Cerritos College

Cerritos Community College District
Americans with Disabilities Act
Transition Plan and Self-Evaluation

Report Prepared by:

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A. INTRODUCTION: DEVELOPMENT OF ADA SELF-EVALUATION & TRANSITION PLAN

The Americans with Disabilities Act (ADA) of 1990 provides comprehensive civil rights protections to qualified individuals with disabilities in the areas of employment, public accommodations, State and local government services, and telecommunications. A primary goal of the ADA is to ensure equal participation in public life for all Americans with disabilities. Title II of the Act covers programs, services and activities of public entities, such as those provided by Cerritos Community College District.

Under Title II, a public entity may not deny the benefits of its programs, services, and/or activities to individuals with disabilities by maintaining inaccessible facilities, which house these programs, services and activities. The District's programs, services, and activities, when viewed in their entirety, must be made accessible to and usable by individuals with disabilities, except where to do so would result in a fundamental alteration in the nature of the program; result in undue financial and administrative burdens or threaten or destroy the historic significance of a historic property. The U.S. Congress intended the "undue burden" standard in Title II to be significantly higher than the "readily achievable" standard in Title III. Thus, although Title II may not require removal of barriers in some cases where removal would be required under Title III, the program access requirement of Title II should enable individuals with disabilities to participate in and benefit from the programs, services or activities of District in all but the most unusual cases.

Recognizing the need to have an ADA Self-Evaluation & Transition Plan, Cerritos Community College District retained Sally Swanson Architects, Inc. in 2019 to develop the District's documents. The project included a review of all documents provided by the District, a comprehensive Self-Evaluation of policies, procedures and practices based on questionnaires tailored for each of the District's departments as well as interviews with each department's key staff. Another major component of this effort was developing the ADA Transition Plan. This effort included a detailed survey of all District owned facilities, as well as selected Public Rights-of-Way (PRoW), for existing physical accessibility barriers which were integrated into the ADA Transition Plan.

To fully comply with the Title II requirements for accessibility to District programs, services and activities, this Self-Evaluation & Transition Plan:

- Evaluates existing policies, procedures and practices as they pertain to the District's programs, services and activities;
- Provides findings and recommendations with regard to policies, procedures and practices;
- Assesses the extent of physical barriers to program accessibility for District owned facilities as well as in the PRoW operated by the District;
- Specifies the mitigation steps necessary to achieve compliance;
- Estimates costs for mitigation steps;
- Provides a schedule for barrier removal/mitigation;
- Sets priorities for barrier elimination; and
- Indicates the official(s) responsible for implementation of the Transition Plan.

B. OVERVIEW: SELF-EVALUATION OF POLICIES, PROCEDURES, AND PRACTICES

In addition to identifying and modifying physical barriers, Title 28 CFR Part 35, *Non Discrimination on the Basis of Disability in State and Local Government Services*, requires that a public entity evaluate its policies, procedures and practices. While there is overlap between the requirements of an ADA Self-Evaluation and an ADA Transition Plan, a Self-Evaluation is best described as an evaluation and plan to achieve compliance with the non-physical aspects of a public entity's infrastructure for ADA compliance. An ADA Transition Plan is then best described as an evaluation and plan to achieve compliance with the physical barriers identified within a public entity for ADA compliance.

The following outlines the District's Self-Evaluation:

- Evaluate District policies, procedures, and practices as they pertain to its programs, services and activities; and make the necessary modifications to those policies and practices that do not meet the programmatic requirements of Title II of the ADA
- Provide an opportunity to interested persons, including individuals with disabilities or organizations representing individuals with disabilities, to participate in the Self-Evaluation process by submitting comments
- Maintain, file and make available for public inspection a list of interested persons consulted, a description of areas examined and any problems identified, and a description of any modifications made

It is recommended that the District periodically evaluate such policies, procedures and practices pertaining to communication, auxiliary aides and services, emergency response, publications, determination for undue burden, public activities, employment, and new construction of facilities, in addition to physical accessibility to District facilities.

It is also recommended that for program barrier mitigation, a detailed outline of administrative requirements and detailed requirements of needed policies be included. The policy outline would serve as a guideline upon which the District's future policies may be built.

SEE Appendix A: ADA Self-Evaluation of Policies, Procedures, and Practices

C. OVERVIEW: ACCESS COMPLIANCE SURVEY OF DISTRICT FACILITIES

The ADA Transition Plan is used to document physical accessibility barriers to the District's programs, services, and activities and to outline a schedule / plan (or the basis to produce one) for which the District shall follow to transition from a state of noncompliance to compliance.

The access compliance survey of District facilities fulfills a portion of the first two requirements of an ADA Transition Plan by identifying existing building conditions that deviate from current State and Federal standards for new construction and providing detailed description of proposed solutions for barrier mitigation. For each barrier, the surveys outline the code deviations and requirements from the Americans with Disabilities Act Accessibility Guidelines (ADAAG) and the Accessibility Standards in the California Building Standards Code (CBC).

The access compliance survey of District facilities covers approximately 48 owned facilities maintained by the District. The surveys identified approximately 4372 different accessibility related barriers within the District facilities and that the financial cost to mitigate all barriers identified in the surveys to be approximately $19 million.

Number of Facilities Assessed	Number of Accessibility Barriers	Total Cost Estimated ($)
48	4372	$19,021,710

The District facilities that were assessed are shown in the table below:

SSA Facility #	Facility Name	Address
01	Administration Building	11110 Alondra Blvd, Norwalk, CA 90650
02	Automotive Partners Northwood University (NU)	11110 Alondra Blvd, Norwalk, CA 90650
03	Aquatics Center	11110 Alondra Blvd, Norwalk, CA 90650
04	Automotive Technology	11110 Alondra Blvd, Norwalk, CA 90650
05	Burnight Center / Theater	11110 Alondra Blvd, Norwalk, CA 90650
06	Business Education	11110 Alondra Blvd, Norwalk, CA 90650
07	Book Store Student Activities (SA)	11110 Alondra Blvd, Norwalk, CA 90650
08	Classroom Building	11110 Alondra Blvd, Norwalk, CA 90650
09	Student Health & Wellness - Conference Center	11110 Alondra Blvd, Norwalk, CA 90650
10	Child Development Center	11110 Alondra Blvd, Norwalk, CA 90650
11	Community Education Foster Kinship Care (FK)	11110 Alondra Blvd, Norwalk, CA 90650
12	Campus Police	11110 Alondra Blvd, Norwalk, CA 90650
13	Student Health & Wellness - Dance Building	11110 Alondra Blvd, Norwalk, CA 90650
15	Fine Arts	11110 Alondra Blvd, Norwalk, CA 90650
16	Facilities	11110 Alondra Blvd, Norwalk, CA 90650
18	Field House	11110 Alondra Blvd, Norwalk, CA 90650
19	Gymnasium	11110 Alondra Blvd, Norwalk, CA 90650
20	Health Science	11110 Alondra Blvd, Norwalk, CA 90650

21	Kinesiology	11110 Alondra Blvd, Norwalk, CA 90650
22	Liberal Arts / DSP&S	11110 Alondra Blvd, Norwalk, CA 90650
23	Learning Resource Center / Library IE & RP	11110 Alondra Blvd, Norwalk, CA 90650
24	Modular Classrooms	11110 Alondra Blvd, Norwalk, CA 90650
25	Math / Computer Information Sciences	11110 Alondra Blvd, Norwalk, CA 90650
26	Metals	11110 Alondra Blvd, Norwalk, CA 90650
27	Multi-Purpose HR, CS and EPP	11110 Alondra Blvd, Norwalk, CA 90650
28	Public Affairs / Cerritos College Foundation	11110 Alondra Blvd, Norwalk, CA 90650
29	Physical Education (Fitness & Training)	11110 Alondra Blvd, Norwalk, CA 90650
30	Physical Science and Technology	11110 Alondra Blvd, Norwalk, CA 90650
31	Purchasing / Warehouse	11110 Alondra Blvd, Norwalk, CA 90650
32	Science	11110 Alondra Blvd, Norwalk, CA 90650
33	Santa Barbara (Intl Students / Cal WORKS)	11110 Alondra Blvd, Norwalk, CA 90650
34	Student Center (Food Court / Culinary Arts)	11110 Alondra Blvd, Norwalk, CA 90650
36	Skills Lab	11110 Alondra Blvd, Norwalk, CA 90650
37	Social Science	11110 Alondra Blvd, Norwalk, CA 90650
38	Falcon Stadium	11110 Alondra Blvd, Norwalk, CA 90650
39	Veterans Resource Center	11110 Alondra Blvd, Norwalk, CA 90650
40	Wood Manufacturing Technology	11110 Alondra Blvd, Norwalk, CA 90650
41	Weight Training	11110 Alondra Blvd, Norwalk, CA 90650
42	Parking Lot 1	11110 Alondra Blvd, Norwalk, CA 90650
43	Parking Lot 2	11110 Alondra Blvd, Norwalk, CA 90650
44	Parking Lot 3	11110 Alondra Blvd, Norwalk, CA 90650
45	Parking Lot 4	11110 Alondra Blvd, Norwalk, CA 90650
46	Parking Lot 5	11110 Alondra Blvd, Norwalk, CA 90650
47	Parking Lot 6	11110 Alondra Blvd, Norwalk, CA 90650
48	Parking Lot 7	11110 Alondra Blvd, Norwalk, CA 90650
49	Parking Lot 8	11110 Alondra Blvd, Norwalk, CA 90650
50	Parking Lot 9	11110 Alondra Blvd, Norwalk, CA 90650
51	Parking Lot 10	11110 Alondra Blvd, Norwalk, CA 90650
52	Exterior Routes Through Out	11110 Alondra Blvd, Norwalk, CA 90650
53	Parking Lots - General	11110 Alondra Blvd, Norwalk, CA 90650

Report Production

The following information contains the minimum data included in the Access Compliance Survey Reports (ACSR) for District facilities:

- Item number of barrier and/or room numbers, corresponding to schematic site and floor plans (Barrier Location Plans)
- Area/location of the barrier; for example room name or number

- Description of the barrier (As-Built Description)
- As-is measurement/dimension
- Detailed description of proposed solution and, if applicable, an alternative or interim solution
- Code citations, specifying the applicable sections in the State and Federal accessibility regulations and standards
- Unit and estimated unit price
- Total estimate cost for barrier removal
- Special site conditions (if applicable)

The information obtained from the survey of the District facilities is maintained on a Microsoft Excel spreadsheet database.

SEE Appendix B: Access Compliance Survey Report of District Facilities

PRIORITIZATION CRITERIA FOR BARRIER MITIGATION – DISTRICT FACILITIES

The third requirement of an ADA Transition Plan is to create a schedule that the District shall follow which addresses the order in which barriers shall be mitigated. This schedule shall be a public document and shall be made available for public inspection, maintained, and updated for the duration of the Transition Planning period. The maintaining and updating of this document shall mark the District's good-faith efforts in transitioning from a state of noncompliance to compliance regarding the ADA.

The difficulty and complexity of creating a schedule is recognized. Therefore, to provide a methodology for creating a schedule, a prioritization criterion was formed to rank barriers in order of most important to mitigate first to least important. The prioritization criteria rates each barrier based on two factors, its Priority Score, and its Severity Score. The Priority Score ranks the relative importance of addressing the barrier based on its locational impact on the disabled population, and the Severity Score ranks the barrier based the degree of deviation exhibited compared to applicable access standards.

SEE Appendix E: Prioritization Criteria for Barrier Mitigation – Facilities

The above prioritization criteria can be used to sort the access barriers identified in the surveys and create a schedule that order barrier mitigation work starting from barriers of highest importance to barriers of least importance.

Note that the prioritization criteria serve only as one methodology for the District to create a schedule. Other criteria can be used (and is encouraged) as the basis for forming a schedule including: 1) barriers identified by constituents through an ADA grievance, 2) barriers that overlap with a District project already in the pipelines, 3) barriers that can be resolved internally with the District's maintenance staff, 4) etc. The District shall document all methodology used in justifying a barrier mitigation schedule.

D. OVERVIEW: ACCESS COMPLIANCE SURVEY OF THE PUBLIC RIGHTS-OF-WAY (PROW)

Barden v. City of Sacramento, 292 F. 3d 1073 established that sidewalks and intersections constitute a service, program, or activity provided by a District, therefore they are subject to accessibility regulations and should be addressed as part of the District's ADA Transition Plan.

Two different features provided in the PRoW were assessed, including sidewalks and curb ramps. Curb ramps were assessed using data collection checklist, based on ADA and Department of Transportation (DOT) requirements as well as Public Rights-of-Way Accessibility Guidelines (PRoWAG) recommendations. Traditional measuring and smart-level equipment were used to collect measurements for these surveys. Sidewalks were assessed using sidewalk profilers that were developed for the Federal Highway Administration (FHWA) and adapted for sidewalk ADA surveys. The device captures information on slopes, and surface variations and identifies deviations from the required ADA standards and other applicable requirements.

The access compliance survey of the Public Rights-of-Way (PRoW), along with the survey of District facilities, completely fulfill the first two requirements for an ADA Transition Plan. As a part of this effort, approximately 3.61 miles of sidewalk and 50 curb ramps were assessed for access compliance and that the financial cost to mitigate all barriers identified in the surveys to be approximately $8 million.

Features	Total Number Assessed	Total Cost Estimate ($)
Sidewalks	3.61	$7,905,269.36
Curb Ramps	50	$154,806
TOTAL		**$8,060,075.36**

The information obtained from the survey of the PRoW is maintained on a Microsoft Excel spreadsheet database.

SEE Appendix C: Access Compliance Survey Report of District Sidewalks
SEE Appendix D: Access Compliance Survey Report of District Curb Ramps

PRIORITIZATION CRITERIA FOR BARRIER MITIGATION - PUBLIC RIGHTS-OF-WAY

The third requirement of an ADA Transition Plan is to create a schedule that the District shall follow which addresses the order in which barriers within each feature shall be mitigated. This schedule shall be a public document and shall be made available for public inspection, maintained, and updated for the duration of the Transition Planning period. The maintaining and updating of this document shall mark the District's good-faith efforts in transitioning from a state of noncompliance to compliance regarding accessibility.

The difficulty and complexity of creating a schedule is recognized. Therefore, to provide a methodology for creating a schedule, like District facilities, a prioritization criterion was formed, catered to the in-depth information that is provided utilizing GIS.

The prioritization criteria developed for the PRoW rates the relative importance of each barrier based on a combination of rating the activity occurring at the barrier's location, or "Activity Score", as well as rating the severity from which each feature deviates from current State and Federal standards, or "Barrier Score". Each score is rated on a scale of 0 to 100, with 0 being the lowest, and 100 being the highest.

The combination of both the "Activity Score" and "Barrier Score" creates an overall "Priority Score" that can be used to sort features identified in the surveys and create a schedule that orders barrier mitigation work starting from features of highest priority to features of lowest priority. The "Priority Score" is rated on a scale of 0 to 200, with 0 being the lowest priority, and 200 being the highest priority.

SEE Appendix F: Prioritization Criteria for Barrier Mitigation – Public Rights-of-Way

E. OFFICIAL(S) RESPONSIBLE

The last requirement of an ADA Transition Plan requires that an official be identified as responsible for the implementation of the entity's Transition Plan.

It is the U.S. Department of Justice's (DOJ) view that compliance with 28 CFR 35.150(a), like compliance with the corresponding provisions of the section 504 regulations for public programs, would in most cases not result in undue financial and administrative burdens on a typical District. In determining undue financial and administrative burdens, all District resources available for use in the funding and operation of District services, programs and activities would need to be considered.

The burden of proving that compliance with paragraph (a) of 28 CFR 35.150 would either fundamentally alter the nature of a service, program, or activity OR would result in undue financial and administrative burdens shall rest with the District. The decision that compliance would result in such alteration and/or burden must be made by the head of the public entity or his or her designee and must be accompanied by a written statement of the reasons for reaching that conclusion.

While the U.S. DOJ has acknowledged the difficulty/complexity of not only making such a determination, but also identifying the official responsible to make this decision/determination, the department's intention is clear in that the determination must be made by a high level official, no lower than a Department head, with budgetary authority and responsibility for making spending decisions.

The Official Responsible for the implementation should be able to seek/acquire funding for ADA barrier removal work over the District's Transition Planning period. As such, the District shall designate the District's ADA Coordinator as the Official Responsible for maintaining the ADA Transition Plan.

The District's ADA Coordinator contact info is as below:

Title; Director Physical Plant and Construction Services
11110 Alondra Blvd
Norwalk, CA 90650
Phone: 562-860-2451

Indication of the Official(s) Responsible for implementation of the Transition Plan fulfills the final requirement of a Transition Plan.

F. PUBLIC INPUT

Per 28 Code of Federal Regulations, Part 35; Subpart D – Program Accessibility; §35.150 – Existing Facilities; (d) Transition Plan (1): The District shall provide an opportunity to interested persons, including individuals with disabilities or organizations representing individuals with disabilities, to participate in the development of the ADA Self-Evaluation and Transition Plan by submitting comments.

In order to satisfy this requirement and to gain the perspective of persons with disabilities, a public vetting was held by the District on August 25, 2020, where members of the public were invited to comment on and participate in the District's Draft ADA Self-Evaluation & Transition Plan.

SEE Appendix G: Public Vetting Meeting and Solicitation of Public Input

G. TRANSITION PLAN IMPLEMENTATION

The document should be maintained and updated for the duration of the Transition Planning period and a copy of the Transition Plan shall be made available for public inspection.

The final product is a working document to be modified as barriers are removed or alterations are made. The Official(s) Responsible and project managers overseeing the barrier-removal projects will document all such ADA improvements/upgrades. Also, as part of this process, technical infeasibility, if any, to meet necessary accessibility compliance will be documented and filed for the District's records by the Engineer-of-Record on the said project. It is also recommended to provide accessibility site audits (inspections) of on-going projects as part of the project close-out/certification. This documentation and verification of barrier-mitigation will be integrated into the District's ADA Transition Plan on a regular basis to ensure that barriers are "checked-off" and the Transition Plan remains current with a record of barrier-mitigation work.

This is a living document and is open to and expected to be modified throughout the transitioning period.

The District is tasked with analyzing the District's ADA Compliance efforts and implement, where necessary, changes to the District's policies, procedures and infrastructure to ensure that they adhere to the guidelines set forth in this Transition Plan and that the District's programs, services or activities are accessible to people with disabilities.

Maintenance of Accessible Features

The Maintenance of accessible features is mandated by State and Federal Regulations and is an integral part of the District's plan to transition into a more accessible destination. Both, Chapter 28 Code of Federal Regulation, Part 35, Section 35.133 as well as the California Building Code section 1101B.3 – Maintenance of accessible features, state:

1. A public accommodation shall maintain in operable working condition those features of facilities and equipment that are required to be accessible to and usable by persons with disabilities.

2. This section does not prohibit isolated or temporary interruptions in service or access due to maintenance or repairs.

These sections recognize that it is not sufficient to provide features such as accessible routes, ramps, or elevators, if those features are not maintained in a manner that enables individuals with disabilities to use them. Inoperable elevators, are neither "accessible to" nor "usable by" individuals with disabilities.

It is, of course, impossible to guarantee that mechanical devices will never fail to operate. As such, the 2nd paragraph provides that this section does not prohibit isolated or temporary interruptions in service or access due to maintenance or repairs. This paragraph is intended to clarify that temporary obstructions or isolated instances of mechanical failure would not be considered violations of the ADA or this part. However, allowing obstructions or "out of service" equipment to persist beyond a reasonable period of time would violate this part, as would repeated mechanical failures due to improper or inadequate maintenance. Failure of the public

entity to arrange prompt repair of inoperable elevators or other equipment intended to provide access would also violate this part.

A District-wide formal policy specifically addressing the legal requirements (28CFR Part 35.133 & CBC1101B.3) of maintaining accessible features would be of long-term benefit to the District. When, over time, an accessible feature fails, institutionalizing organizational commitments towards protocols and maintenance ensures an appropriate action is taken.

Implementation Policies

Cerritos Community College District proposes the following implementation policies for transitioning into compliance with the ADA and meeting the requirements of an ADA Transition Plan:

1) The District shall maintain and keep current an inventory of access barriers identified in the Access Compliance Survey Reports (ACSR) of District owned facilities and the Public Rights-of-Way (PRoW). The District elects to maintain the inventory of access barriers identified in District facilities on a FileMaker Pro database to be maintained by the Official Responsible. The District also elects to maintain the inventory of access barriers identified in the PRoW on a FileMaker Pro database to be maintained by the Official Responsible.
2) Where projects in the District's pipeline are identified whose scope of work overlaps with the location of access barriers identified in the Access Compliance Survey, the District shall ensure that the project incorporate the mitigation of the corresponding barriers. The project and completion of mitigation work shall be appropriately documented in the corresponding inventory.
3) The District will dedicate a minimum budget of $100,000 per year, funded through the District's capital outlay funds, for the sole purpose of providing accessibility improvements for barriers identified in the ACSR. The District shall utilize this budget by analyzing the schedule maintained by the ADA Transition Plan and creating projects solely dedicated to the barrier mitigation work. The District's Facilities Master Plan, a 10-year plan funded from general obligation bond funds, will also be used to address accessibility improvements. The District will suitably utilize the minimum budget allocated annually from the plan and tap into additional funding from the grand total as necessary and appropriate to make improvements.

Existing Implementation Policies/Programs

1) Currently, the District has been addressing accessibility improvements with general obligation bond funds as part of the District's Facilities Master Plan.

Cerritos College

Appendix A: Self-Evaluation
of Policies, Procedures, and Practices

SALLY SWANSON
ARCHITECTS, INC.

The Americans with Disabilities Act

Self-Evaluation Report for

Cerritos College

Report Prepared by:

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SALLY SWANSON
ARCHITECTS, INC.

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I. PROJECT OVERVIEW

A. Acknowledgments

Sally Swanson Architects, Inc. (SSA) would like to thank Cerritos College staff for their time, thoughtfulness, and conscientious contributions to this Self-Evaluation process. The Self-Evaluation process is more than simply responding to questions, it's an opportunity to immerse, reflect, grow, and demonstrate an unwavering commitment to making Cerritos College the best it can be for all who come here. The level of commitment exhibited by Cerritos College staff throughout this Self-Evaluation process attests to the College's dedication to equal access for all.

SSA would also like to especially thank Dr. Valyncia Raphael, Director, Diversity, Compliance, and Title IX Coordinator, and Steven LaVigne, Acting Dean of Disabled Student Programs and Services, for their deep and personal investments in this Self-Evaluation process. Without everyone's contribution, this project and the milestones of equality that will follow would not have been possible.

B. Introduction

Cerritos College started in 1955 when the residents of several Southern California towns came together and voted to establish the Excelsior Junior College District, which would later become Cerritos College. Since that time, Cerritos College has grown from 197 students in rented classrooms at Excelsior High School to an

annual average of 22,000 students with over 180 areas of study and 87 degree and

certificate programs. It is one of the top community colleges in Los Angeles County and

offers comprehensive, high-quality, affordable education and career training. It is also

one of the five largest community colleges in Los Angeles County, and is currently

ranked 14th among the top 100 schools with the highest Hispanic enrollment in the

United States.

Because of its history and mission of community service, Cerritos College is

particularly committed to providing seamless access to all its programs, services and

activities for qualified people with disabilities. Cerritos College is not only dedicated to

ensuring compliance with State and Federal disability rights laws, it aspires to be a

model of best practices in the areas of accessibility and reasonable accommodation.

Notably, in 2014, Cerritos College established a cutting edge group, the Universal

Access Task Force[1], to discuss accessibility to electronic information and technology for

individuals with disabilities and compliance with Section 508 of the Rehabilitation Act

The Americans with Disabilities Act (ADA) Title II mandates that covered entities,

such as Cerritos College, conduct a Self-Evaluation, create a Transition Plan, appoint

an ADA Coordinator, and develop a Grievance Procedure and an ADA Notice of

Compliance. To meet this obligation, and to create a path forward toward total

accessibility, Cerritos College has contracted with Sally Swanson Architects, Inc. (SSA)

to assist with meeting (ADA) Title II mandates.

This document presents only the ADA Self-Evaluation. This evaluation provides a

comprehensive report outlining a review of Cerritos College programs, services and

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[1] This Task Force was originally called the "508 Task Force", referring to the Rehabilitation Act's Section 508 mandates regarding digital accessibility.

activities. Results of the survey and analysis identify programmatic and administrative barriers to programs and are contained herein along with the Grievance Procedure and ADA Notice of Compliance.[1]

C. Background Information Regarding the Americans with Disabilities Act and California State Law

1. Purpose of the Americans with Disabilities Act

Passed in 1990, the Americans with Disabilities Act (ADA) is one of the most comprehensive civil rights laws in the nation. It provides protection to an estimated 57 million Americans in: employment (Title I); receipt of programs, services and activities from State and local government (Title II); the receipt of goods and services from private businesses (Title III); and telecommunications (Title IV). In 2008, the Americans with Disabilities Amendment Act (ADAAA) was passed. The ADAAA gives guidance to the courts regarding who has standing under ADA. The result has been an increasing number of people who are now able to bring ADA claims in Federal Court.

2. Overview of Disability Civil Rights Law Impacting Cerritos College

Cerritos College is covered by the ADA Title II, ADAAA of 2008, the Rehabilitation Act of 1973, and California Government Codes 11135 and 12926. All contractual activities are also covered by California Government Code 4450.

Employment programs are covered by the ADA (Title I), the ADAAA and California Government Code 12926. Construction activities are covered by California Code 4450. When comparing State and Federal law 28 CFR 35.103, it is mandated that the most stringent law be applied to create the maximum amount of access for people with disabilities. Thus, the most stringent standards were applied to the evaluation reported in this document.

3. ADA Self-Evaluation Requirements

Required by 28 CFR 35.105, the ADA Self-Evaluation is a complete examination of all programs, services and activities provided by Cerritos College, to ensure that, when viewed in their entirety, they are readily accessible to qualified people with disabilities. The purpose of the ADA Self-Evaluation is to identify areas where changes are needed to ensure access is in place for people with disabilities.

4. Who is a Qualified Person with a Disability?

To be qualified as a person with disabilities for the purposes of this Self-Evaluation, an individual must have a disability as defined below and must be qualified to participate in the programs, services or activities of Cerritos College.

Under California Government Code 11135, the ADA was incorporated into State law and therefore the ADA issues raised in this Report are both State and Federal issues. In California Government Code 12926, the definition of mental and physical disability was broadened beyond the ADAAA. Summarized as follows:

1. A person having a physical or mental disability that limits a major life activity. This person is considered as having unmitigated status (i.e., how the individual in

question would function without the use of medication or devices that may mitigate the impact of the disability). If there is a limitation to a major life activity in this statute, coverage is established;

2. A person with a history of a disability as described above;
3. A person is regarded as having a disability, such as described.

California State law also provides protection to cancer survivors, people who have a genetic predisposition to illnesses or disabilities or people who have received services within a special education program.

D. Scope of the Self-Evaluation

The Self-Evaluation is intended as a review of the programs, services and activities provided by Cerritos College. The US Department of Justice (DOJ) within the ADA Title II, Technical Assistance Manual (TAM) (Section II-8.2000) recommends a scope of review for Self-Evaluations, which contains thirteen program areas which were considered for use in the development of this report. Areas considered include:

❑ The Transition Plan (physical access to existing College facilities),
❑ Policies that may limit or exclude the participation of people with disabilities;
❑ Communication systems used by Cerritos College;
❑ Provision of auxiliary aids and services to people who are engaged in Cerritos College's programs, services or activities;
❑ Access to emergency management for people with disabilities;
❑ Disability awareness among Cerritos College staff;
❑ Policies addressing policy modification requests and the determination of fundamental alteration of programs;
❑ Access to public meetings;
❑ Human Resources programs and policies;
❑ Construction policies;
❑ College staff training and support;
❑ ADA-related drug policies.

E. Self-Evaluation Method of Review

The ADA mandates that a Self-Evaluation review all programs, services and activities of the covered entity. The Self-Evaluation of Cerritos College's programs, services, and activities required and involved the participation of every College department. In conjunction with Cerritos College's Disabled Student Programs and Services (DSPS) Office, SSA developed accessibility surveys. Various teams were assigned relevant surveys based on their programs, services and activities. Departments were instructed to complete a survey for different divisions if they were sufficiently separate and unique. Copies of survey questions are included in the Appendix to this report, and completed surveys are available upon request.

F. ADA Transition Plan Requirements

The ADA Transition Plan is required by 28 CFR 35.150 (d). An ADA Transition Plan must include the following components:

1. A list of all physical barriers in sites at which Cerritos College provides programs, services or activities;
2. A statement regarding the method to be used to mitigate the barriers;
3. A schedule for barrier mitigation;
4. The name of the official who is responsible for the ADA Transition Plan administration.

The ADA Transition Plan will be contained in a separate report.

G. How This Report is Organized & To Be Utilized

As noted above, Cerritos College is committed not only to compliance with federal and state laws regarding disability and access, but strives to be a model of accessibility and reasonable accommodations best practices. Accordingly, this Report, which the College intends to use as a long-term strategic plan, is organized into three sections: those the College serves – Students (and the public); those who teach - Faculty; and those in Administration.

This Report is intended to be a summary – not full recitation – of survey results. Each section begins with an overview of recommendations indicated with arrow bullet points, and segues into a breakdown of survey summaries providing the basis for those recommendations. College Staff-provided recommendations are also indicated with arrow bullet points. Other lists, such as lists of available accessibility resources, are generally indicated with square bullet points.

By organizing it this way, the College can easily access the information it needs and use this Report to sharpen its focus on providing the best possible service to its constituents with disabilities, and become a model of best practices.

II. SURVEY RESPONSES AND RECOMMENDATIONS

EXECUTIVE SUMMARY

Cerritos College's commitment to access equality is evident via its many - currently accessible - programs, services, and activities, it's expressed desire to learn how to be the most accessible College it can be, as well as its existing resources dedicated to access and reasonable accommodation, e.g. the Disability Student Programs Services (DSPS) Office, and numerous online and in-person accessibility education offerings. Many of the recommendations contained in this report build upon

the foundation laid by Cerritos College, and include recommendations such as trainings, updated policies and practices for cross-campus consistency, and the auditing of ongoing efforts to ensure currency and efficiency.

The bulk of recommendations in this report focus on the student experience, including how to improve access for students, generally, but also how to improve faculty awareness and empowerment for a more seamless educational experience overall. Recommendations focused on College administration are designed to improve the "infrastructure" of accessibility campus-wide so that, in all aspects of campus life and experience, students and visitors face no barriers to inclusion and know how to raise any concerns; and staff are empowered with up-to-date policies, training and support to facilitate full inclusion including responses to any such concerns.

A. Students

1. Summary of Recommendations

After reviewing all survey responses relevant to student-related programs, services and activities, SSA makes the following recommendations to achieve optimum student accessibility and reasonable accommodations.

Learning Environment

➢ Audit the existing system for students seeking reasonable accommodations, and determine whether a more streamlined, efficient system could be implemented.
➢ For approved reasonable accommodations that require changes to furniture set up, implement a system that includes staff training on maintaining furniture set up, thus reducing the onus on students to make repetitive requests and/or report when furniture has been moved.

➢ Offer best practices training to facilities staff on how to set up student spaces for maximum accessibility.
➢ Offer integrated Physical Education classes and settings.
➢ Add Braille to Adapted Kinesiology Room equipment.
➢ And other recommendations made by Cerritos College Physical Education Staff (see below, Section 2d).

Library

➢ Train staff on disability etiquette and best practices.
➢ Train staff on how to use accessible equipment in the "Kurzweil Room".
➢ Determine if the library lights can be "flickered" to inform of closing time to students who may be Deaf or Hard of hearing (Hard of hearing).
➢ Require that faculty make requests for video content to be made at least four months prior to the time of its intended use or, if this can't be done, that content requested less than four months prior be available for purchase with captioning in place.

Success Center

➢ Offer training on best practices for engaging with students who have various types of disabilities (in addition to learning disabilities).

Computer Labs

➢ Audit computers made available to students to ensure that devices are compatible with technology students may utilize to access those (e.g. Braille keyboards or audio outputs).
➢ Audit computer software to make sure that it meets current accessibility guidelines (e.g. WCAG 2.1)

Student Health Services

➢ Offer training on best practices for interacting with patients who have disabilities.

2. Classes

a. Requesting Assistance: Auxiliary aids and Services

Survey responses indicate that student requests for accommodations are primarily processed by the DSPS. Specifically, a DSPS Specialist engages in an interactive process with the student to: determine the student's limitations, examine what accommodation will best enable that student to fully access and participate in their coursework, and ultimately approve (or deny) the requested accommodations. Auxiliary aids and services available to Cerritos College students include but are not limited to:

- ❏ ASL
- ❏ real-time captioning
- ❏ assistive listening devices
- ❏ note taking
- ❏ adjusted test-taking
- ❏ and materials in an alternative format (e.g. large print or Braille)

These aids and services are also available for Cerritos College Community Education (non-credit) coursework, although contract instructors may be required to provide requested assistance independent of the College.

In order to facilitate access and reasonable accommodations for students with disabilities, DSPS requests that students complete an accommodations form and return it within ten (10) business days prior to requiring the requested assistance. The student's request should also verify that it is required. Once an accommodation is approved, the DSPS will assist the student in forwarding that approval to the appropriate staff person, e.g. the Communications Services Coordinator or a DSPS Program Assistant specializing in Alternate Media production.

b.   Requesting Assistance: Furniture

Survey responses indicate that student requests for furniture-related accommodations are also managed by the DSPS through the process set forth above. Once a DSPS Specialist or Coordinator authorizes the request, that staff member submits a work request to Facilities via the Mainsaver system. This work request indicates the relevant classroom/location, and how the furniture is to be arranged and/or placed. A Facilities Supervisor approves and assigns the job to a staff member who places the furniture according to the directions set forth in Mainsaver, then reports back that the work has been completed per the work request specifications. If furniture is subsequently moved within the location, or removed from the location, the user (e.g. student, ASL interpreter, real-time captioner, etc.) can report this to DSPS, and DSPS will submit a new work request via Mainsaver.

c.   ASL Interpreters and Real-Time Captioners

Survey responses indicate that ASL interpreters and Real-Time Captioners are typically located at the front of a room, positioned close to a speaker and in appropriate lighting, and that students have the option of priority seating in classrooms for appropriate line of sight. Occasionally, a situation doesn't allow for these circumstances. For Real-Time Captioning, line of sight is not critical because captioning can be transmitted to a laptop or tablet that the student can position for optimum view of the teacher and any visual aids.

d.   Physical Education

Survey responses indicate that Cerritos College offers Physical Education programs, services and activities in the following rooms and locations: Dance, Weight Room, Fitness Lab, Gym, and Adapted Kinesiology Room (AKR). The AKR is specifically designed to serve students with various disabilities, and it is not clear whether the remaining rooms and locations offer programs, services and activities to persons with disabilities in an integrated setting.

The AKR is equipped to serve any student with a disability including but not limited to: students with physical disabilities, students who are deaf and Hard of hearing, and students who are blind or visually impaired. The AKR is set up to ensure appropriate access aisles and maneuvering clearances for students who may use mobility devices. Courses offered in the AKR can be modified according to a student's needs, and AKR instructors are able to work with students who are blind or visually impaired and orient them to the space and equipment.

Cerritos College staff indicates that they have received accessibility complaints regarding Physical Education facilities. Specifically, there have been complaints regarding the lack of push button doors on the new Health and Wellness Complex and the Pool Complex. College staff indicates that these complaints have been raised to the Division Dean and the construction team.

Cerritos College staff also indicates that there have been complaints that none of the accessible restrooms in the Health and Wellness Complex side of the campus have a table which would enable students with disabilities to change and/or use specialized equipment which assists in using the restroom. College staff indicates that they informed the Division Dean and the construction team of these complaints and were told

that a table would be added. However, this work has yet to be completed and College staff was not given a timeline on when it would be done.

When asked what access improvements Physical Education College staff would like to see, they requested:

> ➢ Push buttons added to the major doors for each of the facilities and restrooms including the following rooms: dance, group fitness, fitness lab, weight room, men and women's main restrooms, pool restrooms, and the Kinesiology main office door.
> ➢ Discussions with the division chairs on how classes and class requirements are being modified so that Physical Education instructors can collaborate and operate from a consistent, uniform understanding of those requirements.
> ➢ Accessibility review and assessment of the College's athletic facilities that are used by the community and visitors.

3. Student Services

a.   Library

i.   Training

Survey responses indicate that Library Staff are ready and willing to assist students with disabilities in all aspects of library usage. They are aware of DSPS services, but do not receive training specific to disability awareness and etiquette. Library staff indicated they would like to receive this type of training, including training in the usage of accessible software and technology, see below.

ii.   Accessible Materials, Equipment, and Software

Library Staff indicated that students who need library materials in alternate formats can fill out a request form and a librarian will assist with that request. When

students with visual impairments use the library they sometimes bring a guide to assist with their research but, if they do not, Librarians are available to assist by searching databases and retrieving materials. The library has one informational monitor in the lobby and in the library itself. The monitors scroll campus and library notifications and are visual only.

Survey responses indicate that Library Staff are available to take any student complaints or suggestions regarding technological accessibility. In fact, in or around 2018 and in response to a student suggestion, a Cerritos College IT Specialist upgraded its "Kurzweil Room" to ensure access for students who may be blind or visually impaired, but Library Staff was not trained on how to use the upgraded equipment. Library Staff also indicated that the following accessible equipment/software is available:

❏ Three computers in LC56 have specialized adaptive software and assistive technology, including Kurzweil 3000 Scan/Read, Read/Write Gold Suite, Premier Literacy, and Fusion (formerly ZoomText).
❏ LC56 also has three video stations for course-related DVD viewing, and specialized low vision keyboards are available in this room.
❏ Computers in the public areas of Reference, the Computer Lab, and LC 62 have the campus installed software Read&Write and Premier Literacy.
❏ The library has Ubiduo devices that enable face-to-face communication with students who may be Deaf or Hard of hearing, however they are not currently functional and most staff have not been trained in their usage.

Library Staff indicates that its webpage(s) are compatible with screen-reading technology.

iii. Video Content / Captioning

With regard to video content available in the library, survey responses indicated that all DVDs and streaming videos purchased by the library for use in the classroom or

for the circulating collection must be captioned, and that all media in the library collection is closed captioned or has subtitles. If a film is requested for purchase and it is not captioned, library staff will contact the publisher/producer and request the right to caption it. The library will purchase it only if Staff is granted this permission. The library has also created a Captioning FAQ document for faculty, and recommends to faculty that they plan at least a semester ahead as the captioning process can take up to four months. Library staff indicates that most media does not include audio descriptions.

iv.   Physical Access to Library Resources

Library survey responses indicate that student areas such as study tables and carrels are set up for adequate mobility device maneuvering, and, if the furniture is moved, Facilities staff will re-position it as needed. Additionally, library tables and carrels are at accessible heights with appropriate clear floor space and knee clearances. The reference desk is at an accessible height but lacks knee clearance. The Circulation Desk and Computer Lab Desk are at a standing (i.e. non-accessible) height. Stack aisles are at least 36" wide, and while some stacks exceed reach ranges, Library staff will assist any student or patron who can't reach materials. The Library also places step stools to assist persons who are of a shorter stature in reaching library materials.

Some materials on brochure racks exceed reach ranges, but Library staff are able to assist as needed. Additionally, bulletin boards may contain flyers that are not accessible, but copies of flyers are kept on nearby tables.

v.   Announcements, Alarms & Emergency Procedures

Survey responses indicate that public announcement systems are audio only, and that audio announcements are made at closing time. Library staff will patrol the facilities and physically notify students of closing time, but they would also like to be able to "flicker" library lights as an alternative means of communicating that the library is closing to students who are Deaf or Hard of hearing.

Library staff note that emergency warnings are conducted by an alarm, and announcement, and flashing lights throughout the building. There are posters and guides indicating what to do in case of emergency throughout the library. Staff have been briefed on emergency scenarios that include assisting people with disabilities, and there are assigned emergency marshals who know and monitor evacuation processes. Additionally, the library has EvacuChairs in its stairways.

vi.   Library Requested Improvements

In response to survey questions, Library staff indicated a number of accessibility and accommodations-related improvements they would like to make (in addition to those listed under the Summary of Recommendations, above).

➢ Internal glass doors, especially those separating the Circulation area and the Research Room, to have an automatic-open option because these doors heavy and may not meet code requirements on maximum push/pull weights or operability.
➢ Placement of signs throughout the Library to make patrons aware that staff will help with access to materials.

b.   Cerritos Success Center

i.   Accommodations and Training

The Cerritos College Success Center (SC) offers tutors in math, English, ESL, and other subjects. Students needing accommodation for a disability typically ask SC staff directly and the SC will either assist directly or engage DSPS. In the past, the SC has offered interpreters and scribes as reasonable accommodations, and students are made aware that they can request a reasonable accommodation on SC promotional materials.

The SC Staff receive disability awareness training via DSPS 1-2 times a semester, and previous topics have included working with students on the spectrum, being an ability ally, and working with students who have learning difficulties. Instructional specialists are encouraged to attend these trainings. The SC also includes information on tutoring students with learning disabilities to those who provide tutoring services.

ii.   Accessible Materials and Facility

The SC doesn't evaluate whether its materials are accessible, but believes they are and, if assistance is needed to make materials accessible, a Media Services Specialist can assist. SC materials are not available in alternative formats.

For students who are Deaf or Hard of hearing, the SC has Ubiduo for DHH, a device that enables face-to-face communication. Ubiduo usage is mentioned in both the SF tutor and receptionist employee manuals, and briefly discussed at pre-semester trainings.

Within the SC itself there are quiet spaces for students who may need them, and the Center itself is set up so that it is accessible to anyone who may use a mobility device. SC Staff have seen students using accessibility technology with Center computers (e.g. joysticks), and these computers utilize software they believe is accessible, e.g. Read & Write and Premier Literacy.

iii.   Complaints

The SC staff has not received any complaints regarding a lack of accessibility, but would like to receive training on best practices for engaging with and assisting persons with various types of disabilities.

c.   Computer Labs

Survey responses indicate that Cerritos College offers computers for student usage in computer labs and that, upon request, these computers can be upgraded with software that allows them to be utilized by students who may be blind or who have visual impairments.

d.   Student Health Services

Via Student Health Services, Cerritos College offers students low cost medical treatment. In survey responses, Medical staff indicate that all patients are given equal attention, regardless of disability, and that no patient is required to wait longer because they have a disability. If a patient is Deaf or Hard of hearing (and did not bring their own interpreter), staff can utilize Ubiduo for communication or reach out to DSPS, but ultimately abides by whatever communication method the patient prefers.

Medical staff does not know whether the facilities have been evaluated by a

Certified Access Specialist (CASp), but believes that facilities and equipment are

accessible to patients who use wheelchairs. Waiting rooms are arranged to permit full

access, including for service animals.

Staff has received some basic disability etiquette training, including best

practices to interact with patients who are Deaf or Hard of hearing, but would welcome

more training. Additionally, staff are trained to assist with transfers.

e.   Miscellaneous Student Services (Transportation)

The College requires that employees who provide transportation services to

students receive additional training on transporting students with disabilities.

f.   Student Disability Related Disputes and Resolution

Students may bring a disability related complaint via the DSPS website. A Spring

2019 survey of 161 students enrolled in DSPS indicated that 3.73% had brought a

complaint, and 96.27% had not. At the time surveys were completed, there were no

active accessibility complaints. A more detailed explanation of the complaint and

resolution process is discussed below and in the Appendices to this Report.

B. Faculty

1. Summary of Recommendations

➢ Faculty should include DSPS' model statement regarding accessibility and reasonable accommodation in all syllabi.

➢ Faculty should create syllabi as detailed as possible, including activities that may occur outside the classroom.

➢ The College should continue working on its plan to work with faculty to ensure that all course materials are as accessible as possible.

➢ Faculty should validate to their pertinent Department Chairs that all educational materials are accessible (including, e.g. video captioning) and, if they cannot, then allow at least 8 weeks for materials to be vetted and made accessible if necessary.

➢ Faculty should be requested to evaluate their personal websites through free accessibility checking tools and consult with their web and hosting service providers to address known accessibility issues.

➢ Faculty should receive training on best practices for presenting materials to students with disabilities.

➢ Because there is currently no dedicated resource available to Faculty to help ensure that all student materials are accessible, it is recommended that the College evaluate the feasibility of creating this resource so that materials are uniformly accessible, and Faculty are empowered to support their students in this way.

➢ DSPS should continue its efforts to improve coordination between DSPS and Faculty regarding accommodation requests, including improved communication regarding class and degree requirements and testing procedures**.**

2.   Training

a.   Policy and Training

According to survey results, full-time Faculty receive some training on disability awareness and reasonable accommodations in their mandatory orientation, but this is not the case for part-time faculty. Additionally, there is some written training regarding disability etiquette, e.g. person-first language, in the DSPS Faculty Handbook. For further discussion on training available in the handbook, please see the Appendices to this Report.

b.   Syllabi and Education Materials

Faculty are encouraged, but not required, to put a statement on their syllabi informing students of their right to request reasonable accommodations and how to approach the instructor to discuss their needs. DSPS is currently creating a model statement for Faculty syllabi. DSPS also encourages Faculty to make a syllabi that is as detailed as possible so that students with disabilities will know in advance what accommodations they may need to request.

With regard to materials, all Faculty are responsible for selecting their own course materials, including electronic materials such as e-books and videos. While

Cerritos College has updated its policies to meet current accessibility requirements, there is no enforceable requirement that Faculty make sure learning materials are fully accessible to students with disabilities.

The Faculty Center for Teaching Excellence provides information on making materials accessible, but there is no campus entity designated to assist faculty with making course materials accessible (and DSPS lacks the bandwidth and resources to do so). DSPS encourages Faculty to select course materials eight (8) weeks in advance of class to leave adequate time to ensure those materials can be made accessible if needed. Ultimately, however, if required course materials are not accessible, this may mean that students with disabilities are required to purchase educational materials that they cannot access.

For an online class, all video productions must be captioned, digitized, and made available to students from the library video repository via Canvas or the library website.

c.   Faculty Websites

Occasionally, Faculty may require or invite students to engage with their websites that are not provided through Cerritos College. Currently, there is no enforceable requirement that these websites meet WCAG 2.0 or 2.1 requirements.

d.   Outside Classroom Activities

When DSPS is aware of a potential access issue, faculty are contacted regarding the accessibility of course activities, e.g. field trips, field placements/practicums, and the utilization of Information and Communication Technology (ICT). Students are also encouraged to be self-advocates and contact their instructors directly prior to the start of the semester to identify potential access issues. Many Faculty are not aware that they should be checking this prior to the start of class.

e.   Accommodation Requests Generally

Cerritos College DSPS encourages Faculty to arrange accommodations in coordination with DSPS, though this isn't always the case which can result in poor results for the students. For example, a student may request a note taker but, if the instructor is unsuccessful in obtaining a volunteer from class to take notes, the student

may have to take additional steps to obtain this assistance. In these instances, a student may also need to record audio and self-accommodate. In other instances, a failure to coordinate with DSPS may result in a student pursuing a class or degree that ultimately they cannot successfully complete because there is no reasonable accommodation which would allow them to meet the standards of that class or degree. If DSPS is engaged early on, there may be a way to determine waiver or alternate means of success.

f.   Testing Accommodations

According to survey results, students may request testing accommodations, and Faculty are asked to coordinate testing with DSPS regarding those requests including providing tests. DSPS is available to provide adequate testing facilities based on the student's documented needs. Faculty can learn more about testing accommodations on the DSPS webpage.

g.   Emergency Procedures

Cerritos College emergency evacuation procedures include information on how to assist individuals with disabilities. This policy is shared with the campus community once per semester. It is also part of the training for building captains and marshals who assist with the evacuation drill and during emergencies. Each classroom has an emergency information poster and accompanying "flip book" with information on how to assist individuals with disabilities, including those experiencing crisis or seizures, and detailed instructions on evacuation of students with visual, hearing, and mobility impairments.

C. Campus-Wide

1. Summary of Recommendations

Meetings and Events

➢ Develop a comprehensive accessibility checklist, distribute it to all meeting and event organizers, and create college-wide policy supporting its implementation for all meetings and events.

➢ Ensure that all stages and presentation areas are accessible.

➢ Develop and distribute a standard notification regarding available assistance and/or how to request a reasonable accommodation.

➢ Spot-check meeting and event announcements to ensure application of the standard notification.

➢ Develop an accessibility checklist and implement it for all meetings and events.

➢ Offer training to Facilities staff on how to prepare locations for accessible events.

➢ Offer training to meeting and event organizers on how to accessibly present meeting and event content, including pre-meeting and event announcements, as well as best practices for service animals.

Campus Police & Emergency Procedures

- ➢ Amend policy to include how to handle arrestee and inmate medications.
- ➢ Source and retain an ASL provider for instances where DSPS may not be available (e.g. after hours or weekends)
- ➢ Offer comprehensive best practices training to include interacting with people who have mobility impairments and common invisible disabilities.
- ➢ A list of recommendations regarding Emergency Procedures is set forth in Section 4 of this chapter, see below.

Notices & Communications

- ➢ Provide all staff and departments responsible for creating publications text copy to include on all materials regarding availability of reasonable accommodation and alternative formats.
- ➢ Ensure that all staff and departments responsible for creating publications include the above noted copy in all materials, across formats (digital, print, etc.)
- ➢ Test campus telephone lines regularly to ensure that they are accessible to persons who are Deaf or Hard of hearing.
- ➢ Offer campus-wide staff training on the use of person-first language.

Disability Student Program Services

- ➢ Elevate and empower DSPS to be more impactful through increased visibility, Office of the President support, and resources for increased funding and accessibility support services.

Human Resources

- ➢ Create an informational "firewall" between HR professionals who receive an applicant's request for reasonable accommodation in the selection process and the Selection Committee to ensure that the Selection Committee cannot inadvertently note or consider this in the selection process.
- ➢ Through the College Coordinating Committee, Review policies and practices to ensure implementation of Federal and State laws that require the maximum access.
- ➢ Develop a policy prohibiting discrimination against persons who formerly used illegal drugs.

- ➢ When a reasonable accommodation is requested, do not request medical documentation to support an obvious need (e.g. permanent mobility limitations, or permanent and complete loss of sight).
- ➢ When requesting medical documentation, include a notification not to provide genetic information as mandated by the Genetic Information Nondiscrimination Act and the FEHA.
- ➢ Develop a policy regarding the use of motorized mobility devices on campus.
- ➢ Put an anti-surcharge policy in place to make it clear to staff not to charge for accommodations.
- ➢ Continue the practice of keeping all medical documentation in a separate, confidential file that is not integrated with other employee personnel documentation.
- ➢ Develop clear guidelines on when a requested reasonable accommodation constitutes an "undue hardship" on the College.
- ➢ Strengthen policies regarding the search for a vacant, funded position as a form of reasonable accommodation. Specifically, this search process is non-competitive, limited in duration (typically 3-6 months or depending on resolution of limitations), and does not require receiving management consent.

Information Technology (IT)

- ➢ Continue to consistently engage IT during the purchase or development of any technology resources (e.g. computers, software, mobile applications) to ensure compliance with the most recent digital access requirements.

Auxiliary aids and Services Resources

- ➢ Conduct annual tests to ensure that all auxiliary aids are in working condition.
- ➢ Offer annual training on usage of available auxiliary aids.

Exhibits

- ➢ Create best practices based on current guidance regarding accessible exhibitions.

Construction and Leased Properties

- ➢ Develop and distribute a policy requiring accessibility surveys and/or evaluations for all new construction and leased properties.

2.   Meetings & Events

a.   Notifications and Physical Access

Survey responses indicate that Notice regarding available assistance and/or how to request assistance is not consistently provided in meeting and event announcements.

Additionally, Cerritos College's Public Affairs Office is currently working on an accessibility checklist for meetings and events. While some events, e.g. commencement, have a heightened sensitivity to issues such as companion seating, Facilities staff are not trained in accessible set up other than a basic knowledge regarding clear floor space and turning radii. According to survey responses, most meetings and events include wayfinding signage.

Because Cerritos College facilities are generally accessible (including auxiliary aids in new buildings) and the College is on a public transportation route, meetings and events are generally accessible to persons with disabilities, including those who use public transportation. Additionally, all paths of travel are evaluated and monitored by Campus Police and Facilities to ensure safety. While there is guidance on service animals, it's not clear if service animal relief areas are identified prior to meetings and events. Finally, access to stages and presentation areas is not consistently available.

b.   Accessible Meeting & Event Content

Meeting and event organizers and presenters are not always trained in best practices for presenting to persons with disabilities, but the College does require that

any video used in presentations be captioned (as long as it knows of the video ahead of time). Additionally, DSPS recommends that ASL interpreters and Real-Time Captioners be made available for events exceeding two hours (or where specifically requested). ASL is typically situated at the front of the room, near the speaker or screen, well-lit, and in front of reserved seating. For meetings that are broadcast, Cerritos College ensures that these are live or close-captioned.

Occasionally, meetings include the use of speaker cards and the opportunity for public comment. According to survey responses, assistance completing speaker cards is only available if an attendee requested the accommodation. Notably, public comment time limits can be adjusted for speakers with speech impairments.

3.   Cerritos College Campus Police

Survey results indicate that Campus Police Policies address: communications with persons with disabilities (including Miranda rights and communicating with people who are Deaf or Hard of hearing), handling of a service animal following arrest, and safe-keeping of medical appliances. There is no written policy regarding arrestee medication following an arrest, but past practice is that arrestees are evaluated by Jail Medical Staff for medical needs.

The Campus Police 911 system has TTY and training on its use is provided every 6 months. If ASL is required, officers contact DSPS, including for emergency situations.

Finally, Campus Police receive training regarding best practices for interacting with people with most types of disabilities. Survey results indicate, however, this training

may not include people with mobility impairments or certain types of invisible disabilities such as PTSD.

4.   Campus-Wide Emergency Management

Earlier in this report there were summaries of emergency management and protocols, specifically relative to Faculty and Library Staff. According to a general survey of campus-wide Emergency Management operations, however, Cerritos College has not attempted to identify individuals who may need assistance during an emergency because of their disability, nor has the College offered specific training to Building Marshals regarding assisting people with disabilities during an emergency event.

The College has, however, taken numerous steps toward a comprehensive Emergency Procedure that includes assisting people with disabilities. These steps include, but are not limited to:

❏ Identification and training of Building and Floor Marshals;
❏ Providing written information to Building and Floor Marshals regarding assisting people with disabilities;
❏ Communicating an active shooter event with people who may have hearing or vision impairments via RAVE emergency text messaging and email;
❏ Coordinating medical services via Student Health Services in the event of a shelter in place;
❏ Providing information regarding emergency events in numerous, alternative and accessible formats;
❏ Campus-wide emergency alerts that are both audible and visible;
❏ Clear and visible Exit signs;
❏ Provision of emergency evacuation chairs in most campus buildings, including training to emergency and first responder personnel on how to safely use these chairs; and
❏ Bi-annual testing of PA systems.

A review of survey responses indicates that Cerritos College may improve upon its emergency protocols relative to people with disabilities by implementing the following:

➢ Include persons with disabilities in the creation of emergency plans, training, drills and debriefings;
➢ Consider paths of travel and assembly areas in coordination with other first responders, e.g. the Fire Department, that may utilize these spaces for staging and emergency access.
➢ Develop a plan for use of evacuation chairs if chairs are needed for more than one person;
➢ Develop a plan for slow-moving chairs which may create a back up in the stairwell;
➢ Ensure that there are no barriers to evacuation chairs such as locks; and
➢ Ensure that emergency communications systems, e.g. elevator phones, are accessible to people with disabilities, including people who are Deaf or Hard of hearing.

5. Notices & Communications

a. Written Notifications

Numerous notifications have been discussed earlier in this Report. Cerritos College notes that it sends an annual non-discrimination notice to all Staff, and that Notice of ADA Compliance Posters are posted at all work sites. While campus practice is to include a statement on all publications regarding availability of reasonable accommodations and alternative formats, this is not consistently implemented. Notably, Cerritos College has a "Universal Access Statement" authored by College President / Superintendent Dr. Jose Fierro. This statement provides that the College is committed to, "...to establishing a barrier free learning community, or universal access, to all

individuals." As a final note, information regarding the ADA grievance system is available online only.

b. Audio Notifications

The Cerritos College Simplex public address system has both audio and text functionality. If the Public Information Officer communicates with the press and releases critical information, however, no ASL or captioning services are utilized.

c. Campus Telephones

Campus telephone lines have not been tested to determine whether they are available to persons who are Deaf or Hard of hearing.

d. Printed Publications

While Campus publications are consistent in positive portrayals of diversity, staff has not received training in using person-first language. As previously discussed, alternative formats are available upon request, in coordination with the DSPS. The College is also currently in the process of ensuring accessible font types and sizes as it develops new branding standards.

e. Digital Publications

The Campus works to ensure that all electronic communications are accessible (versus providing alternate, accessible documents or communications). This includes accessible PDF and Word documents, and videos that are captioned.

6. Disabled Student Programs and Services (DPSP)

DSPS has been referenced throughout this report. The DSPS' office itself is completely accessible, and staff are trained in maintaining a barrier-free learning environment.

DSPS serves as a resource to students and faculty who may require access and/or reasonable accommodations. Based on survey results, DSPS' role seems primarily tactical and advisory, i.e.: it evaluates and helps resolve requests for reasonable accommodations; it drafts and offers template language regarding reasonable accommodations for various publications, campus-wide; it drafts policy language and offers advice regarding recommended best practices.

Notably, Cerritos College is exploring a College Connect program to provide extra support to students with Autism and others who are served by Regional centers, at no cost to DSPS or broader District. The College is also exploring offering Learning Disability Testing via DSPS, as needed.

7. Human Resources

a. Recruiting & Selection

Survey results indicate that Cerritos College advertises available positions on some job boards targeting individuals with disabilities, but that it can and will do more of this. All job bulletins include statements regarding the College's non-discrimination policies. The College currently has no policy in place prohibiting discrimination against persons who formerly used illegal drugs.

Additionally, the College would like to review minimum qualifications and essential functions of its roles to ensure these are accurate and up to date. If a role requires testing, applicants are notified ahead of time and have the opportunity to request an accommodation. Applicants are also notified that reasonable accommodations are available throughout the selection process. Applicants are asked to contact Human Resources initiate their reasonable accommodations request at least 72 hours prior to the pertinent deadline.

All members of a selection committee are required to receive EEO training, including disability etiquette training, prior to serving on that committee. Committee-drafted interview questions are reviewed by the HR Director who has the power to approve or modify those questions. Each committee also has a designated Process Monitor who serves as the HR representative throughout the selection process. The College is currently updating its Process Monitor and Selection Committee member trainings for implementation in FY '19-'20.

Candidates are informed in advance of the types of activities they will need to engage in throughout the selection process. Interview locations are typically accessible Campus buildings, and on accessible routes that are normally adjacent to public transportation. On request, HR can adjust an interview location as a form of reasonable accommodation.

b. Employment Policies and Practices

Survey responses indicated that employees are notified of their right to request a reasonable accommodation for the duration of their employment. Cerritos College hasn't formally compared its accessibility policies and practices to State and Federal

laws, but all sources are referenced "when disabilities and accommodations are mentions (sic)."

Cerritos College HR professionals attend annual trainings regarding reasonable accommodations and recent changes in the law, and the College has identified several external sources for legal and informational support regarding the reasonable accommodations process. If an employee requests a reasonable accommodation, HR engages that employee in a comprehensive interactive process. This interactive process between HR and a requesting employee is documented in letters and on an interactive form, and medical documentation is kept in a file.

Survey responses indicate that employees requesting reasonable accommodations are required to provide medical documentation supporting the request. When this documentation is requested, the College does not include a notification not to provide genetic information as mandated by the Genetic Information Nondiscrimination Act and the FEHA. Additionally, the College currently does not have an anti-surcharge policy in place to make it clear to staff not to charge for accommodations.

Determinations of undue hardship are made by the Vice President or Superintendent, and there is a form used by HR when determining whether or not an employee can be accommodated in her or his position. When seeking a new role as a form of reasonable accommodation, the VP of HR must sign off on this in consultation with the receiving Supervisor or Manager. For temporary medical limitations, a search is conducted or alternate tasks are provided for the duration of the limitations. For permanent limitations, the College did not indicate how long it will conduct a search for another vacant, funded position in which the employee could be accommodated.

Notably, Cerritos College has a Service Animal Policy that appears to track the Department of Justice's most recent policies and guidelines regarding service animals; Comfort or Emotional Support Animals may be permitted on campus on a case by case basis. Additionally, the College currently has no policy in place regarding the use of motorized mobility devices.

c.　Beneficial Trainings

HR Surveys indicated that the College Faculty and Staff would benefit from the following trainings:

- ➢ Awareness/sensitivity training related to ADA requirements
- ➢ disability awareness(e.g. person first language, etiquette),
- ➢ disability civil rights mandates,
- ➢ information regarding accessibility vs. accommodations
- ➢ Universal Access at Cerritos (law, campus policy, and available resources related
- ➢ to accessibility on campus)
- ➢ How-to Training on accessibility fundamentals – (basic tools regarding creating
- ➢ accessible Links, Images, Structure, Tables, Captioning, and Color Contrast), and
- ➢ how-to Training on creating accessible content in the classroom –
- ➢ (assignments,assessments, handouts, tactile materials, alternate formats, captioning, accessible class meetings, etc).

8.　Information Technology (IT)

The Cerritos College IT Survey indicates that College websites, webpages and forms currently meet WCAG 2.1AA, and that all campus public sites are reviewed for access before posting via OmniUpdates. If a form is found to be inaccessible it is remediated. Most electronic files available on campus websites are reviewed for access

prior to posting but, if the file does not pass inspection it is returned for remediation. Files that were grandfathered in from a previous content management system have not been reviewed for access. All videos displayed on Campus websites are required to be captioned. While IT has received complaints regarding the Campus website, it reports that few, if any, were related to access issues.

Some survey responses indicate that other Departments rely on IT to help them ensure that Campus technologies and digital resources, e.g. computers and software, are fully accessible.

9.   Auxiliary Aids and Services Resources

Survey responses indicate that Cerritos College has both auxiliary aids available on-site (e.g. Ubiduo, assistive listening devices, a VRI Computer Workstation, and digital audio recorders) as well as partnerships with local ASL interpreters and Real-Time Captioners.

10. Exhibits

Cerritos College has a small art Art Gallery comprised of three exhibition spaces that have never received an accessibility complaint regarding access to exhibitions. Due to its relatively small size, the Art Art Gallery doesn't emphasize wayfinding. (Notably, the College maintains a public art collection, and accessible maps of this artwork are available for download, including descriptions of exhibited works and their location).

The Art Gallery does not currently follow guidance on accessible exhibitions. Survey responses indicate that the Art Art Gallery does not use audio descriptors for artworks. The Art Art Gallery is working, however, to ensure that all artworks also feature a textual description, and that descriptions are available on an accompanying website. Additionally, any artwork featuring video is required to be captioned. Because most artworks in the Art Gallery are very temporarily displayed and due to limited resources, accompanying 3D tactile displays are not engaged.

The Art Gallery itself maintains 4 feet of clearance around all exhibits and pedestals to ensure access for persons who use mobility devices, and all brochure racks are within reach ranges. With regard to service animals, the Art Gallery follows College policy. Art Gallery staff are trained to communicate with all members of the public, with or without disabilities.

11. Contracts & Vendors

Survey responses indicate that the College has language in place that holds contractors and vendors to State and Federal disability civil rights mandates. This contract language addresses not only non-discrimination requirements, but also the accessibility of products and services. Contracts contain language regarding complaint resolution, as well as indemnification. If a person with a disability believes they have been discriminated against based on disability, they have the option to file a complaint as set forth in Cerritos College AP 3435.

12. Construction and Leased Properties

Survey results indicate that it is unclear how access is assured in new construction, or how access is evaluated in leased properties.

Footnotes

[1] The ADA Transition Plan that addresses architectural barriers is contained in a separate document.

Vetting of Self-Evaluation Results

Cerritos College is committed to the vetting of these results with stakeholders as required by law and developing an implementation plan designed to implement necessary changes and track good-faith compliance efforts.

Vetting Activity

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Report Concerning the Self-Evaluation Vetting

- Date(s) and location(s) of vetting
- List of attendees

Input Received During Vetting

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Response to Input during Vetting:

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Persons Involved in Vetting:

Use of This Self-Evaluation as a Living Document

The ADA requires that a Self-Evaluation be conducted once. Many entities, including Cerritos College, recognize the value of using this document on an ongoing basis. As such, it's available to incorporate new policies as needed in response to emerging issues in case law, new regulations or the development of, and/or modification of College programs. Thus, an addendum to this report can be added as needed to document the College's good-faith effort to make the changes necessary to ensure appropriate access for students, employees and visitors to Cerritos College.

Staff Who Contributed to this ADA Self-Evaluation

- Dr. Valyncia C. Raphael, J.D. Director, Diversity, Compliance, and Title IX Coordinator
- Steven La Vigne, Ed.D., Acting Dean of DSPS
- Chad Greene, Center for Teaching Excellence, Coordinator
- Anna Fischer, Instructional Lab Tech II
- Patrick O'Donnell, Information Technology
- Dr. Hillary Mennella, Associate Dean of Student Health Services
- Dr. Humberto Hernandez, College Psychologist
- Monica Chora, Certified Medical Assistant
- America Amador, Certified Medical Assistant
- Nancy Buvinger, Director of Human Resources/Risk Management
- Dr. Adriana Flores-Church, Vice President of Human Resources
- Tom Gallivan, Chief of Police
- James MacDevitt, Art Gallery Director, CAPS Chair
- Faculty: Rachel Martinez, Dr. Amy Holzgan, Berenice Gallardo, Liz Page, Judi Holmes
- Librarians: Lorraine Gersitz with Monica Lopez, Johnny Rodriguez, Eric Osuna and Albert Wilmovsky
- Meeting and Event Planners Team:

Name	Title	Department
Monica Acuna	Staff Development Assistant	Human Resources
L. JesiAnne Couvillion	Communication Services Coordinator, ASL Interpreter	Disabled Students Programs & Services
Roland Chacon	Captain	Campus Police
Tom Gallivan	Chief	Campus Police
Toni Grijalva	Community Relations Coordinator	Public Affairs
Denise Marshall	Facilities Scheduling Specialist	Facilties
Miya Walker	Director, College Relations, Public Affairs & Govt Relations	Public Affairs
Bernice Watson	Multi Media Production Specialist II	LRC/Media Services

Work Plan for the Self-Evaluation Implementation

The following is The Cerritos College ADA Self-Evaluation work plan. It is contained in a spreadsheet designed to be modified as progress is made. It may also be modified when work is necessary that is not identified within the body of this Report. Such instances may occur pursuant to new regulations or case law developments.

The first column will contain a series of recommendations that come from interaction with Cerritos College officials. These are entitled "General Recommendations". The second column is "Action Taken by the College". This column is designed to record whether the College has accepted the recommendation, modified or rejected it. If the recommendation is rejected or modified it would be advisable to record the rationale for this action in the "notes" section, which is the seventh column to the right. Columns titled "Staff Assigned", Due Dates, "Reviewed by" and "Date" are designed to record progress in the implementation of the ADA self-evaluation.

Many of the recommendations are clustered by subject and can be addressed with one staff assignment. Occasionally, there will be one recommended action that addresses a number of issues noted within the report. For example, disability awareness training benefits the College's operation in a number of areas which are noted by findings. The provision of the training, therefore, addresses a wide variety of issues.

It is very important that the date on the work plan be updated each time an entry is made.

Cerritos College - Self-Evaluation Work Plan

Students										

NO.	CITE	DEPARTMENT(S)	RECOMMENDATION(S)	SSA NOTE(S)	DATE ASSIGNED	ASSIGNEE(S)	MILESTONE(S)	DUE DATE	TRAINING (Y/N)	CERRITOS COLLEGE NOTE(S)
1	29	Learning Environment	Audit the existing system for students seeking reasonable accommodations, and determine whether a more streamlined, efficient system could be implemented.							
2	29	Learning Environment	For approved reasonable accommodations that require changes to furniture set up, implement a system that includes staff training on maintaining furniture set up, thus reducing the onus on students to make repetitive requests and/or report when furniture has been moved.							
3	30	Learning Environment	Offer best practices training to facilities staff on how to set up student spaces for maximum accessibility.							
4	30	Learning Environment	Offer integrated Physical Education classes and settings.							
5	30	Learning Environment	Add Braille to Adapted Kinesiology Room equipment.							
6	30	Learning Environment	And other recommendations made by Cerritos College Physical Education Staff (see below, Section 2d).							
7	30	Library	Train staff on disability etiquette and best practices.							
8	30	Library	Train staff on how to use accessible equipment in the "Kurzweil Room".							
9	30	Library	Determine if the library lights can be "flickered" to inform of closing time to students who may be Deaf or Hard of hearing (Hard of hearing).							
10	30	Library	Require that faculty make requests for video content to be made at least four months prior to the time of its intended use or, if this can't be done, that content requested less than four months prior be available for purchase with captioning in place.							
11	30	Success Center	Offer training on best practices for engaging with students who have various types of disabilities (in addition to learning disabilities).							
12	30	Computer Labs	Audit computers made available to students to ensure that devices are compatible with technology students may utilize to access those (e.g. Braille keyboards or audio outputs).							
13	30	Computer Labs	Audit computer software to make sure that it meets current accessibility guidelines (e.g. WCAG 2.1)							
14	30	Student Health Services	Offer training on best practices for interacting with patients who have disabilities.							

Cerritos College - Self-Evaluation Work Plan

Faculty

NO.	CITE	DEPARTMENT(S)	RECOMMENDATION(S)	SSA NOTE(S)	DATE ASSIGNED	ASSIGNEE(S)	MILESTONE(S)	DUE DATE	TRAINING (Y/N)	CERRITOS COLLEGE NOTE(S)
1	41	Faculty	Faculty should include DSPS' model statement regarding accessibility and reasonable accommodation in all syllabi.							
2	41	Faculty	Faculty should create syllabi as detailed as possible, including activities that may occur outside the classroom.							
3	41	Faculty	The College should continue working on its plan to work with faculty to ensure that all course materials are as accessible as possible.							
4	41	Faculty	Faculty should validate to their pertinent Department heads that all educational materials are accessible (including, e.g. video captioning) and, if they cannot, then allow at least 8 weeks for materials to be vetted and made accessible if necessary.							
5	42	Faculty	Faculty should be requested to evaluate their personal websites through free accessibility checking tools and consult with their web and hosting service providers to address known accessibility issues.							
6	42	Faculty	Faculty should receive training on best practices for presenting materials to students with disabilities.							
7	42	Faculty	Because there is currently no dedicated resource available to Faculty to help ensure that all student materials are accessible, it is recommended that the College evaluate the feasibility of creating this resource so that materials are uniformly accessible, and Faculty are empowered to support their students in this way.							
8	42	Faculty	DSPS should continue its efforts to improve coordination between DSPS and Faculty regarding accommodation requests, including improved communication regarding class and degree requirements and testing procedures.							

Cerritos College - Self-Evaluation Work Plan

Campus-Wide

NO.	CITE	DEPARTMENT(S)	RECOMMENDATION(S)	SSA NOTE(S)	DATE ASSIGNED	ASSIGNEE(S)	MILESTONE(S)	DUE DATE	TRAINING (Y/N)	CERRITOS COLLEGE NOTE(S)
1	45	Meetings and Events	Develop a comprehensive accessibility checklist, distribute it to all meeting and event organizers, and create college-wide policy supporting its implementation for all meetings and events.							
2	45	Meetings and Events	Ensure that all stages and presentation areas are accessible.							
3	45	Meetings and Events	Develop and distribute a standard notification regarding available assistance and/or how to request a reasonable accommodation.							
4	45	Meetings and Events	Spot-check meeting and event announcements to ensure application of the standard notification.							
5	45	Meetings and Events	Develop an accessibility checklist and implement it for all meetings and events.							
6	45	Meetings and Events	Offer training to Facilities staff on how to prepare locations for accessible events.							
7	45	Meetings and Events	Offer training to meeting and event organizers on how to accessibly present meeting and event content, including pre-meeting and event announcements, as well as best practices for service animals.							
8	46	Campus Police & Emergency Procedures	Amend policy to include how to handle arrestee and inmate medications.							
9	46	Campus Police & Emergency Procedures	Source and retain an ASL provider for instances where DSPS may not be available (e.g. after hours or weekends)							
10	46	Campus Police & Emergency Procedures	Offer comprehensive best practices training to include interacting with people who have mobility impairments and common invisible disabilities.							
11	46	Campus Police & Emergency Procedures	A list of recommendations regarding Emergency Procedures is set forth in Section 4 of this chapter, see below.							
12	46	Notices & Communications	Provide all staff and departments responsible for creating publications text copy to include on all materials regarding availability of reasonable accommodation and alternative formats.							
13	46	Notices & Communications	Ensure that all staff and departments responsible for creating publications include the above noted copy in all materials, across formats (digital, print, etc.)							
14	46	Notices & Communications	Test campus telephone lines regularly to ensure that they are accessible to persons who are Deaf or Hard of hearing.							
15	46	Notices & Communications	Offer campus-wide staff training on the use of person-first language.							
16	46	Disability Student Program Services	Elevate and empower DSPS to be more impactful through increased visibility, Office of the President support, and resources for increased funding and accessibility support services.							
17	46	Human Resources	Create an informational "firewall" between HR professionals who receive an applicant's request for reasonable accommodation in the selection process and the Selection Committee to ensure that the Selection Committee cannot inadvertently note or consider this in the selection process.							
18	46	Human Resources	Through the College Coordinating Committee, Review policies and practices to ensure implementation of Federal and State laws that require the maximum access.							
19	46	Human Resources	Develop a policy prohibiting discrimination against persons who formerly used illegal drugs.							

20	47	Human Resources	When a reasonable accommodation is requested, do not request medical documentation to support an obvious need (e.g. permanent mobility limitations, or permanent and complete loss of sight).						
21	47	Human Resources	When requesting medical documentation, include a notification not to provide genetic information as mandated by the Genetic Information Nondiscrimination Act and the FEHA.						
22	47	Human Resources	Develop a policy regarding the use of motorized mobility devices on campus.						
23	47	Human Resources	Put an anti-surcharge policy in place to make it clear to staff not to charge for accommodations.						
24	47	Human Resources	Continue the practice of keeping all medical documentation in a separate, confidential file that is not integrated with other employee personnel documentation.						
25	47	Human Resources	Develop clear guidelines on when a requested reasonable accommodation constitutes an "undue hardship" on the College.						
26	47	Human Resources	Strengthen policies regarding the search for a vacant, funded position as a form of reasonable accommodation. Specifically, this search process is non-competitive, limited in duration (typically 3-6 months or depending on resolution of limitations), and does not require receiving management consent.						
27	47	Information Technology (IT)	Continue to consistently engage IT during the purchase or development of any technology resources (e.g. computers, software, mobile applications) to ensure compliance with the most recent digital access requirements.						
28	47	Auxiliary aids and Services Resources	Conduct annual tests to ensure that all auxiliary aids are in working condition.						
29	47	Auxiliary aids and Services Resources	Offer annual training on usage of available auxiliary aids.						
30	47	Exhibits	Create best practices based on current guidance regarding accessible exhibitions.						
31	47	Construction and Leased Properties	Develop and distribute a policy requiring accessibility surveys and/or evaluations for all new construction and leased properties.						

III. APPENDICES

Appendix A

28 CFR 35.105 Self-Evaluation.

- (a) A public entity shall, within one year of the effective date of this part, evaluate its current services, policies, and practices, and the effects thereof, that do not or may not meet the requirements of this part and, to the extent modification of any such services, policies, and practices is required, the public entity shall proceed to make the necessary modifications.

- (b) A public entity shall provide an opportunity to interested persons, including individuals with disabilities or organizations representing individuals with disabilities, to participate in the Self-Evaluation process by submitting comments.

- (c) A public entity that employs 50 or more persons shall, for at least three years following completion of the Self-Evaluation, maintain on file and make available for public inspection:

   - (1) A list of the interested persons consulted;

   - (2) A description of areas examined and any problems identified; and

   - (3) A description of any modifications made.

- (d) If a public entity has already complied with the Self-Evaluation requirement of a regulation implementing section 504 of the Rehabilitation Act of 1973, then the requirements of this section shall apply only to those policies and practices that were not included in the previous Self-Evaluation

Appendix B

California Government code section 11135

11135. (a) No person in the State of California shall, on the basis of race, national origin, ethnic group identification, religion, age, sex, sexual orientation, color, genetic information, or disability, be unlawfully denied full and equal access to the benefits of, or be unlawfully subjected to discrimination under, any program or activity that is conducted, operated, or administered by the state or by any state agency, is funded directly by the state, or receives any financial assistance from the state. Notwithstanding Section 11000, this section applies to the California State University.
   (b) With respect to discrimination on the basis of disability, programs and activities subject to subdivision (a) shall meet the protections and prohibitions contained in Section 202 of the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof, except that if the laws of this state prescribe stronger protections and prohibitions, the programs and activities subject to subdivision (a) shall be subject to the stronger protections and prohibitions.
   (c) (1) As used in this section, "disability" means any mental or physical disability, as defined in Section 12926.

Appendix C

California Government Code Section 12926

Cal Gov Code § 12926 (2010)

§ 12926. Definitions regarding unlawful practices

As used in this part in connection with unlawful practices, unless a different meaning clearly appears from the context:

(a) "Affirmative relief" or "prospective relief" includes the authority to order reinstatement of an employee, awards of backpay, reimbursement of out-of-pocket expenses, hiring, transfers, reassignments, grants of tenure, promotions, cease and desist orders, posting of notices, training of personnel, testing, expunging of records, reporting of records, and any other similar relief that is intended to correct unlawful practices under this part.

(b) "Age" refers to the chronological age of any individual who has reached his or her 40th birthday.

(c) "Employee" does not include any individual employed by his or her parents, spouse, or child, or any individual employed under a special license in a nonprofit sheltered workshop or rehabilitation facility.

(d) "Employer" includes any person regularly employing five or more persons, or any person acting as an agent of an employer, directly or indirectly, the state or any political or civil subdivision of the state, and cities, except as follows:

"Employer" does not include a religious association or corporation not organized for private profit.

(e) "Employment agency" includes any person undertaking for compensation to procure employees or opportunities to work.

(f) "Essential functions" means the fundamental job duties of the employment position the individual with a disability holds or desires. "Essential functions" does not include the marginal functions of the position.

> **(1)** A job function may be considered essential for any of several reasons, including, but not limited to, any one or more of the following:

(A) The function may be essential because the reason the position exists is to perform that function.

(B) The function may be essential because of the limited number of employees available among whom the performance of that job function can be distributed.

(C) The function may be highly specialized, so that the incumbent in the position is hired for his or her expertise or ability to perform the particular function.

> **(2)** Evidence of whether a particular function is essential includes, but is not limited to, the following:

(A) The employer's judgment as to which functions are essential.

(B) Written job descriptions prepared before advertising or interviewing applicants for the job.

(C) The amount of time spent on the job performing the function.

(D) The consequences of not requiring the incumbent to perform the function.

(E) The terms of a collective bargaining agreement.

(F) The work experiences of past incumbents in the job.

(G) The current work experience of incumbents in similar jobs.

(g) "Labor organization" includes any organization that exists and is constituted for the purpose, in whole or in part, of collective bargaining or of dealing with employers concerning grievances, terms or conditions of employment, or of other mutual aid or protection.

(h) "Medical condition" means either of the following:

> **(1)** Any health impairment related to or associated with a diagnosis of cancer or a record or history of cancer.

> **(2)** Genetic characteristics. For purposes of this section, "genetic characteristics" means either of the following:

(A) Any scientifically or medically identifiable gene or chromosome, or combination or alteration thereof, that is known to be a cause of a disease or disorder in a person or his or her offspring, or that is determined to be associated with a statistically increased risk of development of a disease or disorder, and that is presently not associated with any symptoms of any disease or disorder.

(B) Inherited characteristics that may derive from the individual or family member, that are known to be a cause of a disease or disorder in a person or his or her offspring, or that are determined to be associated with a statistically increased risk of development of a disease or disorder, and that are presently not associated with any symptoms of any disease or disorder.

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

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

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

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

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

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

(3) Having a record or history of a mental or psychological disorder or condition described in paragraph (1) or (2), which is known to the employer or other entity covered by this part.

(4) Being regarded or treated by the employer or other entity covered by this part as having, or having had, any mental condition that makes achievement of a major life activity difficult.

(5) Being regarded or treated by the employer or other entity covered by this part as having, or having had, a mental or psychological disorder or condition that has no present disabling effect, but that may become a mental disability as described in paragraph (1) or (2).

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

(j) "On the bases enumerated in this part" means or refers to discrimination on the basis of one or more of the following: race, religious creed, color, national origin,

ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation.

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

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

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

(B) Limits a major life activity. For purposes of this section:

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

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

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

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

(3) Having a record or history of a disease, disorder, condition, cosmetic disfigurement, anatomical loss, or health impairment described in paragraph (1) or (2), which is known to the employer or other entity covered by this part.

(4) Being regarded or treated by the employer or other entity covered by this part as having, or having had, any physical condition that makes achievement of a major life activity difficult.

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

(6) "Physical disability" does not include sexual behavior disorders, compulsive gambling, kleptomania, pyromania, or psychoactive substance use

disorders resulting from the current unlawful use of controlled substances or other drugs.

(l) Notwithstanding subdivisions (i) and (k), if the definition of "disability" used in the Americans with Disabilities Act of 1990 (Public Law 101-336) would result in broader protection of the civil rights of individuals with a mental disability or physical disability, as defined in subdivision (i) or (k), or would include any medical condition not included within those definitions, then that broader protection or coverage shall be deemed incorporated by reference into, and shall prevail over conflicting provisions of, the definitions in subdivisions (i) and (k).

(m) "Race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation" includes a perception that the person has any of those characteristics or that the person is associated with a person who has, or is perceived to have, any of those characteristics.

(n) "Reasonable accommodation" may include either of the following:

(1) Making existing facilities used by employees readily accessible to, and usable by, individuals with disabilities.

(2) Job restructuring, part-time or modified work schedules, reassignment to a vacant position, acquisition or modification of equipment or devices, adjustment or modifications of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities.

(o) "Religious creed," "religion," "religious observance," "religious belief," and "creed" include all aspects of religious belief, observance, and practice.

(p) "Sex" includes, but is not limited to, pregnancy, childbirth, or medical conditions related to pregnancy or childbirth. "Sex" also includes, but is not limited to, a person's gender, as defined in *Section 422.56 of the Penal Code*.

(q) "Sexual orientation" means heterosexuality, homosexuality, and bisexuality.

(r) "Supervisor" means any individual having the authority, in the interest of the employer, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, or to adjust their grievances, or effectively to recommend that action, if, in connection with the foregoing, the exercise of that authority is not of a merely routine or clerical nature, but requires the use of independent judgment.

(s) "Undue hardship" means an action requiring significant difficulty or expense, when considered in light of the following factors:

(1) The nature and cost of the accommodation needed.

(2) The overall financial resources of the facilities involved in the provision of the reasonable accommodations, the number of persons employed at the facility, and the effect on expenses and resources or the impact otherwise of these accommodations upon the operation of the facility.

(3) The overall financial resources of the covered entity, the overall size of the business of a covered entity with respect to the number of employees, and the number, type, and location of its facilities.

(4) The type of operations, including the composition, structure, and functions of the workforce of the entity.

(5) The geographic separateness, administrative, or fiscal relationship of the facility or facilities.

HISTORY:

Added Stats 1980 ch 992 § 4. Amended Stats 1985 ch 1151 § 1; Stats 1990 ch 15 § 1 (SB 1027); Stats 1992 ch 911 § 3 (AB 311), ch 912 § 3 (AB 1286), ch 913 § 21.3 (AB 1077); Stats 1993 ch 1214 § 5 (AB 551); Stats 1998 ch 99 § 1 (SB 654); Stats 1999 ch 311 § 2 (SB 1185), ch 591 § 5.1 (AB 1670), ch 592 § 3.7 (AB 1001); Stats 2000 ch 1049 § 5 (AB 2222); Stats 2003 ch 164 § 1 (AB 196); Stats 2004 ch 700 § 4 (SB 1234).

Amendments:

1985 Amendment:

Added **(1)** "or her" after "employed by his" in subd (b); and **(2)** subd (i).

1990 Amendment:

Added subd (j).

1992 Amendment:

(1) Added subd (a); **(2)** redesignated former subds (a)-(d) to be subds (b)-(e); **(3)** amended the introductory clause of subd (d) by **(a)** deleting ", except as hereinafter provided," before "includes"; and **(b)** substituting ", except as follows:" for a period; **(4)** added subdivision designation (d)(1); **(5)** added subd (d)(2); **(6)** added subd (f); **(7)** redesignated former subdivisions (e) and (f) to be subds (g) and (h); **(8)** substituted "includes, but is not limited to," for "means" in subd (h); **(9)** added subd (i); **(10)**

redesignated former subd (g) to be subd (j); **(11)** substituted "disability, mental disability" for "handicap" in subd (j); **(12)** substituted subd (k) for former subd (h) which read: "(h) 'Physical handicap' includes impairment of sight, hearing, or speech, or impairment of physical ability because of amputation or loss of function or coordination, or any other health impairment which requires special education or related services."; **(13)** added subds (*l*) and (m); **(14)** redesignated former subds (i) and (j) to be subds (n) and (o); and **(15)** added subd (p) and the last paragraph. (As amended 1992 ch 913, compared to the section as it read prior to 1992. This section was also amended by two earlier chapters, ch 911, ch 912. See *Gov C § 9605.*)

1993 Amendment:

(1) Substituted "functions" for "duties" after "Essential" both times it appears in subd (f); **(2)** deleted ", but is not limited to," after "includes" in subd (h); **(3)** deleted former subd (*l*) which read: "(*l*) 'Reasonable accommodation' may include either of the following:

"(1) Making existing facilities used by employees readily accessible to, and usable by, individuals with disabilities.

"(2) Job restructuring, part-time or modified work schedules, reassignment to a vacant position, acquisition or modification of equipment or devices, adjustment or modifications of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities. It is the intent of the Legislature that the definition of 'physical disability' in this subdivision shall have the same meaning as the term 'physical handicap' formerly defined by this subdivision and construed in *American National Ins. Co. v. Fair Employment & Housing Com., 32 Cal. 3d 603.* However, 'physical disability' does not include conditions excluded from the federal definition of 'disability' pursuant to Section 511 of the Americans with Disabilities Act of 1990 *(42 U.S.C., § 12211).* Additionally, for purposes of this part, the unlawful use of controlled substances or other drugs shall not be deemed, in and of itself, to constitute a physical disability."; **(4)** designated the former last paragraph in the section to be subd (*l*); and **(5)** substituted "of" for "or" after "size of the business" in subd (p)(3).

1998 Amendment:

(1) Amended subd (d) by **(a)** substituting the comma after "indirectly" for the semicolon; and **(b)** adding the comma after "thereof"; **(2)** substituted "that" for "which" after "organization" in subd (g); **(3)** amended subd (h) by adding **(a)** "(1) genetic characteristics, or (2)" after "include" in the first sentence; and **(b)** the second sentence; and **(4)** added "and" before "(5) the geographic" in subd (p).

1999 Amendment:

(1) Amended subd (d) by **(a)** substituting "of the state" for "thereof" in the introductory clause; **(b)** deleting subdivision designation (d)(1) at the beginning of the second paragraph; and **(c)** deleting former subd (d)(2) which read: "(2) 'Employer,' for purposes of provisions defining unlawful employment practices related to mental disability, means any person regularly employing 15 or more persons, or any person directly or indirectly acting as an agent of such an employer, and also includes the state and municipalities and political subdivisions of the state."; **(2)** substituted subd (h) for former subd (h) which read: "(h) 'Medical condition' includes (1) genetic characteristics, or (2) any health impairment related to or associated with a diagnosis of cancer, for which a person has been rehabilitated or cured, based on competent medical evidence. For purposes of this section, 'genetic characteristics' means any scientifically or medically identifiable gene or chromosome, or combination or alteration thereof, that is known to be a cause of a disease or disorder in a person or his or her offspring, or is determined to be associated with a statistically increased risk of development of a disease or disorder, or inherited characteristics that may derive from the individual or family member, that is presently not associated with any symptoms of any disease or order."; **(3)** substituted "or age" at the end of subd (j); **(4)** added subd (m); **(5)** redesignated former subds (m)-(o) to be subds (n)-(p); **(6)** added subds (q) and (r); and **(7)** redesignated former subd (p) to be subd (s). (As amended Stats 1999 ch 592, compared to the section as it read prior to 1999. This section was also amended by two earlier chapters, ch 311 and ch 591. See *Gov C § 9605.*)

2000 Amendment:

(1) Amended subd (h) by **(a)** adding "means" in the introductory clause; and **(b)** substituting "cancer or a record or history of cancer" for ", for which a person has been rehabilitated or cured, based on competent medical evidence" in subd (h)(1); **(2)** substituted subd (i) for former subd (i) which read: "(i) 'Mental disability' includes any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. However, 'mental disability' does not include conditions excluded from the federal definition of 'disability' pursuant to Section 511 of the Americans with Disabilities Act of 1990 *(42 U.S.C. Sec. 12211)*. Additionally, for purposes of this part, the unlawful use of controlled substances or other drugs shall not be deemed, in and of itself, to constitute a mental disability."; and **(3)** substituted subd (k) for former subd (k) which read: "(k) 'Physical disability' includes, but is not limited to, all of the following:

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

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

"(B) Limits an individual's ability to participate in major life activities.

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

"(3) Being regarded as having or having had a disease, disorder, condition, cosmetic disfigurement, anatomical loss, or health impairment described in paragraph (1) and (2).

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

"It is the intent of the Legislature that the definition of 'physical disability' in this subdivision shall have the same meaning as the term 'physical handicap' formerly defined by this subdivision and construed in *American National Ins. Co. v. Fair Employment & Housing Com. (1982) 32 Cal. 3d 603.* However, 'physical disability' does not include conditions excluded from the federal definition of 'disability' pursuant to Section 511 of the Americans with Disabilities Act of 1990 (42 U.S.C., Sec 12211). Additionally, for purposes of this part, the unlawful use of controlled substances or other drugs shall not be deemed, in and of itself, to constitute a physical disability."

2003 Amendment:

(1) Added the second sentence of subd (p); and **(2)** amended subd (s) by substituting **(a)** "The" for "the" at the beginning of subds (s)(1)-(s)(5); and **(b)** the period for the comma at the end of subds (s)(1)-(s)(3) and the period for ", and" at the end of subd (s)(4).

2004 Amendment:

Substituted "*Section 422.56 of the Penal Code*" for "*Section 422.76 of the Penal Code*, except that, for purposes of this part, the reference in that definition to the "victim" shall mean the employee or applicant and the reference in that definition to the

"defendant" shall mean the employer or other covered entity or person subject to applicable prohibitions under this part" in subd (p).

Appendix D

Cerritos College

Notice of Compliance Under ADA & California State Law

In accordance with the requirements of Title II of the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Amendments Act of 2008, the Fair Employment & Housing Act (FEHA), California Government Code Section 11135 and other applicable codes, Cerritos College does not discriminate against individuals on the basis of disability in its services, programs or activities.

Employment: Cerritos College does not discriminate on the basis of disability in its hiring or employment practices and will comply with the Fair Employment and Housing Act, as well as Title I of the ADA, including the regulations promulgated by the U.S. Equal Employment Opportunity Commission (EEOC), including the requirement to provide reasonable accommodations.

Effective Communication: Cerritos College will generally, upon request, provide appropriate aids and services leading to effective communication for qualified persons with disabilities, including sign language interpreters, documents in Braille and other alternate formats to ensure information and communication is accessible to people who have speech, hearing, vision, or cognitive impairments so they can participate equally in the programs, services and activities.

Modification to Policies and Procedures: Cerritos College will make reasonable modifications to policies and programs to ensure that people with disabilities have an equal opportunity to participate in all of its programs, services and activities. *For example, individuals with service animals behaving within applicable standards are welcome in offices and College facilities, even when pets are generally prohibited.*

Anyone who requires auxiliary aids and services for effective communication, or a modification of policies or procedures to participate in a program, service or activity in Cerritos College should submit their request for reasonable accommodations to AccommodationsRequest@cerritos.edu (unless otherwise specified) as soon as possible, but no later than **72 hours** before the scheduled event.

Neither the ADA, nor state law requires Cerritos College to take action that would fundamentally alter the nature of its programs, activities or services or impose an undue financial or administrative burden. Complaints about web accessibility, alternate media or academic accommodations can be submitted online via our online complaint form (link: https://cm.maxient.com/reportingformAT.php?CerritosCollege&layout_id=6). Complaints that a program, activity or service of Cerritos College is not accessible should be directed to the Section 504/508/ ADA Coordinator in Human Resources:

Dr. Valyncia C. Raphael, J.D. (she/her/hers)

Director, Diversity, Compliance, and Title IX Coordinator

Cerritos College | 11110 Alondra Blvd., Norwalk, CA 90650 - MP 100

Office 562.860.2451, ext. 2276

Cerritos College will not place a surcharge on a particular individual with a disability or a group of individuals with disabilities to cover the cost of providing auxiliary aids and services or making a reasonable modification to a policy to create access.

Appendix E

Cerritos College

ADA Notice Dissemination Plan

Title II of the ADA, 28 CFR 35.106[2] requires that Cerritos College produce and disseminate a notice of their ADA compliance.

The notice should be written clearly without undue complication. It should discuss what ADA requirements the entity is held to, the name of the ADA Coordinator, and provide current contact information enabling an individual to contact the ADA Coordinator. The notice should cover areas regarding:
- Employment;
- Effective Communication;
- Making reasonable modification to policies and programs;
- An explanation of the non-surcharge requirement concerning the provision of auxiliary aids and services; and
- Information regarding the grievance process.

In considering how to disseminate this document, the College should identify the impacted parties who would have an interest in the notice. The notice dissemination plan, should address the frequency of notice dissemination. Methods of dissemination may include:
- The College's website;
- Local Newspaper(s);
- College Publications;
- Posters on College facilities;
- Inclusion of notice for special activities;
- Within transportation systems provided by the College;
- Within Disabled Students Programs and Services meetings and materials; and
- Other forms in which impacted stakeholders might be present.

Not all of the above notice dissemination methodologies may be necessary to effectively disseminate the notice.

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[2]28 CFR 35.106 Notice: A public entity shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of this part and its applicability to the services, programs, or activities of the public entity, and make such information available to them in such manner as the head of the entity finds necessary to apprise such persons of the protections against discrimination assured them by the Act and this part.

Appendix F

Grievance Procedure under ADA or
California State Disability Civil Rights Laws

This grievance procedure is established to meet the requirements of the Americans with Disabilities Act of 1990 ("ADA"), the Americans with Disabilities Amendments Act (ADAAA) and California State law. It may be used by anyone wishing to file a complaint alleging discrimination on the basis of disability in the provision of services, activities, programs or benefits by Cerritos College. The College's Disability Discrimination Policy governs employment-related complaints of disability discrimination.

The complaint should be in writing and contain information about the alleged discrimination such as name, address, phone number of the complainant and location, date and a description of the problem(s). The College's Grievance Procedure form is available online at https://www.cerritos.edu/board/_includes/docs/AP/AP_3412.pdf. Alternative means of filing a complaint, such as personal interviews or a tape recording of the complaint, are available to persons with disabilities upon request.

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:

Appendix G

Discrimination and Harassment Complaint Form

Cerritos College

DISCRIMINATION and HARASSMENT COMPLAINT FORM
HUMAN RESOURCES

Office of Human Resources | 11110 Alondra Blvd. | Norwalk, CA 90650 | 562-860-2451 ext. 2280 | FAX: 562-467-5003

DISCRIMINATION and HARASSMENT COMPLAINT FORM

Instructions: Please print clearly and provide as much information requested below as possible. Return completed and signed form to Human Resources.

COMPLAINANT INFORMATION	
Name:	Date:
Mailing Address:	
Department/Division:	Campus Extension:	Cell/Home Phone:
Relationship to Cerritos College (check one): ☐ Employee ☐ Student ☐ Applicant ☐ Volunteer ☐ Community Member ☐ Other _____	
If you are an employee, what is your title/classification?	If you are a student, what is your date of last registration?

Indicate the ground(s) on which you are making your complaint of discrimination/harassment.

☐ Sex	☐ Race	☐ Religion
☐ Gender Identity	☐ Color	☐ Disability
☐ Sexual Orientation	☐ National Origin	☐ Medical Condition
☐ Marital Status	☐ Ancestry	☐ Veteran Status
☐ Age	☐ Citizenship Status	☐ Genetic Information Nondiscrimination Act (GINA)
☐ Other:		
☐ Retaliation (Please indicate the type of retaliation by checking the applicable boxes above.)		

Identify the dates that the alleged discrimination and/or retaliation took place.

Earliest Date(s):	Latest Date(s):
_____	_____
_____	_____

1. Identify the person or persons against whom your allegations are made, their working relationship to you (supervisor, professor, co-worker, student, etc...) and their work or classroom location:

2. Describe the nature of your complaint, the incident(s), date(s), and place(s). Attach additional pages to this complaint if necessary.

3. To whom have you gone for resolution of the complaint? What did you or others do to try to resolve the complaint? What was the outcome?

4. Identify others who may have observed or witnessed the incident(s) that you described:

Name:	Address:	Telephone:	Position:

5. Identify others you believe may have experienced the same situation.

Name:	Address:	Telephone:	Position:

6. Do you have any documents that support your allegation? (Please list and attach a copy.)

7. Describe how you would like the complaint to be resolved. Be as specific as possible.

8. If you are to be represented, provide the name, address, and telephone number of your representative.

COMPLAINTANT SIGNATURE

To the best of my knowledge, the information I have submitted is accurate. I am aware that an informal process is available to resolve the complaint, and feel that a formal complaint is appropriate to resolve the discrimination and harassment I allege in this complaint. I understand that I may have rights to relief under the state and federal laws, and that filing a formal complaint does not necessarily affect the time within which I must file a complaint with the agencies or courts that enforce those laws. I understand that if I am a member of a collective bargaining unit, I may have rights to grieve the actions in my complaint, and that filing this complaint does not substitute for that process or give me more time to grieve any of those actions. I agree to cooperate within reason with any investigation conducted by the college into this matter.

Print Name:

Signature: Date:

Please return this completed form to the Human Resources Office, located in the Multi-Purpose Building on the Cerritos College main campus, located at 11110 Alondra Blvd., Norwalk, CA 90650. You may also email the form to dsheibe@cerritos.edu or fax it to 562-467-5003.

If you have any questions, please contact the Human Resources Department at 562-860-2451 ext. 2280

Appendix H

Contact Information for the Cerritos College Disabled Student Services Program and/or Cerritos College ADA or Reasonable Accommodations Coordinator:

For questions related to student accommodations or verifying student disability and any resulting educational limitations you can contact:

Disabled Student Programs and Services (DSPS)

Cerritos College | 11110 Alondra Blvd., Norwalk, CA 90650 - LA

Office 562.860.2451, ext. 2335

Fax 562.467.5003 | Email slavigne@cerritos.edu or
AccommodationsRequest@cerritos.edu

For questions about accommodations for public/visitors or employees, or to file complaints under Section 504, Section 508, and/or the Americans with Disabilities Act please contact the Section 504/508/ ADA Coordinator in Human Resources:

Dr. Valyncia C. Raphael, J.D. (she/her/hers)

Director, Diversity, Compliance, and Title IX Coordinator

Cerritos College | 11110 Alondra Blvd., Norwalk, CA 90650 - MP 100

Office 562.860.2451, ext. 2276

Fax 562.467.5003 | Email vraphael@cerritos.edu

Appendix I

ADA Communications Survey

1. Does the Campus prescribe a certain font type for Campus published documents? If yes, what font type is used?

2. Does the Campus require a certain font size in Campus publications? If yes, please name the font size.

3. Is there a notice on all Campus publications informing users that the publications are available in alternative format, if needed for persons with disabilities?

4. Have Campus publications been reviewed to determine whether they portray persons with disabilities in a demeaning or offensive manner?

5. Has the Campus staff that creates publications or correspondence on behalf of the College been trained in the appropriate use of "person first language"?

6. Have Campus telephone information lines been examined to determine whether or not they are accessible to persons who are deaf and hard of hearing?

7. Have local resources been identified which can provide auxiliary aids for communication as needed?

8. Does the Campus use any touch screen information systems for public interaction? If yes, is there an independent operating system for persons with visual impairments?

9. If videotape is used on the Campus website or in any other District forum, is it captioned?

10. Is there a policy in place for securing video remote interpreting services (VRI)?

11. If the Public Information Officer communicates with the press and releases critical information is a sign language interpreter visible and within the screenshot if television cameras are in use, or is a captioning service used?

12. Are computers used by students, such as in libraries or study halls? If yes, are they equipped with software which makes them accessible to persons with visual impairments?

13. Are videos played in such places as waiting rooms, captioned for the public?

14. If public address systems are used, is there a component that makes the information accessible to persons who are deaf or hard of hearing?

15. When announcements are distributed electronically from the Campus are they sent out in PDF and Word documents simultaneously?

16. Given the issues noted above, are there areas where you think training of Campus facility and staff would be beneficial? If yes, please list the areas of training you have identified.

Self-Evaluation Questions for the ADA Coordinator

1. Does the College have an ADA Notice of Compliance? If yes, does it address State law? Please attach the Notice.

2. Does the grievance system:

   a. Offer assistance to persons with disabilities, who due to their disability are not able to complete the grievance form?

   b.   Provide timelines when a complainant can expect a result?

   c.   Have a second level of review?

   d. Contain a notice regarding availability of the grievance system in alternative format?

   e.   Contain the name and contact information of the ADA Coordinator?

3. Are the ADA Notice of Compliance and the grievance system posted on the College website?

4. Who handles the fact finding and grievance administration?

5. Does the College have a plan for ADA Notice and Grievance dissemination?

6. Does the ADA Coordinator's office have ready access to senior management? If no, how are disability civil rights issues elevated in order that they may be addressed in a timely manner?

7. Who provides auxiliary aids and services to persons seeking accommodation under ADA Title II?

8. Who provides reasonable accommodations to applicants and employees under ADA Title I, ADAAA and California Government Code 12926 (employment)?

9. Who investigates grievances related to reasonable accommodations and other ADA related issues?

10. Is an interactive process used? If yes, how is it documented?

11. How is undue hardship determined and by whom?

12. Is there an anti-surcharge policy in place to make it clear to staff not to charge for accommodations?

13. Is contract language in place holding contractors and vendors to applicable State and Federal disability civil rights mandates? If yes, how is this enforced?

14. If a person with a disability believes they have been discriminated against by a campus vendor or contractor, what steps are open to them?

15. Is an accessibility plan check done when vendors are conducting tenant improvements in public services areas?

16. Is guidance in place for staff and vendors regarding clear space and furniture placement? If yes, please attach the guidance.

17. Does the College have a service animal policy? If yes, how is staff trained?

18. How is access for comfort animals addressed?

19. Is there a procedure in place to be used by staff should there be an incident involving a service animal? If yes, please attach the procedure.

20. How does the College address service animal relief areas during meetings and events?

21. Are all College publications offered in alternative formats?

22. Is there notice on all public meeting announcements that auxiliary aids and services are made available as needed for meeting participants with disabilities?

23. Is the College 911 system accessible to TTYs and modems?

24. Is College staff and vendors who have public contact trained or provided guidance regarding ADA requirements and disability awareness?

25. How are new employees oriented to etiquette, language and the College legal disability civil rights mandates?

26. When disability civil rights training is provided, do you retain a roster of trainees, information regarding the subject and length of the training, the training plan or PowerPoint and the trainer's resume?

27. Has the College Disability Advisory Committee (UA) been trained regarding the mandates the College is held to under ADA and California Government Code 11135 and 12926?

28. What trainings do you think should be provided to College faculty and staff?

29. Are publications reviewed to ensure they do not portray persons with disabilities in a negative manner?

30. Is there a policy and procedure in place to address policy modification requests and the determination of undue burden? If yes, when was it last updated? Please attach a copy of the policy.

31. Is there a policy and procedure in place to address direct threat determination to others? If yes, when was it last updated? Please attach a copy of the policy.

32. Is there a policy and procedure in place regarding maintenance of accessible features? If yes, please attach.

33. Is there a system in place to identify safety and access issues, which can be used by maintenance staff to report and/or correct problems?

34. Has maintenance staff been trained to identify access and safety issues?

35. If "*Program Access*" solutions are used to create access are they approved by the ADA Coordinator before they are put in place?

36. When *"Program* Access" solutions are put in place are they documented by a written procedure to ensure staff implements them appropriately?

37. Are transportation providers, if applicable, trained regarding, the use of tie downs, disability awareness, and the requirement that stops be called and other transportation mandates?

38. Has a policy been created to address motorized mobility devices, as required by 28 CFR 35.137? Note: This is a policy the College has the legal option of creating if it is seen to be in the College's best interest.

39. When the purchase of new equipment is made, (purchases including, but not limited to communication and transportation equipment) how are access requirements addressed?

40. Does the College operate any programs, services or activities from a registered historic site? If yes, please list the sites.

41. Have law enforcement officers received disability awareness training, such as the US DOJ role call videos?

42. How is access monitored during campus related projects during planning and construction?

43. When entering into settlement agreements as part of the Project Civic Access, the US DOJ requires that the staff of Title II entities, which have public contact, attend a 4-hour training covering ADA requirements and disability awareness. How is the College informing impacted staff of the College's responsibilities and disability awareness?

44. In addition to staff training provided to date, are there other trainings you think should be produced? If yes, what training is needed and for whom?

45. Are there areas, not noted above, that you think should be studied within this Self-Evaluation?

46. Does the College have a policy in place that prohibits discrimination against persons who <u>formerly</u> used drugs illegally?

47. Does the College have any programs that sell tickets with assigned seating?

48. How are reasonable accommodations handled for College volunteers?

49. Does the College have an anti-disability harassment policy?

    a. If yes, is it based upon zero tolerance or the legal definition of disability harassment?
    b. How often is it disseminated to all College staff?

50. Is the President involved in and supportive of the ADA project?

51. What is the policy/practice regarding faculty selecting instructional material in a timely manner in order that it may be made available in alternative format as needed?

52. Does the campus operate any programs in the satellite locations? If yes, were they surveyed as part of the Transition Plan?

53. What is the system for providing accommodation to programs, activities and services provided to the public? In this question we're looking at job fairs, commencement exercises, athletic events, etc.

54. Has the campus had complaints regarding disability civil rights matters? If yes, please explain.

55. Does the campus operate a distance learning program? If yes, how is access addressed?

56. Is there a policy in place that controls the faculty use of their private websites for required instruction?

57. Does the campus have "smart classrooms?" If yes, is access for persons with disabilities checked in those classrooms including site lines and access to technology?

58. How are disability civil rights addressed in program components that are provided through a third-party contract? It is important to note that the campus may not legally enter into a business arrangement that contracts the way the campus disability civil rights responsibilities.

59. Historically, has a self-evaluation or transition plan ever been performed? If yes, what was the date of these evaluations and are they available?

60. Are there policies or practices in place that exclude students with disabilities from participating in certain programs such as nursing?

61. Have community resources been identified for use in accommodation of students or the public?

62. Is a plan in place to involve student advisory groups in the ADA project in terms of project input and vetting of results?

63. Does the campus provide transportation services to field trips and events?

64. What procedure is in place to address access needs during field trips or off campus activities?

65. How does the physical education department accommodate people with disabilities?

66. How is on campus construction monitored regarding the quality of access compliance?

67. Does the campus rent space to third-parties for activities?

68. Does the College rent space off-campus for the purpose of providing programs, services or activities? If yes, how is that space evaluated for physical access?

69. What staff training has occurred to date regarding disability civil rights requirements?

70. Does maintenance staff use motorized carts, which share the path of travel with pedestrians on campus? If so, what safety considerations have been made for persons with disabilities sharing this path of travel?

71. Do trucks making deliveries to campus share the pedestrian path of travel? If yes, has there been an effort to minimize the comingling of pedestrian travel with delivery truck movement?

72. Are there campus programs offered offsite? If yes, please describe these programs.

Physical Education ADA Survey

1. Are persons with disabilities served in their integrated setting?

2. Is adaptive equipment available for persons with disabilities?

3. Is there adequate maneuvering space around equipment to provide an opportunity for wheelchair users to approach the equipment?

4. Can course requirements be modified to provide people with physical disabilities an opportunity to complete physical education courses?

5. How is orientation provided for persons who are blind?

6. Have you received complaints regarding access? If yes, please explain and state how the matter was resolved.

7. What ADA access improvements would you recommend for the Physical Education Program?

ADA Self-Evaluation Questions Regarding Electronic Communication

1. Are all website postings reviewed for access before they are posted?

2. Have all files on Campus public sites been reviewed for access? If such a review is planned or in progress, please discuss it.

3. Do all websites meet WCAG 2.1 standards?

4. Have any complaints been received regarding access to any Campus website?

5. Is there a text equivalent, such as an alt tag on all non-text items such as photos or graphics?

6. For multimedia presentations, are equivalent accessible alternatives used, which are synchronized with the presentation?

7. If video is used is it captioned for persons who are deaf or hard of hearing?

8. When information is conveyed in color is the same information made available without the use of color?

9. Are documents organized in order that they are readable without the need for an associated style sheet?

10. Are redundant text links provided for each active region of a server-side image map?

11. Are row and column headers identified for data tables?

12. Is markup used to associate data cells and header cells for tables that have more than two or more logical levels of rows or column headers?

13. Are frames titled with text for form identification and navigation?

14. Are all pages designed to avoid the screen to flicker with a frequency greater than 2 Hz or less than 55Hz?

15. Is the text-only page, with equivalent information and functionality?

16. Is the content of the text-only page updated at the same time the primary page is changed?

17. Is updating addressed the same way for all Campus public websites?

18. If the page uses scripting languages to display content, or create interface elements, is the information provided by the script readable by assistive technology?

19. If a web page or informational kiosk requires an applet or plug in device for access, does the required device(s) comply with Section 1194.21 of the Technical Standards for Software Operating Systems (a) through (l)?

20. If electronic forms are to be filled out on line, do they work with assistive technology?

21. Have the systems discussed in question 19 been tested by end users?

22. Is a system in place that allows screen reader users to skip navigational links?

23. Are systems in place that may time out while a person is giving a response? If yes, is there a way that the user is warned and can obtain more time without losing data?

24. Are touch screen systems in use? If yes, do they have accessible operating systems for persons who are blind? If video is used, is it captioned? Does the video contain audio descriptors?

25. If Campus Council public meetings are broadcast do they have captioning?

26. Do faculty members assign students the task of visiting their personal websites as a class requirement? If yes, how does the college address its access requirements in this situation?

ADA Self-Evaluation Survey Regarding Employment

A review of employment programs, services and activities is important so an employer can determine where improvements might be necessary to ensure compliance with The Fair Employment and Housing Act (FEHA), the Americans with Disabilities Act (ADA), Americans with Disabilities Act Amendments Act, (ADAAA) and the Rehabilitation Act of 1973.

It is necessary for the reviewer to identify any employment impact that comes about or may come about due to an applicant or employee's disability.

1. Are openings advertised through organizations, which have a disability constituency, i.e. the Department of Rehabilitation, Independent Living Centers and other community-based disability organization? If yes, please describe how this occurs. If it does not occur, please make recommendations, which would put this practice in place.*

2. If the college has a telephone job line how can persons who are deaf or hard of hearing obtain the same information? If yes, how?

3. Are essential and marginal functions of each position identified before advertising for the position? If yes, by whom?

4. Have minimum qualifications been reviewed to ensure that they are job related and consistent with business necessity? For example, requiring a driver's license for a position where the incumbent does not drive might disqualify an otherwise qualified person with a disability. Please make recommendations as appropriate to improve this process.

5. Please describe how information about testing and openings are made available in alternative formats for persons who request it, due to their disability related needs. Are improvements needed to this system? If yes, please describe.

6. Do job bulletins announcing openings contain statements regarding the College Nondiscrimination Policy concerning persons with disabilities?

7. Do job announcements inform candidates that reasonable accommodations are available as appropriate during the selection process?

8. How is the process discussed in number seven carried out?

9. How are selection activities, i.e. interview questions, writing exercises, reference checks, etc, coordinated with the essential functions of the position?

10. What recommendations do you have for improvement of this process?

11. Do candidates know in advance the types of activities they will need to engage in during the selection process? If yes, how are they informed? Please share any recommendations you have to enhance this process.

12. How are selection panelists trained in disability etiquette and legal question formation?

13. Who ensures that selections are conducted in accessible locations?

14. Is there a policy requiring that selection sites be adjacent to accessible public transportation?

15. All panel interviews are held in buildings owned by the College.

16. Is the reasonable accommodation procedure posted and readily available to employees and candidates for employment?

17. Is reasonable accommodation available during selection, the performance of essential functions and the receipt of benefits of employment?

18. Is assistance in completing forms regarding the reasonable accommodation process available as needed by persons with disabilities?

19. Have State and Federal laws been compared to determine which provides the greatest access and are the most inclusive requirements used as a basis for employment policy/practice?

20. Does the reasonable accommodation procedure require an interactive process, which includes; disability disclosure, interactive problem solving, accommodation selection, accommodation implementation and ongoing follow-up to ensure effectiveness?

21. How is the interactive process documented? Please explain.

22. Have persons responsible for the reasonable accommodation process been trained regarding the legal requirements in this area?

23. Are medical inquiries based upon need that is job related and consistent with business necessity?

24. When making a medical inquiry, does the College inform the medical provider that genetic information is <u>not</u> being requested as mandated by the Genetic Information

Nondiscrimination Act and the FEHA?

25. What outside resources have been identified to assist in the reasonable accommodation process when additional information is needed?

26. Is there a system in place to reassign employees with disabilities into a vacant position Districtwide if effective accommodation is not possible in their current position?

27. What is the process to determine that an employee is not able to be accommodated in their current position?

28. Are Workers Compensation medical records kept separate from medical records obtained to facilitate reasonable accommodations?

29. Are supervisors trained that it is unlawful to ask questions about disability or questions that might lead to information about a disability during selection interviews or reference checks? How do HR staff, supervisors and managers obtain information regarding the legal requirements to which the College is held?

30. If you have recommendations for improvements in this area, please note them.

31. Is this decision reviewed before the transfer is affected? If yes, by whom?

32. How long does HR seek a vacant position for an employee needing reassignment as a form of reasonable accommodation?

33. The reassigned employee must be able to perform the essential functions of the new position with or without reasonable accommodation. How is the reasonable accommodation process handled during reassignment?

34. Does HR have a policy prohibiting reassigned staff from competing for the position they are being assigned to?

35. Have emergency management teams in all facilities been trained regarding the needs for employees with disabilities during an emergency?

36. Has the guidance for employer's issues by the EEOC, concerning identifying staff with disabilities that may need assistance in an emergency been used? If yes, how often is it used?

37. Is a statement disseminated to all staff annually putting them on notice that the College has prohibited disability discrimination or harassment including jokes or inappropriate language?

38. What is the process for determining undue hardship regarding a reasonable accommodation process?

39. What is the process for determining direct threat?

40. What system is in place to address the need an employee with a severe disability might have, in terms of driving a modified vehicle on work-related business?

41. If an employee with a severe disability is on travel status and needs a personal services attendant, is there a system in place to address this need?

42. Is the College Notice of ADA Compliance posted in all work sites?

43. Is the College ADA grievance system posted in all work sites?

ADA Self-Evaluation Questions for Law Enforcement

1. Have the campus first responders been trained regarding the disability civil rights mandates that the College is held to under State and Federal laws?

2. If applicable, have holding and booking areas been reviewed for access since the 2010 ADA Standards for Accessible Design became effective? If visitor areas are offered, are they accessible?

3. If inmate phone systems are provided is there a phone system for inmates who are deaf or hard of hearing?

4. When arrests are made, how are service animals dealt with?

5. When arrests are made, how are medical appliances (canes, walkers, hearing aids, oxygen tanks, etc.) addressed?

6. How are power wheelchairs, scooters and other large mobility devices transported after an arrest?

7. How are medication needs dealt with after an arrest?

8. When an officer is giving information (direction or Miranda Rights) to a person with a communication related limitation, how is it determined that the person has an understanding of the information being communicated?

9. How do officers communicate with persons who are deaf or hard of hearing?

10. Does the 911 system have TTY? If yes, how often does training occur regarding its use?

11. Is there a procedure in place for officers to obtain a sign language interpreter when one is needed on an emergency basis?

12. Have officers been trained regarding the best techniques for communication with persons with disabilities and officer safety? If yes, were the following disabilities covered?

    a.   Vision Impairments

b. Deaf, Hard of hearing and Speech Impairments

c. Developmental Disabilities

d. Traumatic Brain Injury

e. Post-Traumatic Stress Disorder

f. Learning Disabilities

g. Mobility Impairments

h. Multiple Chemical Sensitivities

i. Mental Disorders

j. Others, please list

k. Competing Disabilities (i.e. someone is on the bus with a service dog and another person on the bus has a phobic response to the dog and wants it removed as an accommodation. Both have rights to be considered. The passengers are in conflict).

13. Are there other issues you think should be addressed in dealing with disability civil rights and your role within the campus? If yes, please explain.

ADA Self Evaluation Questions Regarding Emergencies and Office Sites

1. Has the Campus used the guidance published by the EEOC regarding a lawful means of identifying employees who might need assistance during an emergency due to their disability?

2. Are floor wardens in place to assist during an event? If yes, please respond to items 3 and 4 below.

3. Have floor wardens been trained regarding the needs of persons with disabilities in emergency situations?

4. If floor wardens are assigned the responsibility of assisting persons with disabilities, are redundancies made in the assignments? (Consider wardens who might not be in the office on the day of the event.)

5. Has the emergency plan been coordinated with the Fire Department?

6. Is there a procedure for shutting down the intake on the HVAC system, if there is a need to shelter in place, due to contamination of the air outside the building?

7. Are persons with disabilities involved in emergency plan creation, drills and debriefings?

8. In the event of an emergency evacuation, has the path of travel and assembly been coordinated with the Fire Department? (Consider Fire Department points of arrival, staging area, areas for fire hoses, wheelchair users, distance needed from emergency site, etc)

9. How would communication be addressed during an active shooter event? Please consider persons who are deaf or blind.

10. In response to a bomb threat, if evacuation is required, is the assembly site checked for explosives before it is populated?

11. If the event involves the need for site occupants to be decontaminated before leaving the site, is there a procedure in place to hold all parties on site until decontamination has been completed?

12. During shelter-in-place events, how are medical and medication needs addressed?

13. Can the person onsite handling the event until the Fire Department arrives, communicate with the Fire Department as they are rolling to the site?

14. Is there information available to staff regarding how to deal with various types of events? (Consider earthquake, fire, shooting, bomb threat, civil unrest, terrorist attack, etc.) If yes, has it been made available to employees, if needed, in alternative formats?

15. Is the whole site covered by fire alarms and strobe lights?

16. Are exits clearly marked?

17. Are back-up emergency evacuation chairs in place?

18. If areas of safe refuge will be in use, is there a communication system from that site to the event control center? If yes, would this system work for a deaf person?

19. Are all PA systems monitored by maintenance staff to ensure the volume is high enough to be heard throughout the intended areas of impact?

20. Are emergency evacuation chairs to be used? If yes, consider:

   a. Has staff been trained in the use of these chairs?

   b. If yes, did this training include information regarding the risks of transferring some persons with disabilities into and out of the chair?

   c. Have impacted employees with disabilities been involved with the training?

   d. What is the plan should the chair need to be used for more than one person? (Consider where the first evacuee will be left when the chair is taken back into the site for reuse.)

   e. Have the chairs been tested in the stairwells to ensure they can operate and turn in the space available?

f.   What is the plan in the event the slow-moving chairs create a back up in the stairwell?

g.   Are the chairs stored close to where they will be used?

h.   Are there any barriers or locks impacting ability to obtain them when needed?

i.   Are chair manufacturer directives, if any, followed regarding maintenance?

21. Is there a plan in place to keep people hydrated if it is necessary to hold them outside the building for a prolonged period during hot weather?

22. Do elevators have a system to communicate, if a person is trapped? If yes, will this system work for a person who is deaf or has speech limitations?

23. Has emergency management staff been trained regarding the variety of events that might occur and their impact on persons with disabilities?

ADA Survey for Exhibits

1. Have you received any complaints regarding access to exhibits? If yes, please discuss the nature of the complaint and how it was addressed.

2. How is wayfinding through your exhibit area addressed for persons who are blind?

3. Are alternative forms of communication such as audio descriptors used?

4. Is consideration given to an appropriate amount of space between elements of the exhibit?

5. Is consideration given to how tactile sensations could be used for persons who are blind to appreciate the exhibit?

6. Is information that is related auditory captioned for persons who are deaf and hard of hearing?

7. Are visitors to the exhibit expected to interact with electronic information distribution? If yes, how is this accessible to persons who are deaf, blind or have learning disabilities?

8. Is an accessible exhibition guidance document used in planning your exhibit? Note such guidance is available through the Smithsonian Institute.

9. Are brochures describing the exhibits available in an alternate format?

10. Is there a service animal policy in place?

11. If it is technically infeasible to make certain parts of the exhibit accessible, are equivalent communication techniques used?

12. Have staff been trained regarding successful techniques and communicating with persons with disabilities?

13. Are alternative means of access considered for components of the exhibit which require grasping, pinching or twisting?

14. Are all components of the museum exhibit which require manual dexterity operable with 5 pounds of pressure or less?

15. Are reach ranges considered for brochure racks or other features that require reaching to access items. Note: in unobstructed placements do not locate items more than 48" from the finished surface of the floor if they are to be accessible by reach.

ADA Survey for Staff Responsible for Purchasing and Service Contracts

Introduction

This document is designed to bring up a few of the general issues related to purchasing and contracting, that relate to disability civil rights compliance in State and local government including public colleges. It is important to note that each business transaction must be analyzed on its own merit and that the issues raised here are typical, but not exhaustive.

General Conditions

1. Are all public documents related to bidding and contracting available to persons with disabilities in alternative format if needed?

2. Are meetings related to bidding and contracting held in accessible locations?

Construction and Remodels

1. Do all design contracts hold design professionals to designs that use, at minimum, the most stringent access standards in effect at the time of the project?

2. Do design contracts encourage design professionals to exceed the maximum access standards when possible to ensure that construction tolerances are built into the project?

3. Is a policy in place that mandates CASp inspections at key points of construction and at completion, before final payment is made?

4. Are major public projects reviewed by stakeholders with disabilities during the planning stage?

Service Contracts

1. Do all contracts in which the contractor will be providing programs, services or activities on behalf of your office, written in a manner that holds the contractor to the mandates of Title II of the ADA and California Government Code 11135?

2. If a recipient of programs, services or activities via service contracts believe that their civil rights have been violated what recourse is open to them?

3. How do the contract administrator and ADA Coordinator become aware of alleged civil rights violations? (Please discuss timelines and communication of facts.)

Purchase of Items Which Have Communication Elements

1. Is there a requirement in place that mandates the purchasing agent check the marketplace to determine if accessible items of the type being purchased are available?

2. Are items purchased examined to determine if they are useable by persons who are:

   a. Blind
   b. Have low vision
   c. Deaf
   d. Are hard of hearing
   e. Have learning disabilities (Consider items that do not contain time limits on their use and close down.)
   f. Have limited dexterity (Consider items that do not require grasping, pinching or twisting.)

3. When questions come up regarding accessible communication purchases are outside resources consulted (Disability Advisory Committees, Jobs Accommodation Network, local Independent Living Center, etc.) before the purchase is made?

General Purchases

1. Prior to the purchase and if applicable, are building standards reviewed to ensure the item in question will be compliant when installed in its intended location? (Factors to consider include, but are not limited to; toilet paper dispensers must be located below the grab bar, items may not protrude more than 4" from the wall in a path of travel if they are placed at an elevation above 27" or below 80", there must be clear space available for a wheelchair user to be able to approach the item for use, an item must not require a person to reach higher than 48" or lower than 15" to operate unless the user must reach over other items to operate, then it lowers, etc.)

2. Is the operational presser required to use an item considered? (It should not exceed 5lbs.)

3. Is dexterity considered before a purchase is made? (Users must not be required to grasp, pinch or twist the device to operate it.)

4. When furniture is purchased is knee clearance for tables and clear space within a room considered?

ADA Transportation Survey

1. Are transportation providers trained regarding the use of tie downs, disability awareness, and the requirement that stops be called and other transportation mandates?

2. Is it required that all passengers wear seat belts?

3. Are transportation providers trained regarding disability awareness?

4. How are new staff trained regarding disability issues?

5. Are vehicles accessible?

6. What is the procedure when there is an equipment failure? How is access maintained?

7. Have there been any complaints regarding access to transportation? If yes, please discuss the complaints and how they were addressed.

8. When the purchase of new equipment is made, (purchases including, but not limited to, communication and transportation equipment) how is it reviewed to ensure the equipment is accessible to users with disabilities?

9. Are service animals allowed on transportation systems?

Faculty Survey

1. Are instructional materials selected far enough in advance to allow for production in an alternative format as needed?

2. If activities occur outside the classroom, is access examined before the activities occur?

3. Do you require that students visit your personal website as a part of class activities? If yes, does your website comply with a WCAG 2.1?

4. How are requests for note takers handled within your class?

5. Are all accommodations provided within your class coordinated with the DSPS?

6. How do your students learn about their rights and responsibilities regarding accommodation?

7. How are academic adjustments made? For example, a class or degree requirement exists which is not feasible for a person with a disability to engage in due to disability.
What action is taken at this point?

8. What is your role during emergency management as it relates to persons with disabilities?

9. How is confidentiality regarding accommodations addressed within your classes?

10. Are films shown in class captioned?

11. Are PowerPoints read out loud?

12. Are new films purchased with audio descriptors when available?

13. Are smart classrooms checked for sightline to ensure students with disabilities are able to see the material?

14. If furniture and equipment is assigned to the classroom to create access who assures it's in the proper location?

15. How are testing accommodations handled?

16. What improvement can be made to improve access on campus for persons with disabilities?

Library Services Program Survey

1. Please briefly describe the library services program elements.

2. Has the library services program received any complaints regarding access to programs, services or activities? Please explain.

3. Are all electronic communication systems within the library services program accessible to persons with disabilities? Please explain and consider software necessary for appropriate access for persons with visual impairments, clear space in the approach to equipment, audio descriptors within videotapes for persons who are blind and captioning for persons who are deaf and hard of hearing.

4. When videotape is purchased is it purchased with captioning and audio descriptions included? Please explain.

5. Are stacks and library furniture arranged in a manner that allows access for persons who use wheelchairs? Please explain.

6. How do persons of short stature, with mobility limitations, and/or with visual impairments retrieve books from high shelves? Please explain.

7. Have library services program staff who have public access been trained in disability awareness and in the legal mandates the University is held to within the library program? Please explain.

8. How do persons with disabilities obtain library materials in alternative formats such as large print, Braille, audio recordings, and documents stored electronically?

9. How do persons with visual impairments typically conduct library research projects?

10. Does the library have an emergency management plan which includes addressing the issues relative to persons with disabilities? Please explain.

11. Does the library use electronic informational kiosks? If yes, are they accessible to persons with mobility limitations, visual impairments or who are deaf and hard of hearing? Please explain.

12. Are brochure racks and bulletin boards at an elevation that makes them usable by persons with disabilities? Please explain.

13. In the spirit of continuous improvement, what actions can you recommend that would make library services program more accessible and usable by qualified

ADA Self-Evaluation Questions for Meeting and Event Planners

1. Is notice provided within meeting/event announcements that auxiliary aids and services (reasonable accommodations) are available as needed for persons with disabilities?

2. Are persons administering the meeting trained regarding the College's disability civil rights responsibilities?

3. Are meeting sites reviewed for physical accessibility before the meeting is calendared? Note: this must include arrival points, meeting room(s), supporting restrooms, drinking fountains, public phones, registration counters, etc.

4. Are service animal relief areas identified before the meeting?

5. Are stages, speaking platforms, microphones and other items to be used by persons with disabilities accessible? Note: When considering microphone access please take into account podium elevations, touch screen control systems, goose neck microphone attached to the center of tables without knee clearance for wheelchair users, and persons who will not be able to handhold any equipment.

6. If video is used, is it captioned?

7. If video is used, does it contain audio descriptors?

8. Are speakers asked to read aloud all content on PowerPoint Presentations?

9. Is integrated seating made available with companion seating for wheelchair users?

10. If seating is at tables, is knee clearance space checked for wheelchair users?

11. Is high seating available for persons who have difficulty getting in and out of low chairs? Note: This is optional, but it does enhance access.

12. Is staff trained to set up meeting rooms to provide maneuvering space for persons who use wheelchairs or service animals?

13. Are FM Loop systems (Assistive Listening Devices) available for persons who are hard of hearing? If FM Loop systems are being used, do meeting hosts ensure that all comments made during the meeting go though the PA system?

14. If sign language interpreters or a real time captioner are being used, is there reserved seating at the front of the room for persons needing these accommodations?

15. Are two sign language interpreters retained for meetings or events lasting more than two hours?

16. Are sign language interpreters and real time captioning screens positioned close to the speaker?

17. Are sign language interpreters under good lighting?

18. Are sign language interpreters and real time captioners provided information before the meeting/event regarding any unusual terms or difficult to spell names that will be part of the program?

19. If speaker cards are to be used, is staff available to assist persons with disabilities, as needed in completing the cards?

20. If public comment time is limited, is the time increased for persons who have speech impairments?

21. If events include displays, are the displays accessible and on an accessible route?

22. Is the indoor or outdoor surface where persons with disabilities will travel smooth, stable and slip resistant?

23. Have transaction points been reviewed for clear space, and elevation?

24. If parts of an exhibit are inaccessible due to technical infeasibility, is video with captioning used to display the exhibit?

25. If buffet food services are part of the event, is support available as needed for persons with disabilities?

26. Does the campus have an event planning checklist to address access in meetings and event planning?

ADA Self-Evaluation Questions for Meeting and Event Planners Transportation

1. Is notice provided within meeting/event announcements that auxiliary aids and services (reasonable accommodations) are available as needed for persons with disabilities? This may be a statement in the class syllabus.

2. Are persons administering the meeting trained regarding the College's disability civil rights responsibilities?

3. Are meetings held on public transportation routes?

4. Are meeting sites reviewed for physical accessibility before the meeting is calendared? Note: this must include arrival points, meeting room(s), supporting restrooms, drinking fountains, public phones, registration counters, etc.

5. Are service animal relief areas identified before the meeting? This may be on a campus-wide basis.

6. Are stages, speaking platforms, microphones and other items to be used by persons with disabilities accessible? Note: When considering microphone access please take into account podium elevations, touch screen control systems, goose neck microphone attached to the center of tables without knee clearance for wheelchair users, and persons who will not be able to handhold any equipment.

7. If video is used, is it captioned?

8. If video is used, does it contain audio descriptors?

9. Are speakers asked to read aloud all content on PowerPoint Presentations?

10. Is integrated seating made available with companion seating for wheelchair users?

11. If seating is at tables, is knee clearance space checked for wheelchair users?

12. Is high seating available for persons who have difficulty getting in and out of low chairs?

13. Is staff trained to set up meeting rooms to provide maneuvering space for persons who use wheelchairs or service animals?

14. Are FM Loop systems (Assistive Listening Devices) available for persons who are hard of hearing? If FM Loop systems are being used, do meeting hosts ensure that all comments made during the meeting go though the PA system?

15. If sign language interpreters or a real time captioner are being used, is there reserved seating at the front of the room for persons needing these accommodations?

16. Are two sign language interpreters retained for meetings or events lasting more than two hours?

17. Are sign language interpreters and real time captioning screens positioned close to the speaker?

18. Are sign language interpreters under good lighting?

19. Are sign language interpreters and real time captioners provided information before the meeting/event regarding any unusual terms or difficult to spell names that will be part of the program?

20. If speaker cards are to be used, is staff available to assist persons with disabilities, as needed in completing the cards?

21. If public comment time is limited, is the time increased for persons who have speech impairments?

22. If events include displays, are the displays accessible and on an accessible route?

23. Is the indoor or outdoor surface where persons with disabilities will travel smooth, stable and slip resistant?

24. Have transaction points been reviewed for clear space, and elevation?

25. If parts of an exhibit are inaccessible due to technical infeasibility, is video with captioning used to display the exhibit?

26. Does the campus have an event planning checklist to address access in meetings and event planning?

Questions Regarding Access to Medical Services

1. Do medical facilities have a space where a wheelchair user can be examined on an examining table rather than being examined while in their chair?

2. Is assistance available, if needed, to assist the patient in transferring from their wheelchair to an examining table?

3. Can services be provided to the patient without assistance from friends or family members of the patient?

4. In instances where the patient requests a family member or friend to assist, has a medical provider been trained to speak directly to the patient, rather than directing pertinent questions to the party providing assistance?

5. Is a policy in place which ensures that the patient will be treated despite the fact it may take longer to treat them then it would other patients?

6. Are there times when patients are required to wait longer than other patients for treatment because the accessible equipment needed is in use?

7. Is a patient ever asked to use the services of a friend or family member for sign language interpreting?

8. Have all medical facilities been reviewed for physical access by a CASp certified surveyor?

9. Is the medical equipment accessible to persons with disabilities?

10. Are waiting room furnishings arranged in such a way that there is space for wheelchair users or persons using service animals to sit?

11. As a best practice, are high and wide based seating available in waiting rooms to accommodate patients that have difficulty getting out of low chairs, or who are large and may not fit into standard chairs?

12. If paging systems are used, is there a video paging component for persons who are deaf or hard of hearing?

13. Has all staff having contact with the public received disability awareness and etiquette training?

14. If health education is provided, are class materials available in an alternative format, if needed, to create access for persons with disabilities?

15. Do training videotapes have captioning for the deaf and hard of hearing and audio descriptors for the blind?

Student/Community Services Survey

1. Have you received complaints concerning your operation relative to disability access issues? Please explain.

2. Does your staff offer assistance in completing forms if, because of a disability such as physical, sensory, or cognitive, someone is unable to complete the forms independently? Please explain.

3. Are forms and publications available in alternative formats such as large print, Braille, audio recordings, and documents stored electronically?   Please explain.

4. How do you provide auxiliary aids and services as needed for persons with disabilities?

ADA 28 CFR part 35 section 35.104 defines:

> **"Auxiliary aids and services includes--**
>
> **(1) Qualified interpreters, note takers, transcription services, written materials, telephone handset amplifiers, assistive listening devices, assistive listening systems, telephones compatible with hearing aids, closed caption decoders, open and closed captioning, telecommunications devices for deaf persons (TDD's), videotext displays, or other effective methods of making aurally delivered materials available to individuals with hearing impairments;**
>
> **(2) Qualified readers, taped texts, audio recordings, Brailled materials, large print materials, or other effective methods of making visually delivered materials available to individuals with visual impairments;**
>
> **(3) Acquisition or modification of equipment or devices; and**
>
> **(4) Other similar services and actions".**

Please explain.

5. Has staff been trained concerning disability etiquette awareness and person first language? Please explain.

6. Is furniture arranged and maintained in your office in a manner that provides clear space for wheelchair access or space for service animals? Please explain.

7. Are brochure racks and bulletin boards at an elevation and reach range that makes them usable by persons with disabilities? Please explain.

8. Are there any policies that your office has created to deal with disability access issues? If yes, please attach them.

9. Do you have suggestions concerning how access to your programs, services and activities could be enhanced for persons with disabilities? Please explain.

10. Does your office sponsor or host public meetings and events? If yes, please complete the questions concerning production of meetings and events.

11. Does your office have an emergency management plan which includes persons with disabilities? Please explain.

Appendix J

Cerritos Community College District Procedure **No. 3411**

General Institution

AP 3411 ACCESSIBILITY OF INFORMATION AND COMMUNICATION TECHNOLOGY

References: 36 CFR, Sections 1194.1 and 1194.2; Government Code, Sections 7405, 11135, and 11546.7; Title 5, Sections 59300, et seq.; CCCCO Information and Communication Technology and Instructional Materials Accessibility Standard

Information and communication technologies (ICT) are the primary means by which Cerritos College provides information to students, faculty, staff, and other constituents. The need to ensure accessibility to all members of the campus community is critical as more administrative services and learning environments are based on ICT. It is also a part of the District's ongoing commitment to establishing a barrier-free learning community, or universal access, to all individuals.

The California Community Colleges Chancellor's Office is committed to ensuring equal access to instructional materials and ICT for all, and particularly for individuals with disabilities in a timely manner. In accordance with California Government Code §7405, §Government Code §11135, Government code §11546.7, and best practices, the CCCCO and CCC will comply with the accessibility requirements of Section 508 of the Federal Rehabilitation Act of 1973.

Individuals with disabilities are guaranteed access to educational institutions and systems of communication under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Amendments to Section 508 of the Rehabilitation Act and Telecommunications Act Accessibility Guidelines under Section 255 of the Communications Act of 1934 clarify accessibility requirements for ICT developed, procured, maintained, or used by federal agencies.

The revised technical requirements include criteria to ensure that computer hardware, software, websites, telecommunications products, electronic documents, and support documentation and services are accessible to people with disabilities. When an accessible product is not readily available, an equally effective accommodation plan shall be devised. Please refer to AP 3720

titled Computer and Network Use and AP 6365 titled Contracts – Accessibility of Information and Communication Technology for District procedures for obtaining and using information and communication technology.

Furthermore, California Government Code Section 7405 states the following: (1) In order to improve accessibility of existing technology, and therefore increase the successful employment of individuals with disabilities, particularly blind and visually impaired and deaf and hard-of-hearing persons, state governmental entities, in developing, procuring, maintaining, or using electronic or information technology, either indirectly or through the use of state funds by other entities, shall comply with the accessibility requirements of Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. Sec. 794d), and regulations implementing that act as set forth in Part 1194 of Title 36 of the Federal Code of Regulations.

(2) Any entity that contracts with a state or local entity subject to this section for the provision of electronic or information technology or for the provision of related services shall agree to respond to, and resolve any complaint regarding accessibility of its products or services that is brought to the attention of the entity.

Complaints regarding accessibility of ICT should be submitted online at www.cerritos.edu/dsps-complaint.

Also refer to BP 3720 and AP 3720 titled Computer and Network Use and AP 6365 titled Contracts – Accessibility of Information and Communication Technology.

Office of Primary Responsibility: President/Superintendent

Date Approved: July 15, 2015 Date Revised: November 19, 2018

Cerritos Community College District Procedure No. 6365

Business Services

AP 6365 CONTRACTS – ACCESSIBILITY OF INFORMATION TECHNOLOGY

References: Section 508 of the Rehabilitation Act of 1973 (29 U.S. Code, Section 794d); 36 CFR, Sections1194.1 et seq.; Government Code, Section 11135; Title 5, Sections 59300 et seq.

The President/Superintendent delegates the authority to the Vice President of Business Services to ensure that all information technology-related contracts address accessibility requirements per 29 U.S. Code, Section 794d.

Whenever the District enters into a contract for the purchase, development, procurement, maintenance, or use of any electronic or information technology, the vendor shall certify that it complies with the requirements of Section 508 of the Rehabilitation Act of 1973 (29 U.S. Code, Section 794d) and its related regulations. This requirement shall apply to software applications, operating systems, web-based intranet and internet information and applications, telecommunications products, video or multimedia products, self contained closed products such as copiers, and desktop and portable computers.

Each contract with such a vendor shall contain the following provision:

"The vendor hereby warrants that the products or services to be provided under this agreement comply with the accessibility requirements of Section 508 of the Rehabilitation Act of 1973, as amended, and its implementing regulations. Vendor agrees to respond promptly to and resolve any complaints regarding accessibility of its products or services that are brought to its attention. Vendor further agrees to indemnify and hold harmless the District from and against any claim arising out of its failure to comply with these requirements. Failure to comply with these requirements shall constitute a breach and be grounds for termination of this agreement and/or action for damages."

Office of Primary Responsibility: Vice President, Business Services

Date Approved: March 26, 2007

Cerritos Community College District Policy No. 3411

General Institution

BP 3411 ACCESSIBILITY OF INFORMATION AND COMMUNICATION TECHNOLOGY

References: 36 CFR, Sections 1194.1 and 1194.2; Government Code, Sections 7405, 11135, and 11546.7; Title 5, Sections 59300, et seq.; CCCCO Information and Communication Technology and Instructional Materials Accessibility Standard

Information and Communications technologies (ICT) are a the primary means by which Cerritos College provides information to students, faculty, staff, and other constituents. The need to ensure accessibility for all members of the campus community is critical as more administrative services and learning environments are based on ICT. It is also a part of the District's ongoing commitment to establishing a barrier-free learning community, or universal access, to all individuals.

As mandated by federal and state laws and the California Community Colleges Chancellor's Office, it is required that Cerritos College comply with Section 508 Standards to ensure accessibility to ICT for individuals with disabilities. The President/Superintendent or designee shall act to enforce compliance with the accessibility requirements of 36 CFR, Sections 1194.1 and 1194.2 and Government Code Sections 7405, 11135, and 11546.7.

Also refer to BP 3720 and AP 3720 titled Computer and Network Use and AP 6365 titled Contracts – Accessibility of Information and Communication Technology.

Office of Primary Responsibility: President/Superintendent

Date Adopted: July 15, 2015
Date Revised: April 3, 2019

Cerritos Community College District Policy No. 3720

General Institution

BP 3720 COMPUTER AND NETWORK USE

References: Education Code, Section 72400; Government Code, Section 3543.1(b); Penal Code, Section 502; 17 U.S.C., Sections 101 et seq.; Cal. Constitution Article 1, Section 1; Federal Rules of Civil Procedure, Rules 16, 26, 33, 34, 37, and 45

Employees and students who use District computers and networks and the information they contain, and related resources have a responsibility not to abuse those resources and to respect the rights of others. The President/Superintendent shall establish procedures that provide guidelines to students and staff for the appropriate use of information technologies. The procedures shall include that users must respect software copyrights and licenses, respect the integrity of computer-based information resources, refrain from seeking to gain unauthorized access, and respect the rights of other computer users.

Office of Primary Responsibility: Vice President, Business Services

Date Adopted: November 7, 2007

Captioning Videos

The Information and Communication Technology and Instructional Material Accessibility Standard and Section 508 of the Rehabilitation Act of 1973 requires all instructional materials to be made accessible to individuals with disabilities in a timely manner. This means that all videos must be captioned.

You want to share a video with students but it is not captioned. What do you do?

1. Plan ahead. Captioning could take up to 3 months, because the Media Department needs to request permission from the producer prior to captioning due to copyright.

2. Check the library's collection to see if the college owns the video captioned.

> www.cerritos.edu/library
>
> Search the Library catalog using the video title. Librarians can assist.
>
> > Is the video not there?
> >
> > Funds may be available for the Library to purchase the video captioned. The video will be part of the Library's Collection. Contact Monica Lopez (Acquisition & Collection Development Librarian) or fill out a recommendation form: https://libraryguides.cerritos.edu/recommendation_form
> >
> > The timeline for the Library to acquire and circulate a video is up to 3 months.

3. Contact Media Services

a. Media Services will verify if the video you own is captioned.

b. Media Services will further inform you on options available to caption the video:

  i. Caption the video using college/grant funds (may take up to 3 months).

  ii. Caption the video yourself using free software (Amara https://amara.org)

  iii. Purchase a new video that has captions.

4. Submit a Media Request Form: http://www.cerritos.edu/media/request.htm

Media will request copyright permission from the video producer. It could take up to 3 months to receive permissions, and occasionally permission is denied.

When the video is captioned, Media Services will send you a link, an embed code, or access to the physical media.

Questions? Contact Media Services ext 2443, DSPS ext 2335, or Library staff ext 2434

Cerritos Community College District
Nondiscrimination and Sexual Harassment

All members of the campus community, including you, have the right to work and study
in an environment free of discrimination and sexual harassment.

What is sexual harassment?

Board Policy 3430 contains the District's zero tolerance policy against all forms of harassment, including sexual harassment. Sexual harassment is a form of unlawful discrimination. District Board Policies, state and federal laws prohibit all forms of unlawful discrimination.

Board Policy 3410 and Administrative Procedure 3410 describes the District's commitment to nondiscrimination and Administrative Procedure 3435 explains how reports and complaints of discrimination are filed and investigated. You may contact the Office of Human Resource Services with questions and to make reports at (562) 860-2451, extension 2284.

The District's Board Policies and Administrative Procedures may be found on the District's website at http://cms.cerritos.edu/board/policies/. Excerpts of District Board Policy 3410: Nondiscrimination, and Board Policy 3430: Prohibition of Harassment are included below.

You should know that you have a duty to report discrimination or sexual harassment if:
- You have become aware of acts of discrimination or sexual harassment.
- You have witnessed acts of discrimination or sexual harassment.
- Any member of the campus community has reported acts of discrimination or sexual harassment to you.

If you need to ask questions, get information, or make a report, you may contact:

Dr. Valyncia C. Raphael
Director, Diversity, Compliance, and
Title IX Coordinator
Office of Human Resource Services
(562) 860-2451, extension 2276
vraphael@cerritos.edu

Ms. Kim Westby
Vice President, Student Services/
Assistant Superintendent
Student Services Office
(562) 860-2451, extension 2236
westby@cerritos.edu

Dr. Elizabeth Miller
Dean of Student Services
Student Activities Office
(562) 860-2451, extension 2476
emiller@cerritos.edu

Dr. Lucinda Aborn
Dean, Disabled Student Programs and
Services (DSP&S)
DSP&S Office
(562) 860-2451, extension 2334
laborn@cerritos.edu

Individuals with concerns about discrimination or sexual harassment may also contact any manager for immediate assistance. For disability concerns, please contact Dr. Valyncia Raphael or Dr. Lucinda Aborn. If you are interested in Sexual Harassment Training, you may contact the Office of Human Resource Services at (562) 860-2451, extension 2284. Information concerning discrimination and complaints of discrimination can also be obtained from:

U.S. Equal Employment
Opportunity Commission
www.eeoc.gov

California Department of Fair
Employment and Housing
www.dfeh.ca.gov

U.S. Department of Education (for discrimination in student or educational matters) Office for Civil Rights www.ed.gov/offices/OCR

EMPLOYEE ASSISTANCE PROGRAM (EAP)

Cerritos College provides an EAP to help its employees and their immediate families with problems related to stress; marital, working and relationship difficulties; financial and legal problems; alcohol and drug use or addiction. Information concerning the District-paid EAP Plan may be obtained through the Office of Human Resource Services, (562) 860-2451, extension 2284.

It is hard to be alone when you or someone you care for is having problems. Our employees are our most valuable asset and the District encourages its employees to seek assistance when facing problems.

BOARD POLICY EXCERPTS

Board Policy 3410: Nondiscrimination

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

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

The President/Superintendent shall establish administrative procedures that ensure all members of the College community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.

Board Policy 3430: Prohibition of Harassment

All forms of harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated. The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation including acts of sexual violence. It shall also be free of other unlawful harassment, including that which is based on any of the following statuses: race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation of any person, or military and veteran status, or because he or she is perceived to have one or more of the foregoing characteristics.

The District seeks to foster an environment in which all employees and students feel free to report incidents of harassment without fear of retaliation or reprisal. Therefore, the District also strictly prohibits retaliation against any individual for filing a complaint of harassment or for participating in a harassment investigation. Such conduct is illegal and constitutes a violation of this policy.

Any student or employee who believes that he or she has been harassed or retaliated against in violation of this policy should immediately report such incidents by following the procedures described in AP 3435 titled Discrimination and Harassment Investigations. Supervisors are mandated to report all incidents of harassment and retaliation that come to their attention.

Q1

Employee ID. This will be removed from analysis, and only serves to verify you are a Cerritos College employee.

Q2
Employment Status

Answered: 114   Skipped: 6
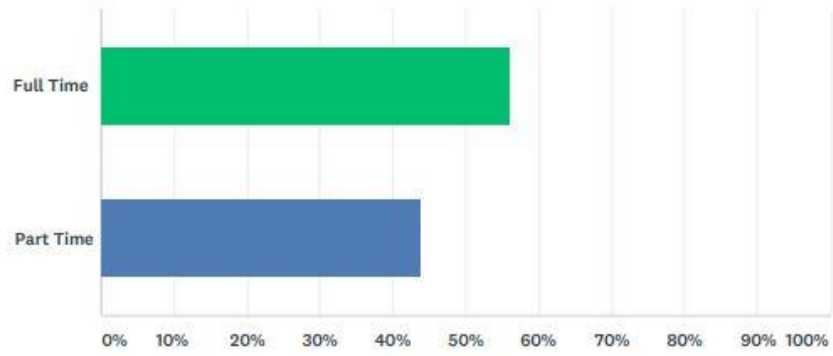
ANSWER CHOICES	RESPONSES	
Full Time	56.14%	64
Part Time	43.86%	50
TOTAL		114

Q3

Approximately, how many times in the past year have you interacted with DSPS?

Answered: 116   Skipped: 4
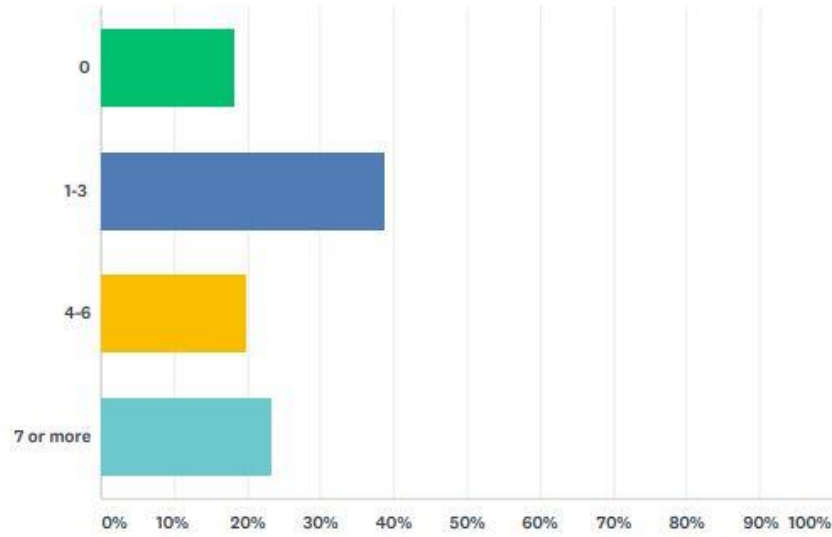
ANSWER CHOICES	RESPONSES	
0	18.10%	21
1-3	38.79%	45
4-6	19.83%	23
7 or more	23.28%	27
TOTAL		116

Q4

I am aware of the different disability accommodations and services provided by DSPS (e.g., Adaptive Computer Lab, Alternate Media, Interpretting Services, Testing Accommodations, Note-taking)

Answered: 116   Skipped: 4
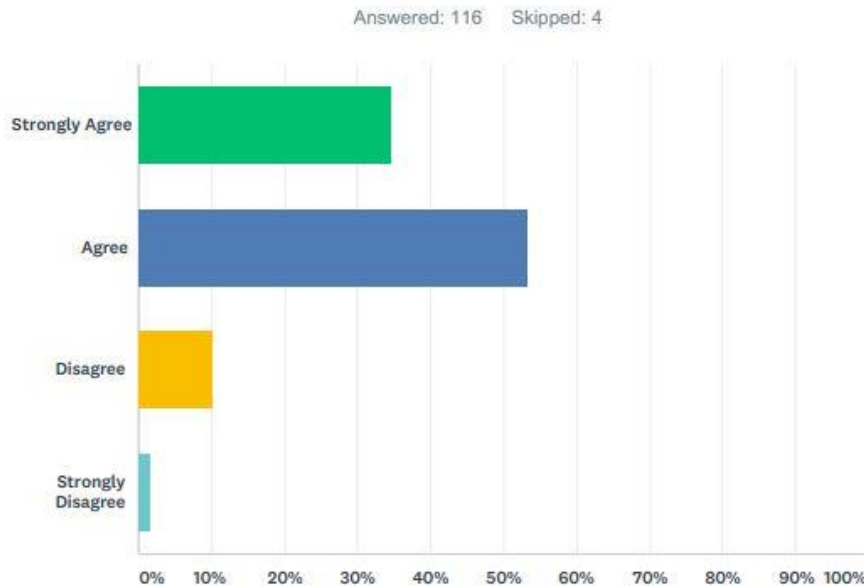
ANSWER CHOICES	RESPONSES	
Strongly Agree	34.48%	40
Agree	53.45%	62
Disagree	10.34%	12
Strongly Disagree	1.72%	2
TOTAL		116

Q5

When I have contacted DSPS regarding questions/concerns for a student, I have received a response in a timely manner.

Answered: 112   Skipped: 8
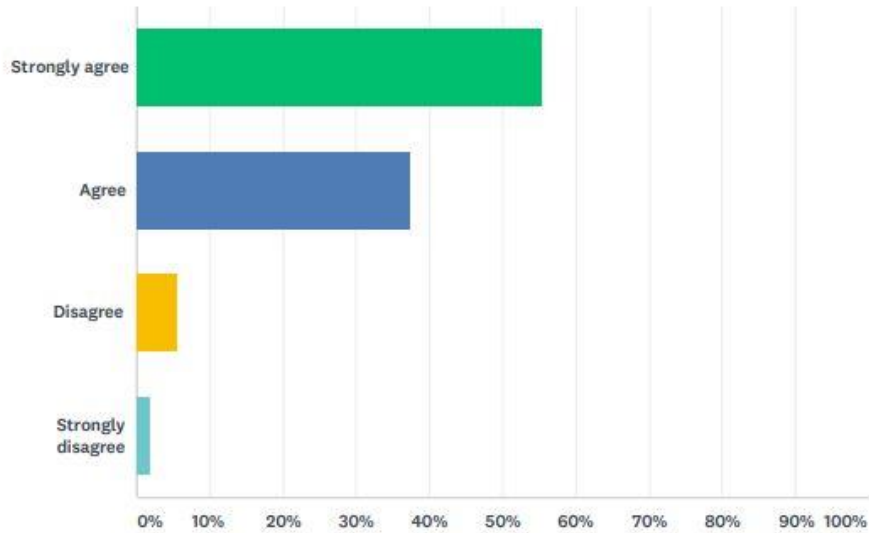
ANSWER CHOICES	RESPONSES	
Strongly agree	55.36%	62
Agree	37.50%	42
Disagree	5.36%	6
Strongly disagree	1.79%	2
TOTAL		112

Q6

I feel confident in my ability to create accessible materials for my class.

Answered: 115   Skipped: 5
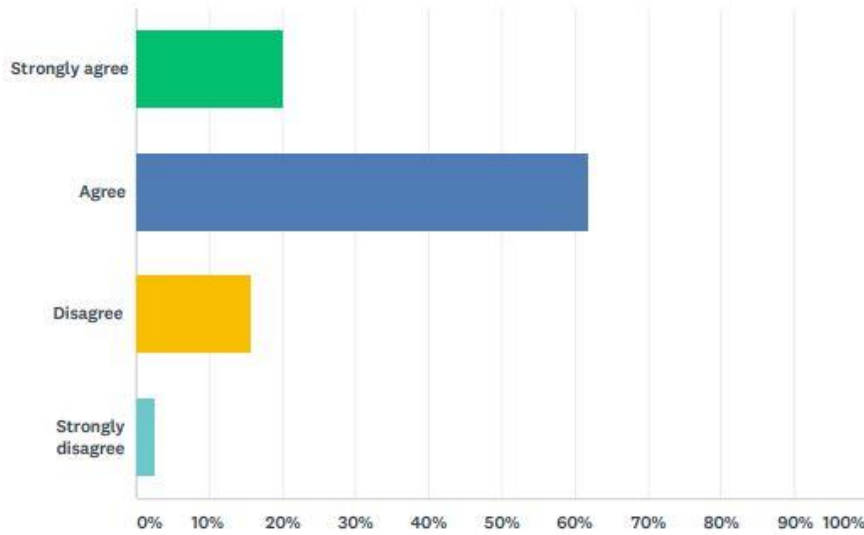
ANSWER CHOICES	RESPONSES	
Strongly agree	20.00%	23
Agree	61.74%	71
Disagree	15.65%	18
Strongly disagree	2.61%	3
TOTAL		115

Q7

Do you have a disability statement on your syllabus that informs students to register with DSPS if they have a disability and asks them about their learning needs?

Answered: 116   Skipped: 4
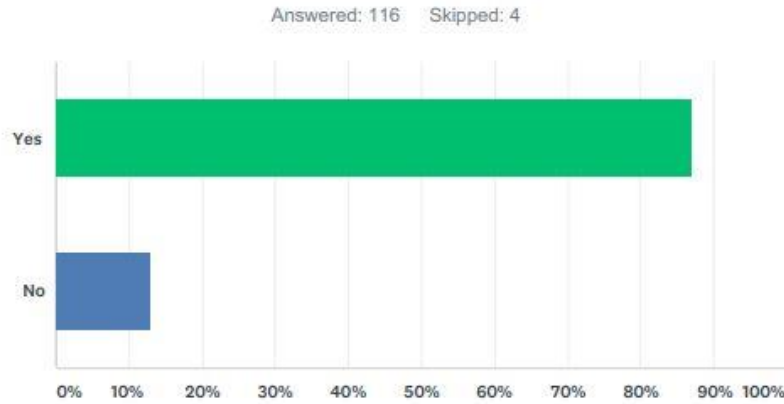
ANSWER CHOICES	RESPONSES	
Yes	87.07%	101
No	12.93%	15
TOTAL		116

Q8

Would you like to be provided with a sample statement for use in the future?

Answered: 116   Skipped: 4
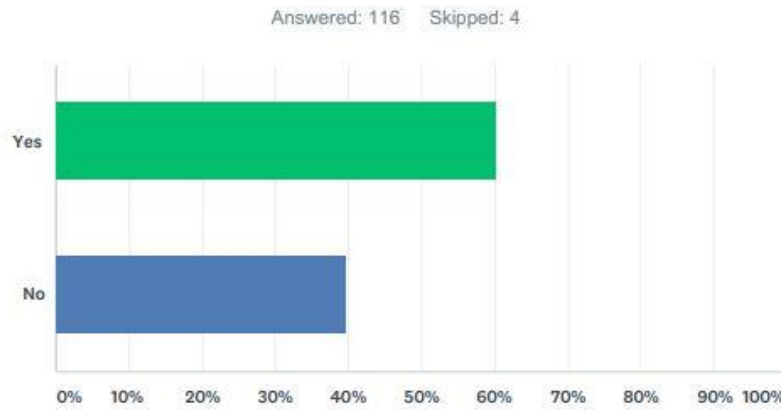
ANSWER CHOICES	RESPONSES	
Yes	60.34%	70
No	39.66%	46
TOTAL		116

COST SUMMARY

Facility	ID	Type	Location	Cost
Facility: 01 Administration Building				**$1,079,370.00**
	01-0-1	Exterior	On-site	$128,625.00
	01-1-1	Interior	First Floor	$950,745.00
Facility: 02 Automotive Partners Northwood University (NU)				**$135,885.00**
	02-0-1	Exterior	On-site	$11,340.00
	02-1-1	Interior	First Floor	$124,545.00
Facility: 03 Aquatics Center				**$106,290.00**
	03-0-1	Exterior	On-site	$89,700.00
	03-1-1	Interior	First Floor	$16,590.00
Facility: 04 Automotive Technology				**$443,010.00**
	04-0-1	Exterior	On-site	$2,550.00
	04-1-1	Interior	First Floor	$440,460.00
Facility: 05 Burnight Center / Theater				**$1,421,556.00**
	05-0-1	Exterior	On-site	$83,274.00
	05-1	Interior	All Floors	$90,225.00
	05-1-1	Interior	First Floor	$1,109,850.00
	05-1-2	Interior	Second Floor	$138,207.00
Facility: 06 Business Education				**$118,620.00**
	06-1-1	Interior	First Floor	$118,620.00
Facility: 07 Book Store Student Activities (SA)				**$176,100.00**
	07-0-1	Exterior	On-site	$38,970.00
	07-1-1	Interior	First Floor	$137,130.00
Facility: 08 Classroom Building				**$91,515.00**
	08-0-1	Exterior	On-site	$3,030.00
	08-1-1	Interior	First Floor	$88,485.00
Facility: 09 Student Health & Wellness - Conference Center				**$20,040.00**
	09-0-1	Exterior	On-site	$14,385.00
	09-1-1	Interior	First Floor	$5,655.00
Facility: 10 Child Development Center				**$273,120.00**
	10-0-1	Exterior	On-site	$85,785.00
	10-1-1	Interior	First Floor	$187,335.00
Facility: 11 Community Education Foster Kinship Care (FK)				**$480,885.00**
	11-0-1	Exterior	On-site	$60,000.00

11-1-1	**Interior**	**First Floor**	**$420,885.00**
Facility: 12 Campus Police			**$527,445.00**
12-0-1	Exterior	On-site	$118,980.00
12-1-1	Interior	First Floor	$408,465.00
Facility: 13 Student Health & Wellness - Dance Building			**$71,790.00**
13-1-1	Interior	First Floor	$71,790.00
Facility: 15 Fine Arts			**$874,110.00**
15-0-1	Exterior	On-site	$19,140.00
15-1-1	Interior	First Floor	$510,690.00
15-1-2	Interior	Second Floor	$344,280.00
Facility: 16 Facilities			**$205,296.00**
16-0-1	Exterior	On-site	$31,761.00
16-1-1	Interior	First Floor	$173,535.00
Facility: 18 Field House			**$521,175.00**
18-0-1	Exterior	On-site	$59,040.00
18-1-1	Interior	First Floor	$462,135.00
Facility: 19 Gymnasium			**$166,416.00**
19-0-1	Exterior	On-site	$20,250.00
19-1-1	Interior	First Floor	$101,271.00
19-1-2	Interior	Second Floor	$44,895.00
Facility: 20 Health Science			**$2,383,491.00**
20-0-1	Exterior	On-site	$477,720.00
20-1-1	Interior	First Floor	$970,191.00
20-1-2	Interior	Second Floor	$508,200.00
20-1-3	Interior	Third Floor	$427,380.00
Facility: 21 Kinesiology			**$386,871.00**
21-0-1	Exterior	On-site	$29,451.00
21-1	Interior	All Floors	$615.00
21-1-1	Interior	First Floor	$210,180.00
21-1-2	Interior	Second Floor	$146,625.00
Facility: 22 Liberal Arts / DSP&S			**$173,265.00**
22-1-1	Interior	First Floor	$91,305.00
22-1-2	Interior	Second Floor	$81,960.00
Facility: 23 Learning Resource Center / Library IE & RP			**$2,299,920.00**

23-0-1	Exterior	On-site	$152,805.00
23-1-0	Interior	Ground Floor	$1,180,533.00
23-1-1	Interior	First Floor	$762,987.00
23-1-2	Interior	Second Floor	$203,595.00
Facility: 24 Modular Classrooms			**$3,450.00**
24-1-1	Interior	First Floor	$3,450.00
Facility: 25 Math / Computer Information Sciences			**$508,215.00**
25-0-1	Exterior	On-site	$17,010.00
25-1-1	Interior	First Floor	$262,860.00
25-1-2	Interior	Second Floor	$228,345.00
Facility: 26 Metals			**$583,527.00**
26-0-1	Exterior	On-site	$103,950.00
26-1-1	Interior	First Floor	$479,577.00
Facility: 27 Multi Purpose HR, CS and EPP			**$702,930.00**
27-1-1	Interior	First Floor	$544,605.00
27-1-2	Interior	Second Floor	$158,325.00
Facility: 28 Public Affairs / Cerritos College Foundation			**$16,125.00**
28-1-1	Interior	First Floor	$16,125.00
Facility: 29 Physical Education (Fitness & Training)			**$124,026.00**
29-1-1	Interior	First Floor	$124,026.00
Facility: 30 Physical Science and Technology			**$275,925.00**
30-1-1	Interior	First Floor	$190,635.00
30-1-2	Interior	Second Floor	$85,290.00
Facility: 31 Purchasing / Warehouse			**$55,125.00**
31-1-1	Interior	First Floor	$55,125.00
Facility: 32 Science			**$707,505.00**
32-0-1	Exterior	On-site	$136,260.00
32-1-1	Interior	First Floor	$421,485.00
32-1-2	Interior	Second Floor	$149,760.00
Facility: 33 Santa Barbara (Intl Students / Cal WORKS)			**$86,232.00**
33-0-1	Exterior	On-site	$8,517.00
33-1-1	Interior	First Floor	$77,715.00
Facility: 34 Student Center (Food Court / Culinary Arts)			**$463,965.00**

34-0-1	Exterior	On-site	$174,300.00
34-1-1	Interior	First Floor	$276,315.00
34-1-2	Interior	Second Floor	$13,350.00
Facility: 36 Skills Lab			**$272,610.00**
36-1-1	Interior	First Floor	$272,610.00
Facility: 37 Social Science			**$1,055,931.00**
37-0-1	Exterior	On-site	$235,815.00
37-1-0	Interior	Basement	$50,775.00
37-1-1	Interior	First Floor	$439,461.00
37-1-2	Interior	Second Floor	$185,715.00
37-1-3	Interior	Third Floor	$144,165.00
Facility: 38 Falcon Stadium			**$796,230.00**
38-0-1	Exterior	On-site	$796,230.00
Facility: 39 Veterans Resource Center			**$266,610.00**
39-0-1	Exterior	On-site	$2,070.00
39-1-1	Interior	First Floor	$264,540.00
Facility: 40 Wood Manufacturing Technology			**$674,535.00**
40-0-1	Exterior	On-site	$25,635.00
40-1-1	Interior	First Floor	$648,900.00
Facility: 41 Weight Training			**$143,550.00**
41-0-1	Exterior	On-site	$24,840.00
41-1-1	Interior	First Floor	$118,710.00
Facility: 42 Parking Lot 1			**$1,200.00**
42-0-1	Exterior	On-site	$1,200.00
Facility: 43 Parking Lot 2			**$6,900.00**
43-0-1	Exterior	On-site	$6,900.00
Facility: 44 Parking Lot 3			**$2,400.00**
44-0-1	Exterior	On-site	$2,400.00
Facility: 45 Parking Lot 4			**$3,900.00**
45-0-1	Exterior	On-site	$3,900.00
Facility: 46 Parking Lot 5			**$4,734.00**
46-0-1	Exterior	On-site	$4,734.00
Facility: 47 Parking Lot 6			**$9,900.00**

47-0-1	**Exterior**	**On-site**	**$9,900.00**
Facility: 48 Parking Lot 7			**$4,200.00**
48-0-1	**Exterior**	**On-site**	**$4,200.00**
Facility: 49 Parking Lot 8			**$3,600.00**
49-0-1	**Exterior**	**On-site**	**$3,600.00**
Facility: 50 Parking Lot 9			**$975.00**
50-0-1	**Exterior**	**On-site**	**$975.00**
Facility: 51 Parking Lot 10			**$19,650.00**
51-0-1	**Exterior**	**On-site**	**$19,650.00**
Facility: 52 Exterior Routes Through Out			**$169,770.00**
52-0-1	**Exterior**	**On-site**	**$169,770.00**
Facility: 53 Parking Lots - General			**$101,820.00**
53-0-1	**Exterior**	**On-site**	**$101,820.00**
Grand Total for **Cerritos Community College District**			**$19,021,710.00**