the ADA. All questions should be answered as they pertain to services, programs, and activities provided to the public.

Topics addressed in the Program Accessibility Questionnaire include:
- Description of Program Activities
- Accessible/Adaptive Equipment
- Customer Service
- Notice Requirements
- Printed Information
- Website
- Public Telephones and Communication Devices
- Training and Staffing
- Program Eligibility Requirements and Admission
- Public Meetings
- Transportation Services
- Tours and Trips
- Use of Consultants
- Emergency Evacuation Procedures
- Facilities
- Special Events and Private Events on City Properties

This survey will take about 20-25 minutes to complete. Please respond to the survey by Wednesday, May 23, 2018. If you have any questions, please email lroos@cityofripon.org, or call (209) 599-2108.

2. GENERAL DESCRIPTION OF THE PROGRAMS

"Programs" refers to programs, activities and services offered to the public. Each major City department or program that provides direct public service should complete a survey.

1. Name of Department/Division: Click or tap here to enter text.

2. Name and title of person
    completing this questionnaire: Click or tap here to enter text.

3. Telephone number: Click or tap here to enter text.

4. Email: Click or tap here to enter text.

5. Program name(s) and brief
    description of what your
    program does: Click or tap here to enter text.

6. Date program questionnaire
    filled out: Click or tap to enter a date.

3. ACCESSIBLE/ADAPTIVE EQUIPMENT

1. Do you allow members of the public to use electronic equipment such as copying machines, personal computers, etc.? Choose an item.
If yes, please describe the electronic equipment the public is allowed to use:
Click or tap here to enter text.

2. Do you ensure that electronic equipment is accessible to and usable by individuals with disabilities? For example, provide an accessible workstation to help someone fill out a form or a clipboard to use as a work surface. Choose an item.
If yes, please describe how you ensure that the equipment is accessible:
Click or tap here to enter text.

3. Are auxiliary aids (such as a moveable light source, adjustable worktable levels, etc.) provided to assist persons with disabilities? Choose an item.
If yes, please describe how you ensure that the equipment is accessible:
Click or tap here to enter text.

4. CUSTOMER SERVICE

1. If any of the department's programs have eligibility requirements for participation, do they contain any of the following? For example, your Department offers a volunteer program to the public that would require an individual to meet specific physical fitness standards such as lifting 40 lbs. or walking up and down stairs. (check all that apply)

- ☐   There are no eligibility requirements
- ☐   Don't know
- ☐   Physical fitness standards
- ☐   Mental fitness
- ☐   Performance requirements
- ☐   Safety Standards

If yes, how do you ensure that these policies do not discriminate against people with disabilities?
Click or tap here to enter text.

2. Does your department make changes to standard operating procedures to include a person with disabilities? For example, allowing someone to bring a personal attendant with them to a recreation class or moving an event to an accessible location. Choose an item.
If yes, please describe the policy to make changes in standard operating procedures:
Click or tap here to enter text.

3. Is there a formal procedure for making changes to standard operating procedures? Choose an item.
If yes, please describe the procedure:
Click or tap here to enter text.

4. Do you track accessibility requests? Choose an item.
If yes, please list how many requests you have received and what was requested:
Click or tap here to enter text.

5. Does your program charge an additional fee for people with disabilities for modifying programs?
Choose an item.
If yes, please describe:
Click or tap here to enter text.

6. Does your department consult or work with any outside organizations or groups that assist people with disabilities such as a center for Independent Living or Senior Citizen's advocacy group? Choose an item.
If yes, please list the organizations:
Click or tap here to enter text.

7. Does your department have any policies, which exclude service animals, such as service dogs for the blind or signal dogs for the hearing impaired? Choose an item.
If yes, please describe your policy on service animals:
Click or tap here to enter text.

5. NOTICE REQUIREMENTS

1. Do you have a non-discrimination statement that includes persons with disabilities? Choose an item.

Comments:
Click or tap here to enter text.

2. Is a non-discrimination statement that includes information about how to reach the ADA coordinator posted in all departments in a location that maximizes public exposure? Choose an item.
If yes, please describe where the non-discrimination statement is posted:
Click or tap here to enter text.

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

4. Do you know the procedure for filing a disability discrimination complaint? Choose an item.
If yes, please describe the procedure for filing a discrimination complaint:
Click or tap here to enter text.

5. Do you notify all members of the public how and with whom to file a disability discrimination complaint? Choose an item.
If yes, please describe the process here:
Click or tap here to enter text.

6. PRINTED INFORMATION

1. Does your department produce printed materials that are made available to the public? Choose an item.

Comments:
Click or tap here to enter text.

2. Who manages your printed materials? Choose an item.

Comments:
Click or tap here to enter text.

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

☐ Do not provide any alternative formats upon request
☐ Audiotape
☐ Braille
☐ Electronic Copy
☐ Large Print
☐ Don't know/Not applicable
☐ Other. Please List: Click or tap here to enter text.

4. Do you make the content of documents and publications available in a simple, easy-to-understand language for individuals with learning disabilities? Choose an item.

If yes, please mail a sample publication to crodriguez@cityofripon.org

5. Does your department include images of people with disabilities? Choose an item.

Comments:
Click or tap here to enter text.

7. WEBSITE

1. **Does your department have a website?** Choose an item.
If yes, please list the website: Click or tap here to enter text.

2. **What information is provided on this site?**
Click or tap here to enter text.

3. **Does your department's website include information about accessibility of facilities (parking, bathrooms, assistive listening devices, etc.) where programs or services are offered?** Choose an item.
If yes please describe briefly what information is provided about accessibility:
Click or tap here to enter text.

4. **Does your department ensure that its website is usable by individuals with disabilities, including those who use speaking browsers?** Choose an item.
If yes, please describe briefly the process for testing website accessibility:
Click or tap here to enter text.

5. **Are there accessible documents available for download on your website for persons with visual disabilities?** Choose an item.
If yes, please describe briefly how downloadable files are tested for accessibility:
Click or tap here to enter text.

6. **Is information regarding your departments facilities, programs and services created and managed by your department or by others?** Choose an item.
Please describe:
Click or tap here to enter text.

8. PUBLIC TELEPHONES AND COMMUNICATION DEVICES

1. Do you communicate by telephone with individuals with hearing or speech difficulties? Choose an item.

Comments:
Click or tap here to enter text.

2. Do you use Text Telephones (TTY's) or Telecommunication Devices for the Deaf (TDD's)? Choose an item.

If yes, list the location, telephone number, and organization of TTY/TDD directories in which TTY/TDD number is listed:
Click or tap here to enter text.

3. Do any staff members use the California Relay Service (711)? Choose an item.

Comments:
Click or tap here to enter text.

4. Do you publish your TTY/TDD number or California Relay Service numbers in all materials where a phone number is listed? Choose an item.

Comments:
Click or tap here to enter text.

5. Do you train your staff in operating TTY/TDD's and in other means of communicating over the telephone with a person with a hearing or speech disability? Choose an item.

Comments:
Click or tap here to enter text.

9. TRAINING AND STAFFING

1. Do any staff have contact with the public? Choose an item.
Comments:
Click or tap here to enter text.

2. How do you inform staff members who have contact with the public of your department's obligations and policies that enable persons with disabilities to participate in programs or activities?
Click or tap here to enter text.

3. Does your staff receive training on interacting with people with disabilities? Choose an item.
If yes, please describe your staff training process:
Click or tap here to enter text.

4. Are there staff members in your department who provide emergency services to the public?
Choose an item.
If yes, have they had training in American Sign Language or other means of communicating in emergency situations with people who have hearing or speech impairments?
Click or tap here to enter text.

5. Are there other staff members who would be able to provide better customer service if they had training in American Sign Language (ASL) or other means of communicating with people who have hearing impairments? Choose an item.
If yes, please list staff who would benefit from receiving emergency American Sign Language training:
Click or tap here to enter text.

10. PROGRAM ELIGIBILITY REQUIREMENTS AND ADMISSION

1. Are there any limitations or ratios for the number of people with disabilities who may participate in or be admitted to any department program? For example, exams, testing for level of ability, age requirements, etc.? Choose an item.
If yes, please describe the limitations and programs:
Click or tap here to enter text.

2. Does your program use any criteria (for example, good health, residency, letters of recommendation) or written and/or oral tests (including level of skill or achievement, or other factor being tested) in the admissions process? Choose an item.
If yes, please list the participation requirements:
Click or tap here to enter text.

3. Are there any forms required for admission to the program (for example, tests and/or the submission of other admissions criteria such as certificates?) Choose an item.
If yes, do the forms contain a notice that the City does not discriminate against people with disabilities? Choose an item. (Please send sample forms to crodriguez@cityofripon.org)

4. Is an interview required prior to an applicant's entrance into the program? Choose an item.
Comments:
Click or tap here to enter text.

11. PUBLIC MEETINGS

1. Does your department hold public meetings? Choose an item.
Comments:
Click or tap here to enter text.

2. Do you require that public meetings, hearings, and conferences be held in accessible locations?
Choose an item.
Comments:
Click or tap here to enter text.

3. Are American Sign Language interpreters, readers, or adaptive equipment provided when requested for meetings, interviews, and conferences? Choose an item.
If yes, how much advanced notice is required to provide accommodations?
Click or tap here to enter text.

4. Do you ensure that all individuals with hearing disabilities who do not read sign language can participate effectively in meetings, conferences, and hearings via assistive listening devices or other means? Choose an item.
Comments:
Click or tap here to enter text.

City of Ripon ADA Self-Evaluation and Transition Plan

12. TRANSPORTATION SERVICES

1. Do you provide transportation to volunteers, program participants, visitors, and others who participate in your programs? Choose an item.
If yes, please describe.
Click or tap here to enter text.

2. Do you have procedures to make transportation accessible to persons who have visual disabilities? Choose an item.
If yes, please describe the procedures.
Click or tap here to enter text.

3. Do you have procedures to make transportation accessible to persons who have hearing disabilities? Choose an item.
If yes, please describe the procedures.
Click or tap here to enter text.

4. Do you have procedures to make transportation accessible to persons who have mobility disabilities? Choose an item.
If yes, please describe the procedures.
Click or tap here to enter text.

5. Do you have procedures to make transportation accessible to persons who have learning disabilities? Choose an item.
If yes, please describe the procedures.
Click or tap here to enter text.

13. TOURS AND TRIPS

1. **Does your department provide facility tours or organize trips for members of the public?** Choose an item.

   If yes, please list the tours and trips
   Click or tap here to enter text.

2. **Do you have procedures to make tours and trips accessible to persons who have visual disabilities?** Choose an item.

   If yes, please describe the procedures.
   Click or tap here to enter text.

3. **Do you have procedures to make tours and trips accessible to persons who have hearing disabilities?** Choose an item.

   If yes, please describe the procedures.
   Click or tap here to enter text.

4. **Do you have procedures to make tours and trips accessible to persons who have mobility disabilities?** Choose an item.

   If yes, please describe the procedures.
   Click or tap here to enter text.

5. **Do you have procedures to make tours and trips accessible to persons who have learning disabilities?** Choose an item.

   If yes, please describe the procedures.
   Click or tap here to enter text.

14. CONSULTANTS

1. Do you use consultants to conduct programs on behalf of your department? Choose an item.
If yes, please list what consultants.
Click or tap here to enter text.

2. Do you ensure that consultants are aware of their obligations to facilitate participation of individuals with disabilities in programs or activities operated on behalf of your department? Choose an item.
If yes, please describe the procedures.
Click or tap here to enter text.

3. Do you monitor this obligation? Choose an item.
If yes, please describe your department's procedures.
Click or tap here to enter text.

15. EMERGENCY EVACUATION PROCEDURES

1. Do you notify individuals with visual disabilities of emergencies and evacuation procedures?
Choose an item.
If yes, describe the equipment and/or procedures you use to notify individuals with visual disabilities of emergencies and evacuation procedures:
Click or tap here to enter text.

2. Do you notify individuals with hearing disabilities of emergencies and evacuation procedures?
Choose an item.
If yes, describe the equipment and/or procedures you use to notify individuals with hearing disabilities of emergencies and evacuation procedures:
Click or tap here to enter text.

3. Do you notify individuals with mobility disabilities of emergencies and evacuation procedures?
Choose an item.
If yes, describe the equipment and/or procedures you use to notify individuals with mobile disabilities of emergencies and evacuation procedures:
Click or tap here to enter text.

4. Do you notify individuals with learning disabilities of emergencies and evacuation procedures?
Choose an item.
If yes, describe the equipment and/or procedures you use to notify individuals with learning disabilities of emergencies and evacuation procedures:
Click or tap here to enter text.

16. FACILITIES

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

2. Have you had requests for improving accessibility to your department's programs or facilities?
Choose an item.

If yes, please describe how many requests and what the requests were for.
Click or tap here to enter text.

17. SPECIAL EVENTS AND PRIVATE EVENTS ON PUBLIC PROPERTIES

1. Does your department organize special events, or do you help facilitate private events on City property such as a park or City building? Choose an item.

If yes, please describe briefly the type of event and what types of outside organizations are involved.
Click or tap here to enter text.

2. Do you ensure that both private entities and your staff are aware of their obligations to facilitate participation of individuals with disabilities in these special events or private events held on public property? Choose an item.

If yes, please describe your department's procedures.
Click or tap here to enter text.

Thank you for completing this survey. If you have any questions or comments regarding accessibility, please note them in the comment section below.

Click here to enter questions or comments

City of Ripon: Facility Surveys

Facility Name	Location
Animal Control Shelter	444 Doak Boulevard
Boesch-Kingery Park	421 Boesch Drive
City Hall	259 N. Wilma Avenue
Community Center	334 W. Fourth Street
Fueling Station	240 Doak Boulevard
Lan Park	655 S. Highland Avenue
Mavis Stouffer Park	Stouffer Street
Mistlin Fountain Park	121 Oak Avenue
Mistlin Sports Park	1210 River Road
Museum	420 W. Main Street
Police Department	259 N. Wilma Avenue
Recycling Center	227 Industrial Avenue
Senior Center	422 Wilma Avenue
Skate Park	1250 Hughes Lane
Vermeulen Park	1101 Manley Road
Veterans Museum	311 First Street
Wilma Park	625 S. Wilma Avenue

Appendix C – Pedestrian Right-of Way Reports and Maps

City of Ripon: Public Right-of-Way Surveys

Location
City Hall – 259 N Wilma Ave
Community Center – 334 W Fourth St
Senior Center – 422 Wilma Ave
Below are intersections without a curb ramp that meets the necessary ADA requirements:
Stockton Ave / 3rd St
Stockton Ave / 4th St
Stockton Ave / 5th St
Palm Ave / 5th St
Fir Ct / 5th St
Vera Ave / 4th St
2nd St / Wilma Ave
Wilma Ave / Stuart St
Madsen Ave / Manor Ave
Wilma Ave / Manor Ave
Madsen Ave / Wilma Ave
Baker Dr / Van Ct
Wilma Ave / 6th St
Wilma Ave / 7th St
7th St / Ash Ave
California Ave / Stockton Ave
Frontage Rd / Stockton Ave
California St / Oak Ave
Mulholand Dr / Manley St
Mulholand Dr / Azalea Ct
Mulholand Dr / Camelia Ct
Mulholand Dr / Myrtle Ct
Mulholand Dr / Nevada St
Mulholand Dr / California St
Mulholand Dr / Primula Ct
Mulholand Dr / Spirea Ct
Mulholand Dr / Laurel Ct
Mulholand Dr / Virginia Ave
Virginia Ave / Oak Ave
Oak Ave / California St

Appendix D – Revision History
The following table shows the revision history for this document.

Revision Number	Date	Description
	6/12/2018	City Council approved Draft ADA Self-Evaluation & Transition Plan
1	3/1/2021	Updated pg 5 & 6. Deleted pg 83, 84 & 86. Added pg 83 & 85
2	11/16/21	Updated pg 27 to 29 with updated contact information
3	8/26/22	Updated pg 28 with updated contact information Updated table on pg 33 for planned year of facility improvements Added table on pg 35 with schedule to remove PROW barriers Updated Appendix C with additional curb ramps to be replaced
4	11/29/22	Updated pg 35 with additional removal of PROW barrier locations.
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		