



Five-Step ADA Action Plan for public entities

1. Designate a responsible employee as ADA coordinator (may designate more than one)
2. Provide ADA Public Notice of non-discrimination
3. Establish a Grievance Procedure
4. Develop a Transition Plan – evaluation of the accessibility of the physical facilities
5. Conduct a Self-evaluation – evaluation of the programs, services and activities provided by the district

Designate a responsible employee as ADA Coordinator

Any public entity including school districts with 50 or more employees must designate at least one employee to coordinate ADA compliance. In order to ensure that Title II nondiscrimination, accessibility and other requirements are met; however, SIA recommends districts with fewer than 50 employees also designate an ADA Coordinator.

The purpose of this requirement is to ensure that when the public deals with the school district, they are easily able to identify a person who is familiar with the requirements of the ADA and who can communicate these requirements to other individuals in the agency who may be unaware of their responsibilities. The public entity must provide the ADA Coordinator's name, office address and telephone number to the general public.

The ADA coordinator is the key player in ensuring ADA compliance. The coordinator's role includes:

- *) Planning and coordinating overall compliance efforts
- *) Ensuring the five action steps are achieved
- *) Receiving and investigating grievances on programs, services, practices and employment.

Provide ADA Public Notice of non-discrimination

School districts are required to provide information to applicants, participants, beneficiaries and other interested persons regarding their rights under Title II of the Americans with Disabilities Act. This notice can be posted in a variety of locations including school reception desks, district offices and parent-student handbooks. Commonly, these ADA public notices are posted on a district website for broad distribution of this notice.

A downloadable template ADA Public Notice statement is available on the SIA website.

Establish a Grievance Procedure

School districts with 50 or more employees are required to adopt and publish grievance procedures to provide for a prompt and equitable resolution of a complaint under Title II of the ADA. As with the ADA Coordinator, SIA recommends that all districts provide for a grievance procedure process regardless of their size or number of employees.

Sample grievance procedures are available which specifically cover ADA-related grievances, although most school districts use a Uniform Complaint Procedure (UCP) form which can cover discrimination and harassment in a broad range of categories to simplify the process. Recommended Uniform Complaint Procedure forms are available on the California Department of Education website as well as through SIA.

Note: A Williams Act complaint form is not the same as the UCP form used for alleged discrimination based on mental or physical disability or other types of discrimination .

Develop a Transition Plan – (evaluation of the accessibility of the physical facilities)

A Transition Plan is a written document which identifies the physical obstacles or “barriers” that limit the accessibility of its programs or activities to individuals with disabilities. The report is created by performing an accessibility survey at a facility and documenting these findings. The report also includes recommendations for making the facility accessible by modifying the identified element to comply with the state and federal accessible building standards.

Most SIA schools have web-based Transition Plans which are available online. Contact SIA for more details and information on accessing these reports for your district.

Conduct a Self-evaluation – (evaluation of the programs, services and activities provided by the district)

A self-evaluation is a process in which a school district evaluates its current programs, services, policies and practices to determine if they are consistent with the full participation of individual with disabilities and with the requirements of state and federal accessibility laws. This is primarily accomplished through a series of self-evaluation surveys by school principals, program administrators, parents and community members or organizations as well as interested persons with disabilities or groups representing individuals with disabilities. The Self-evaluation report documents the list of persons surveyed, any accessibility issues identified during the process, and modifications made to the programs or activities to eliminate these issues.

Contact SIA for more information regarding the Self-evaluation process and sample surveys that can be used to facilitate the creation of a Self-evaluation document.