



DATE: December 16, 2009
TO: Dr. J. Brian Sarvis, Superintendent
FROM: Michael J. Gonzalez, Director of Student Services and Compliance
RE: Status Report on Item 2.14.9 of the ADA Self-Evaluation and Transition Plan of the Mitchum Settlement

Background

On May 19, 2003, the Santa Barbara School Districts settled the Mitchum v. Santa Barbara School Districts, Case No. 106641. The suit alleged that the district denied “full and equal access to, and use and enjoyment of, the facilities and programs of the Districts because of architectural and programmatic access violations.” As part of the settlement agreement, the Districts accepted the findings and recommendations of the ADA Self-Evaluation and Transition Plan prepared by Logan Hopper, ADA consultant, dated January 31, 2003.

The ADA Self-Evaluation and Transition Plan addresses the Santa Barbara School Districts responsibilities under Title II of the Americans with Disabilities Act of 1990 which is companion civil rights legislation with the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973.

The ADA Self-Evaluation portion of the ADA Self-Evaluation and Transition Plan is an assessment of Districts’ programs and services that identifies discriminatory practices in Districts’ programs and services and outlines actions to be taken to end the discriminatory practice. The Transition Plan portion of the ADA Self-Evaluation and Transition Plan documents the physical barriers to persons with disabilities that are present in district facilities and buildings, and describes the structural modifications that will be undertaken to provide accessibility in priority order.

Issue

During Public Comments of the Board meeting of December 15, 2009, Joan Esposito alleged that the Superintendent and the Director of Compliance were in violation of Mitchum Settlement’s ADA Self-Evaluation and Transition Plan. Specifically, Ms. Esposito stated that it had come to her attention that the district was not in compliance with recommendation 2.14.9 of the District-wide Policies and Procedures of the Self-Evaluation portion of the ADA Self-Evaluation and Transition Plan. Item 2.14.9 recommends and the district agreed to “Hold an Annual Disability Awareness day at each school site.”

Results

Attached you will find Mr. Logan Hopper’s review of the Districts’ Semi-Annual Report for the period 1/1/09 – 6/30/09. The report serves as the consultant’s review of the completion of programmatic accessibility and architectural barrier removal work performed by the districts under the Mitchum Settlement Agreement.

Page 3 of the report reviews the districts’ progress regarding item 2.14.9, District-wide Policies and Procedures: “Hold an Annual Disability Awareness Day at each school.” Mr. Logan states “While it appears that some secondary schools had disability-related activities during Diversity Week during the

Adams Elementary School	Home School Santa Barbara	Peabody Charter School	Goleta Valley Junior High School	Alta Vista Alternative High School
Cesar Chavez Charter School	McKinley Elementary School	Roosevelt Elementary School	La Colina Junior High School	Dos Pueblos High School
Cleveland Elementary School	Monroe Elementary School	Santa Barbara Charter School	La Cumbre Junior High School	La Cuesta Continuation High School
Franklin Elementary School	Open Alternative School	Santa Barbara Community Academy	Santa Barbara Junior High School	San Marcos High School
Harding Elementary School		Washington Elementary School		Santa Barbara High School

last school year, it was not clear that each elementary school had an appropriate program.” This is an accurate assessment of the status of Disability Awareness Day in district elementary schools and is not an accurate assessment of the work done in the secondary schools. In April, 2004 a series of meetings were initiated with Special Education Director Jeff Gabrielson and local disability serving organizations including: the Tri-Counties Regional Center, Independent Living Resource Center, Santa Barbara City College, and the Rehabilitation Department to address the requirements of 2.14.9. At the recommendation of this group, the name Disability Awareness was changed to Ability Awareness. The districts will comply with the requirements of the Mitchum Settlement and change the name back to Disability Awareness. Since February 2005, the secondary schools have conducted ability awareness activities as part of the annual Diversity Week activities. The activities include schoolwide and classroom assemblies, speakers, films, presentations, workshops, and other activities designed to bring about greater awareness of the needs and perspectives of people with disabilities.

Reports submitted to Mr. Hopper and the plaintiff’s attorney have continuously stated that the districts had partially implemented item 2.14.9 acknowledging that only the secondary schools were holding Ability Awareness Day activities during our February Diversity Week activities. With the assistance of a now stabilized district special education department, the district offices can now proceed to assist the elementary schools in implementation of the requirements of item 2.14.9 Disability Awareness Day this year. The first planning meeting took place on November 4, 2009. We anticipate that every district school will comply with the requirements of item 2.14.9 by holding appropriate Disability Awareness activities this year. Documentation of the activities will be forwarded to Mr. Hopper and to you. (See the attached emails.)

LOGAN HOPPER ASSOCIATES

Architects and ADA Consultants

December 4, 2009

Michael Gonzalez, ADA Coordinator Martin Carpenter Rhoda Benedetti
David Hetyonk, Facilities Director Carpenter Rothans Dumont Benedetti & Associates
Santa Barbara School Districts and Doumanian, LLP 1111 Civic Drive, Ste. 380
720 Santa Barbara Street 888 S. Figueroa, Ste. 1960 Walnut Creek, CA. 94596
Santa Barbara, CA 93101 Los Angeles, CA. 90017

Re: Sonya Mitchum, et. al., v. Santa Barbara School Districts:
Consultant's review of the District's Semi-Annual Report for the period 1/1/09 - 6/30/09
and report on recent meeting and facility inspections

Dear Mr. Gonzalez, Mr. Hetyonk, Mr. Carpenter, and Ms. Benedetti:

This report has been prepared to serve as the Consultant's review of the District's Semi-Annual Report, dated November 4 & 10, 2009, covering the period from January 1, 2009, through June 30, 2009. Both the District's and my report describe the completion of programmatic accessibility and architectural barrier removal performed by the District under the Settlement Agreement in the above referenced matter.

This Consultant's report contains reviews of the following types of information contained in the District's reports: (1) progress made in completing both the preparation and implementation of the "Districts' Policies, Practices, and Procedures Implementation Plan", dated October, 2009, and (2) verification of access work completed under the approved ADA Transition Plan and the "Districts' Architectural Barrier Removal Report". These two items are each discussed separately below.

In addition, this Consultant's report contains recent meeting minutes and topics of discussion and agreement between the parties, as transpired at the meeting held at the District offices on November 19, 2009.

1. Requests For Exceptions to Transition Plan Items

Past Consultant's reports have included a summary of the exceptions granted under the Settlement Agreement, Paragraph II.A.12. This section states that: "The Parties agree that, should the Districts desire to seek an exception relating to any barrier work described above, the Parties shall utilize the following Exception Process: Step One: District will provide to Logan Hopper (a) a list of requested exceptions, and (b) plans for the Districts' alternative solution for each requested exception. The Districts and Mr. Hopper will then attempt to resolve the Districts' exception request. In the event that the Districts and Mr. Hopper are unable to resolve the exception request, the Parties will proceed pursuant to the Dispute Resolution Process set forth in Paragraph IV below."

Since there have been no additional exceptions requested or granted since the last Consultant's report dated December 29, 2008, the current Table of Exceptions is not presented in this report, since it is quite lengthy. The parties are asked to refer to the Consultant's last semi-annual report if any information about the exception process is desired.

2. ADA Implementation Plan for Making Programs, Services, & Activities Accessible

The District's Semi-Annual Report includes a programmatic access component that is in response to the Settlement Agreement, Par. II.B.3., which states that the District will prepare an Implementation Plan for the implementation of all recommendations set forth in the ADA Self-Evaluation, and shall include (a) the program, (b) the recommendation, (c) the activities to implement, (d) the responsible person, (e), the time schedule, and (f) the measurable outcomes. While some past reports have included the prescribed six-column chart that listed all of the items described above, the chart included with the current semi-annual report includes a four column chart that omits some of the items described above. This was discussed at the recent meeting, and it was agreed that future charts (including the one that will be submitted as part of the next semi-annual report due after the first of 2010) will follow the six-column format described above.

The Settlement Agreement, Par. II.B.4., states that I am to review and approve the plan. As discussed at the recent meeting, it is believed that the plan is comprehensive and includes the applicable programs. If put into the six-column format, I could approve the format. However, some of the recommendations are still under review (the current Implementation Plan has several entries in the "Status" or "Result" column indicating "in progress", "under development", "under review", or to be completed in the future). Therefore, it is possible for me to approve the plan for those areas where the required activity and result have been described, but it is not possible for me to approve those parts of the plan that have not been fully developed or are still under review by the District. It should be clarified that my approval of the completed areas of the plan is intended to relate only to the fact that the intended activities and results are deemed to be appropriate, but not that the results have been fully implemented. Many of these programmatic areas require on-going activity that will be monitored after receipt of the next semi-annual report, and hopefully, my full review will be completed by June 30, 2010.

In an effort to complete and approve the Implementation Plan, there have been seven items that were described in past reports and that were specifically discussed at the recent meeting. I have included below discussions from the meeting and recommendations to resolve the seven remaining areas of programmatic access. It is hoped that these will be fully described and included in the next semi-annual report due after the beginning of 2010, and that the implementation of these items can be effectively completed by June 30, 2010.

- (1) Item no. 2.7(6) (Effective Communications) and Item no 2.14.6: "The District should purchase and install TTY's at each school site main office and at all departments...": As was discussed at the recent meeting, the District reports that TTY's have been purchased and delivered to several sites, and are on order to be delivered to all sites soon. It is expected that the next semi-annual report will give more detail on how the implementation is proceeding, so that I can check the presence of TTY's at all sites during the next round of site visits in early 2010. It is to be expected that there may be some operational procedures and potential problems that will still need to be resolved, even after that date. This item also includes having proper TTY phone number listings in school site publications, literature, and stationary, so that deaf individuals can know how to access the TTY's, and the next semi-annual report should also include a description of how this aspect is being implemented.

- (2) Item no. 2.13, Elevator and Lift Policy: The elevator and lift policy as described in the approved ADA Self Evaluation has not been included in the Implementation Plan. These recommended procedures have little cost implication, should be easy to implement, and should not compromise security. The District reported at the recent meeting that students with disabilities are given keys upon request, but these procedures should be clarified in writing and included with the next semi-annual report. An alternate policy for providing elevator keys to non-students should also be described in the next report. I have continued to have trouble accessing elevators at sites due to the inability of administrative staff to find keys or having no one present at the time of my visit. While giving keys to students with disabilities partially resolves access problems, it should be realized that parents and teachers also might need immediate access. Also, it should be realized that Title II of the ADA and State accessibility codes require elevator and lift access "without assistance", meaning that it is not really acceptable for someone to have to escort building users, including visitors and parents, to elevators or lifts, unless they specifically request it.
- (3) Item 2.14.9, District-wide Policies and Procedures: "Hold annual Disability Awareness Day at each school site." This requirement was discussed at length during the recent meeting. While it appears that some secondary schools had disability-related activities during Diversity Week during the last school year, it was not clear that each elementary school had an appropriate program. It was discussed at the meeting that the intent of the Settlement Agreement was that the event should indeed be called "Disability Awareness Day" and that no other term should be used, since avoidance of the term "disability" in favor of words which some feel are less definitive can actually be an affront to some persons with disabilities and disability advocacy groups. While it would certainly be acceptable to hold the Disability Awareness Day during Diversity Week, most of the activities of that day should be primarily devoted to a realistic (i.e., not focused on the exceptional, but rather typical, non-stereotypical, day-to-day experiences) perspectives of persons with various disabilities. A number of ideas were discussed at the meeting, and it was recommended that the District request assistance from local disability advocacy groups in planning the activities. I would expect to receive more detailed information about these activities as they become more definite. This report is not the proper format for discussing detail content, but I would be glad to provide assistance on content after receiving some more details on what the District is planning. More details should also be given as part of the next semi-annual report, and I would plan to visit Santa Barbara to attend the "Disability Awareness Day" activities at one or more schools.
- (4) Item 2.14.19, Extra-curricular activities for special education students: As was discussed at the recent meeting, the current implementation plan states that the "disabled students have access, to the extent possible, to extracurricular and co-curricular activities...". This exact wording is not acceptable, since students should have full access under any circumstances (except under the most extreme circumstances, such as for scuba diving), not just "to the extent possible." It is not known what exactly is stated in Board Policy 6145, but this item should be revised. Also, while we have seen some basic non-discrimination statements that disabled students should have equal access, that is entirely different from developing proactive policies, which this item requires. It is hoped that the next semi-annual report will give more detailed information on how equal access to extracurricular and co-curricular activities is assured for these students.

- (5) & (6) Item 2.14(26 & 27), District-wide computer and internet programs: Based upon a review of the District's web site, it appears that these requirements are being improved but not yet fully implemented, and the Implementation Plan indicates that a review is in progress. During my last visit to Santa Barbara, I met with Linda Steele, the Districts' webmaster, and I was impressed with her commitment to this issue and the progress that she has made. However, she had several questions about detailed regulatory requirements, ones that I do not have the technical expertise to answer fully, and it appears that there needs to be additional follow-up and implementation. It is also believed that the District needs to include more ADA and disability-related information on the website (such as ADA Coordinator contact information, forms for reasonable accommodations and interpreters, etc.). I provided Ms. Steele and the District with some information on the California Digital Inclusion Program, operated by the Center for Accessible Technology. This is a free, accessible website consulting program, and I have recommended to the District that they enroll in the program in February, 2010. While this is not the only avenue of compliance available to the District, enrolling in the program and completing the program successfully in October, 2010, will meet the requirements for my approval of this item.
- (7) Item 2.14(32), District-wide physical education and sports programs: "In all sports programs, develop alternative programs for students with activities for students with disabilities, aligned with regular sports activities." We discussed this item at the recent meeting, and while it is believed that there are some very general non-discrimination policies that relate to these issues, it appears that no specific alternative programs have been specifically developed for the basic type of disabilities that can be expected to be present, and no specific plans have been made to include these activities. One suggestion would be for the District to form a committee of 4 to 6 physical education teachers from elementary and secondary levels to examine the possible alternatives; I would be happy to meet with such a group to discuss these issues.

3. Access Work Completed under the Transition Plan at the Various Sites

The chart at the end of this section contains a revised list of construction and barrier removal items still remaining, based upon the information received from the District and my most recent site inspections. This table is different from those contained in my original reports, in that rather than showing the current status of all barrier removal work, it shows only those items remaining at each school site. Therefore, it is similar to a "punch list" that is typically used near the completion of construction projects to describe the remaining work. Since the required barrier removal work is nearing completion or already completed at most sites, it is believed that this represents a simpler and more usable reporting format for the current status. It is also hoped that such a "punch list" can be more effectively used to remove the remaining items from the list over the next year. **It is requested that the previous lists that showed all barrier removal items no longer be used, since it appears that use of these lists has added to some confusion and wasted time on the part of architects who reviewed and responded to older lists.** If the District feels that any work shown as incomplete or partially complete on the current list has actually been completed, please let me know as soon as possible.

It should be noted that my site visits have shown that all barrier removal items required by the Settlement Agreement and the ADA Transition Plan have been successfully completed at nine school sites and that no further work detailed in the Settlement Agreement is required. These sites are:

1. Dos Pueblos High School
2. San Marcos High School
3. Goleta Valley Middle School / Santa Barbara Charter School
4. La Colina Junior High School
5. La Cumbre Junior High School
6. Santa Barbara Junior High School
7. Adams Elementary School
8. Roosevelt Elementary School
9. Administration Center

These sites have been noted as complete with no remaining items in chart that follows in this section. The only exception to this is that some of these school sites may need additional work to remove barriers at School Health Offices, as discussed below.

The remaining work begins on a separate page, so that this portion of my report can be given to the architects involved in the barrier removal projects, separately from the rest of the report.

Please feel free to call or write if there are any questions or concerns about this report.

Sincerely,



Logan Hopper, Principal Architect

Barrier Removal Work Remaining to be Completed:

During the recent meetings, it was reported that there have been some complaints from parents and students about the fact that some school Health Offices had inaccessible elements that could include narrow entry doors to main rooms, restrooms, and cot rooms; restrooms without sufficient maneuvering space at toilets or without grab bars; or other problems. The schools reported to be the most problematic were Santa Barbara High School, Adams Elementary School, Monroe Elementary School, and the Open Alternative School. In addition, Goleta Valley Jr. High School was reported to have bathroom access problems, and La Colina Jr. High School was reported to have an entry not wide enough to accommodate wheelchairs.

During our most recent site inspection at Santa Barbara High School, we visited the Health Office and found that that indeed the doors to the restroom and to the cot room were too narrow, and that the toilet partitions prohibited access to the toilet. It was agreed that the District Facilities Department would look into ways of removing these barriers using in-house staff. The narrow entry to the restroom could most likely be increased to 30" clear (a width allowed for some existing facilities) by installing "swing-clear" hinges and removing the doors stops except at the latch. Also, the toilet partitions could be removed and grab bras installed at the rear and side of the toilet.

As part of the final barrier removal work, all schools' Health Offices should be reviewed for accessibility, with particular emphasis on those schools listed above, and all barriers remediated to allow for functional use of the facilities by persons with disabilities. As described above, it is believed that these areas can be made functionally accessible by making relatively minor adjustments using in-house staff. I will be glad to assist with ideas or plan sketches, if requested. During the next site visits after the first of 2010, I will visit these sites to review any recent modifications and what issues may still be present.

Listed below are the other remaining barrier removal items at each site:

Secondary Schools (in alphabetical order):

1. Dos Pueblos High School: No remaining items.
2. Goleta Valley Junior High School: No remaining items.
- 2a. Santa Barbara Charter School (at Goleta Valley Junior High School): No remaining items.
3. La Colina Junior High School: No remaining items.
4. La Cumbre Middle School: No remaining items.
5. Santa Barbara High School: Remaining items:
 - Item 4.16: Main Building: Install solid panel to complete removal of ticket booth.
 - Item 4.17: Main Building: Construct accessible dressing room at accessible level (This may have been completed, but could not be reviewed during the recent site visit).
 - Item 4.24: North Annex: Install uneven pair doors at entry to Career Center, with 32" clear width.

5. Santa Barbara High School: Remaining items (continued):

Item 6: Childcare: Provide an accessible entry gate from the parking lot and from the east side to the main center entry ramp, and keep area clear for access. (Note: During the recent site visit, it was noted that the double gates were chained and were not accessible, and that the single gate did not have a paved path to the main entry.)

Item 15.1: Stadium: Provide accessible seating at the stadium, home side of field. (Note: During the recent site visit, it was noted that the enlarged flat area at the top of the bleachers had no accessible path of travel, a hazardous drop-off, no signage, no marked accessible parking, and no companion seats. It is unclear if the bottom of the home bleachers are intended for accessible seating, but if so, there should be appropriate signage, line of sight over other standing spectators, and companion seats.)

Item 16.4: Signs: Provide ISA at accessible entries to all buildings.

6. Santa Barbara Junior High School: No remaining items.

7. San Marcos High School: No remaining items.

Elementary Schools (in alphabetical order)

8. Adams Elementary School: No remaining items.

9. Cleveland Elementary School: Remaining items:

Item 3.1: Post signs at the top of steep paths not removed by these recommendations, stating that the paths are steep and not suitable for persons with disabilities and stating location of accessible paths.

Item 9.1: Provide the required number of ground-level play components at the new main play structure.

Item 9.3: Install rubber matting, or other approved surfacing, under accessible components at the main and Kindergarten play structures.

10. Franklin Elementary School: Remaining items:

Item 9.2. Install rubberized matting, or approved accessible surfacing, under accessible components at play structure in Kindergarten play area.

Item 10.1. Properly install room identification signs with Braille and raised letters at all permanent rooms and spaces. (Note: Room signs for several rooms in the B Building (Library) are missing. Room signs for classrooms 19-25 and 26-30, front and rear entries, are incorrectly mounted on the doors or on the wrong side of the doors, not on the walls adjacent to the latch side of the doors.)

Item 10.3. Install directional signs at locations as needed to identify accessible routes where they are not immediately clear. (Note: Signs mounted next to the inaccessible restrooms in the main front building and near classrooms 11 & 14 make no sense. They read: "Restrooms adjacent to sign are accessible", but there are none adjacent to signs.)

11. Franklin Children's Center: Remaining items:

Item 7.1. Install rubberized matting, or other approved accessible surfacing, level with the adjacent walk and under required accessible components at the new play structure.

12. Harding Elementary School: Remaining items:

Item 4.2: Install lever hardware on doors to conference room and private office.

Item 8.1: Re-install room identification sign with "Office" in Braille and raised letters at the main office entry from the front corridor. (Note: If the other office entry around the corner is to be used as the main entry, the new room identification sign should state that.)

13. McKinley Elementary School: Remaining items:

Item 3.2: Install signs at the top and bottom of the non-complying ramp near the Kindergarten classrooms, directing people to the complying ramp. (Note: During the recent site visit, it was noted that it is still confusing as to which ramp should be used, and that staff were not aware that they should be using the ramp that goes toward the north and west around the Kindergarten building as the accessible ramp access.)

Item 5.1: Mark accessible path of travel for portion of exterior path and construct short ramp on the path outside rooms 7-10. (Note: See Exception No. 61, as approved.)

Item 9.1: Replace the surface under the play structure on the main playground with rubberized matting or equal accessible surface.

14. Monroe Elementary School: Remaining items:

Item 9.3: Install rubber matting, or other approved accessible surfacing, under all of (or accessible components at) the new Kindergarten play structure. (Note: An exception has been approved to defer completion until funding drive is completed.)

Item 9.4: Provide accessible ground-level and above-ground level play components at the new Kindergarten play structure. (Note: An exception has been approved to defer completion until funding drive is completed.)

15. Peabody Elementary School: Remaining items:

Item 3.1: Re-grade and pave portion of path at rear entrance from street near portable 31.

Item 6.3: Install modular restroom building with 1 girl's and 1 boy's accessible restroom between portables 26 and 31.

16. Roosevelt Elementary School: No remaining items.

17. Santa Barbara Community Academy: No remaining items.

18. Washington Elementary School: Remaining items:

(Note: During the recent site visits, the school was not visited since the District reported that work had not been completed, and it is probable that some items listed below have been completed at this point. A final review will be conducted when notified that all current work has been completed.)

Item 3.1: Regrade and repave ramp from boys' restroom at Room 9 to portable area and install handrails.

Item 3.2: Regrade and repave area between PAVPB, Library, and Rooms 16 and 21, including sloped path between PB and Room 21.

Item 3.3: Regrade and repave ramp between Rooms 12 and 15 (portable), and install handrails.

Item 3.4: Install curbs or rails on the paths to the accessible entries at the Library and Rooms 14 and 17.

18. Washington Elementary School: Remaining items (continued):

Item 3.5: Install handrails on the ramp leading to Room 22.

Item 3.6: Install an accessible path to the grass field from portable Room 21.

Item 10.1: Install the accessible signs on each of the accessible restrooms.

Item 10.2: Install complying room identification signs on all permanent rooms and spaces.

Item 10.3: Install directional signs at inaccessible routes directing people with disabilities to the closest accessible route. These include the top and bottom of the steep ramp at the main office and at playground level changes.

19. Administration Center No remaining items:



Michael Gonzalez <mgonzalez@sbsdk12.org>

Reminder - Mitchum Settlement Agreement & Annual Disability Awareness Day

5 messages

Michael Gonzalez <mgonzalez@sbsdk12.org>

Tue, Nov 3, 2009 at 3:13 PM

To: Amy Alzina <aalzina@sbsdk12.org>, Mike Vail <mvail@sbsdk12.org>, Casie Killgore <ckillgore@sbsdk12.org>, Sally Kingston <skingston@sbsdk12.org>, Emilio Handall <ehandall@sbsdk12.org>, Bud Andrews <bandrews@sbsdk12.org>, Alex Tashma <atashma@sboas.org>, Donna Ronzone <dronzone@sbroosevelt.org>, Eric Nichols <enichols@sbsbca.org>, Demian Barnett <dbarnett@sbsdk12.org>
Cc: Robin Sawaske <rsawaske@sbsdk12.org>, Barbara Keyani <bkeyani@sbsdk12.org>, Tom Guajardo <tguajardo@sbsdk12.org>, elemsecret@sbsdk12.org

Good afternoon Elementary principals,

I want to encourage your attendance at the Wednesday, Nov. 4 planning meeting regarding Diversity and Equity Awareness Week/Day at 3:30 p.m. at the La Colina JHS library. As I have previously shared with you, the district is obligated by the Mitchum Settlement of 2003 to annually hold a Disability Awareness Day at all of our elementary and secondary schools. The secondary schools include it as part of the week long activities of the February Diversity and Equity Awareness Week Activities. This year the elementary schools must also address this issue though not necessarily in February. Tomorrow's meeting will give you a chance to discuss and learn how to implement this at your schools, Many thanks.

Sally Kingston <skingston@sbharding.org>

Tue, Nov 3, 2009 at 5:45 PM

To: Michael Gonzalez <mgonzalez@sbsdk12.org>

I would love to go. I have previously-scheduled SST meetings.

We are planning to become a NO PLACE FOR HATE SCHOOL.
Working on this with the leadership team.

sak

From: Michael Gonzalez [mailto:mgonzalez@sbsdk12.org]

Sent: Tuesday, November 03, 2009 3:13 PM

To: Amy Alzina; Mike Vail; Casie Killgore; Sally Kingston; Emilio Handall; Bud Andrews; Alex Tashma; Donna Ronzone; Eric Nichols; Demian Barnett

Cc: Robin Sawaske; Barbara Keyani; Tom Guajardo; elemsecret@sbsdk12.org

Subject: Reminder - Mitchum Settlement Agreement & Annual Disability Awareness Day

Good afternoon Elementary principals,

I want to encourage your attendance at the Wednesday, Nov. 4 planning meeting regarding Diversity and Equity Awareness Week/Day at 3:30 p.m. at the La Colina JHS library. As I have previously shared with you, the district is obligated by the Mitchum Settlement of 2003 to annually hold a



Michael Gonzalez <mgonzalez@sbsdk12.org>

Nov 4-planning mtg re diversity

1 message

Barbara Keyani <bkeyani@sbsdk12.org>

Wed, Oct 14, 2009 at 2:46 PM

To: Amy Alzina <aalzina@sbsdk12.org>, Brent Millhollen <bmillhollen@sbmonroe.org>, Demian Barnett <dbarnett@sbwashington.org>, Donna Ronzone <dronzone@sbroosevelt.org>, Mike Vail <mvail@sbsdk12.org>, Sally Kingston <skingston@sbsdk12.org>, Emilio Handall <ehandall@sbsdk12.org>, Casie Killgore <ckillgore@sbsdk12.org>, "Alejandra (Alex) Tashma" <eguizabal@verizon.net>, Eric Nichols <enichols@sbsdk12.org>, Veronica Rogers <vrogers@sbsdk12.org>, David Ortiz <dortiz@lacolijnajhs.org>, Jo Ann Caines <jcaines@sbsdk12.org>, John Becchio <jbecchio@gmail.com>, Mark Swanitz <mswanitz@dphs.org>, Mark Capritto <mcapritto@sbsdk12.org>, Kathleen Abney <kabney@sbsdk12.org>, "Clevenger, Norm" <nclevenger@sbsdk12.org>, Roxanna Stern <rstern@smroyals.org>
Cc: Robin Sawaske <rsawaske@sbsdk12.org>, Michael Gonzalez <mgonzalez@sbsdk12.org>, Gerald Andrews <gandrews@sbsdk12.org>, Tom Guajardo <tguajardo@sbsdk12.org>

To: All principals

At 3:30, Nov 4 in the La Colina library, we are putting together a planning session for the spring Diversity and Equity Awareness Week (secondary). I am inviting ADL, Beyond Tolerance, Just Communities, and possibly other resource organizations (esp re ability awareness).

You, an AP, and/or other rep from your school are invited. Meeting will last about 1 hour.

I anticipate some good ideas that would meet the No Place For Hate goal of 100% participation this year.

The discussions should have applicability for both elementary and secondary and principals at all grade levels are welcome.

You are encouraged to bring information about activities that have worked well at your site.

Barbara

Diversity info

1 message

Barbara Keyani <bkeyani@sbsdk12.org>

Tue, Nov 10, 2009 at 9:14 PM

To: Amy Alzina <aalzina@sbsdk12.org>, Brent Millhollen <bmillhollen@sbmonroe.org>, Demian Barnett <dbarnett@sbwashington.org>, Donna Ronzone <dronzone@sbroosevelt.org>, Mike Vail <mvail@sbsdk12.org>, Sally Kingston <skingston@sbsdk12.org>, Emilio Handall <ehandall@sbsdk12.org>, Casie Killgore <ckillgore@sbsdk12.org>, "Alejandra (Alex) Tashma" <eguizabal@verizon.net>, Eric Nichols <enichols@sbsdk12.org>, Veronica Rogers <vrogers@sbsdk12.org>, David Ortiz <dortiz@lacolainajhs.org>, Jo Ann Caines <jcaines@sbsdk12.org>, John Becchio <jbecchio@gmail.com>, Mark Swanitz <mswanitz@dphs.org>, Mark Capritto <mcapritto@sbsdk12.org>, Kathleen Abney <kabney@sbsdk12.org>, "Clevenger, Norm" <nclevenger@sbsdk12.org>, Roxanna Stern <rstern@sbsdk12.org>, mtorina@sbsdk12.org, cgomez@smroyals.org, mstieren@sbsdk12.org
Cc: Robin Sawaske <rsawaske@sbsdk12.org>, Michael Gonzalez <mgonzalez@sbsdk12.org>, Tom Guajardo <tguajardo@sbsdk12.org>, Nancy Tobin <ntobin@sbsdk12.org>, jreid@adl.org, alamarie@justcommunitiescc.org, Brian Sarvis <bsarvis@sbsdk12.org>

Members and friends of the Diversity Advisory Committee:

Last week's diversity meeting provided some good opportunities to meet with community reps and talk about diversity and equity awareness and No Place for Hate opportunities for this school year.

Diversity and Equity Awareness Week activities will be the week of Feb 12 in the junior highs and the week of Feb 16 in the high schools.

The Rehabilitation Institute was noted as one contact for speakers.

Jackie Reid is available as a resource for diversity/No Place for Hate activities. Jo Ann Caines is also a great resource. I have asked Nancy Tobin to think about library resources on the subject for our elementary schools. I hope to have more for you on that later.

Adele Rosen is signing up junior high schools and 6th grade classes for "The Right to Dream," March 22-26.


Superintendent's goal is to have 100% No Place for Hate participation this year.

DECEMBER 4 is the ADL deadline for No Place for Hate approval forms to be turned in.

APRIL 4 is the deadline for No Place for Hate activities to be completed.

Barbara Keyani and David Ortiz, co-chairs

PS: attached is info that Tom Guajardo asked that I share re ability awareness.

 doc20091110205013.pdf
1706K

Welcome to the Commission on Disability Access at UCSB!

The Commission on Disability Access (CODA) at the University of California at Santa Barbara is proud to serve as the liaison for the UCSB campus community. We promote increased awareness of disabilities, strategies for personal empowerment, a social atmosphere for networking and a venue for addressing access issues.

Upcoming events: Disability Awareness Week (DAW) 4th week of spring quarter April 19th-22nd

Preliminary night time events are as follows:


- * Introduction
Come get to know us a little better at 7pm
Join us for a social gathering in the Commons with the Student Union
of UCSB. Followed by a presentation on how to get involved and how
to access our resources for personal change.
- * Meeting Minutes
Catch up on the CODA meetings

Comments are welcome. Please contact the CODA executives at codaexec@as.ucsb.edu or the
Webmaster at ericridgeway@umail.ucsb.edu

Office of the Vice Chancellor, Administrative Services
University of California, Santa Barbara

Disability Resources

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Disability Resources Home
Campus Resources:
• Departments
• Faculty
• Staff
• Students
Advisory Committee on Campus Access
Campus ADA Handbook
Complaint Resolution
Reporting a Physical Barrier

Accessible Parking Information
Accessible Parking Location Map
Disabled Students Program
Human Resources-Disability Benefits

Student Resources

Providing academic accommodations to students with disabilities is a shared responsibility of the campus. Students with disabilities are responsible for ensuring that the **Disabled Students Program (DSP)** is aware of their disabilities and for providing DSP with appropriate documentation. DSP is located in 2120 Student Resource Building and serves as the campus liaison regarding issues and regulations related to students with disabilities. The DSP staff works in an advisory capacity with a variety of campus departments to ensure that equal access is provided to all disabled students.

Associated Students' Commission on Disability Awareness (CODA) promotes increased awareness of disabilities, strategies for personal empowerment, a social atmosphere for networking and a venue for addressing access issues.

<http://as.ucsb.edu/coda/>

For more information and guidance, students are encouraged to consult the campus ADA Handbook. The ADA Handbook covers a wide variety of topics, including:

Qualifying for Service
Types of Accommodations
Temporary Disabilities
Faculty's Role in Student Accommodations
Confidentiality & Self-Identification
Terminology & Etiquette

Students with a concern or complaint related to a disability are encouraged to initiate informal resolution with a department head, Dean, Disabled Students Program, Graduate Division (graduate students), ADA Compliance Officer, Office of Equal Opportunity or Office of the Ombuds.

Information for Incoming Students with Disabilities to UCSB: The Office for Civil Rights (OCR) in the U. S. Department of Education's pamphlet- Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities- explains the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools. This pamphlet, with additional information specific to UCSB, includes helpful information regarding the transition from high school to a university setting.

Printable Version: Students with Disabilities Preparing for Postsecondary Education

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Fall Quarter

- November 25, 2009 - Wed
- December 21, 2009 - Mon
- December 22, 2009 - Tue
- December 23, 2009 - Wed
- December 28, 2009 - Mon
- December 29, 2009 - Tue
- December 30, 2009 - Wed

Winter Quarter

- February 12, 2010 - Fri

Spring Quarter

- April 19, 2010 - Mon
- May 28, 2010 - Fri
- July 2, 2010 - Fri



For further questions or comments, please contact help@evc.ucsb.edu
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None at this time

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» [Family Friendly Brochure](#) (PDF Format)

[more](#)

[Associate Vice Chancellor](#)



Maria Herrera-Sobek
Associate Vice Chancellor
Diversity, Equity, and Academic Policy

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(805) 893-5114

5105 Cheadle Hall

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May 28, 2010 - Fri


July 2, 2010 - Fri

Diversity Events

-
- » [Welcoming New Women: Faculty and Administrators](#) 
November 6, 2009 at 2:00 PM
Women's Center, Student Resource Building
 - » [Film Screening: Alcatraz is Not An Island](#) 
November 4, 2009 at 6:00 PM
MultiCultural Center Theater
 - » [Presentation of the Luis Leal Award for Distinction in Chicano/Latino Literature to Graciela Limon](#) 
October 29, 2009 at 4:00 PM
Corwin Pavilion
 - » [Symposium on the Writings of Graciela Limon](#) 
October 28, 2009 at 5:00 PM
Dolores Huerta Conference Room (South Hall 1623)
 - » [1968: A Global Year of Student Driven Change](#) 
November 20, 2008 ~ November 22, 2008
Department of Black Studies
 - » [Realizing Bakke's Legacy: Equal Opportunity and Access to Higher Education](#) (PDF Format) 
May 16, 2008 at 9:45 AM
Corwin Pavilion
Keynote Speaker: Goodwin Liu
 - » [The Sixth International Corrido Conference](#) (PDF Format) 
May 8, 2008 ~ May 10, 2008
 - » [Film Premiere: Luis Leal: A Journey of 100 Years / Un Camino de 100 Años](#) (PDF Format) 
May 5, 2008 at 6:30 PM
McCune Conference Room
 - » [Intersectionality as Critical Thinking about Inequality](#) (PDF Format) 
February 28, 2008 at 5:00 PM
MultiCultural Center
Bonnie Thorton
 - » [PAID - 2nd Annual EVC and Dean's Symposium](#) 
January 23, 2008
UCLA
 - » [11th Annual Chicana/o Art Exhibition - David Avalos](#) (PDF Format) 
January 15, 2008 ~ March 28, 2008
Multicultural Center Lounge
 - » [PAID - Department Chair's Retreat](#) (PDF Format) 
October 10, 2007 ~ October 12, 2007
UCLA Conference Center at Lake Arrowhead
 - » [Luis Leal 100th Year Birthday Celebration Conference](#) (PDF Format) 
October 1, 2007 ~ October 2, 2007
 - » [How Much Can DNA Really Tell Us About Race?](#) (PDF Format) 
April 25, 2007 at 5:00 PM
MultiCultural Center

Lawrence Baca

» **10th Annual Chicana/o Art Exhibition - Consuelo Jiménez Underwood**

(PDF Format) 


January 30, 2007 ~ March 16, 2007

Multicultural Center Lounge

» **PAID - EVC and Dean's Symposium** (PDF Format) 

January 23, 2007

UCI University Club

» **Diversity at a Research Institution** (PDF Format) 

May 17, 2005 at 3:00 PM

MultiCultural Center

Charles Tatum



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