**ROUGHLY EDITED TRANSCRIPT**

**Association of Programs for Rural Independent Living**

**ADA Youth Training**

**Part IV ‑ Overview of Title II and the 3 Keys**

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[Please stand by for captioning.]

>> SIERRA ROYSTER: Everybody, we're going to get started in about five minutes. If you see on the screen there the question "What is in your community that is a state and local government?" if you would be willing to drop in your answer in the chat box or you can hold on to it when we get to it in the presentation a little bit later. This is the Americans with Disabilities Act Youth Training. This is Part IV, Title II state and local governments. So we'll get started in about five minutes. Thanks for joining us.

Okay, everybody, we're going to get started in about three minutes. Right now you are joining the Americans with Disabilities Act Youth Training, Part IV, in the chat box ‑‑ or in the presentation box you'll see a question "What is in your community that is a state and local government?" Feel free to drop your answer into the chat box. I see Dagger. Hello, Dagger. We're going to get started in about two minutes. So thanks for joining us.

All right, everybody. It is 4:00.

>> OPERATOR: You have been muted.

>> SIERRA ROYSTER: So we are going to go ahead and jump into the presentation today. So thank you all for joining us. Hopefully you're in the right place. If not, stay and join our conversation. Americans with Disabilities Act ADA Youth Training. This is Part IV. We're going to be going over Title II, state and local governments. So we have a great presentation for you. In case you missed it while you were jumping on, if you want, you can answer this question on the screen in the chat box or when we get to it in a little bit you will be able to share your thoughts on that, and that question is: "What is in your community that is a state and local government?" So we'll get to that in a little bit, but I look forward to hearing some of your answers and I already see some are already shared. So thank you for that.

All right. So to join in this call and to make sure that you're a part of the conversation, we want to help you with the webinar logistics. So this is interactive. We're going to have an activity at the end. So we do want you to be involved. And if you have questions, we want to be able to answer them and discuss them. So feel free to jump in at any point in time. We will have a Q&A time towards the end, and any questions that are dropped into that chat box I'll be able to go back to if we didn't get to it beforehand.

If you have a question that is not during the Q time, please raise your hand. So what that is, that's the top of your screen. There is a little person there with their arm raised. If you could click on that button, that lets me know as the host that you have a question. So if you would just make sure you click that and we won't forget about you. We will see you there and we'll make sure to get to you. There will be time where I'll unmute all lines, and that enables you to be able to join into the conversation. If you would like to mute from home, you can do that by pressing \*# or star hashtag and then when you want to join into the conversation you can press the same thing, \*# or star hashtag when you're ready to join in. So that's mute and unmute.

As I mentioned, we will have a Q&A time at the end of Rene's portion of the presentation. So please look out for that, and if you can't hold it, that's fine, you can drop it in the chat box and we will get it to. That is this is Part IV like I mentioned. This is a seven‑part series so we are almost there, guys. Some of you have stuck with us through all of this and we thank you for that. I'm hoping that you have been able to take some information away. Today we're going over the Title II state and local governments and the three keys, which are the three pieces we've learned along the way while we were learning about Title I the last three sessions, disabilities disclosure, reasonable accommodations and requesting an accommodation. All those skills we learned before and knowledge we gained we're going to continue applying it to our trainings coming up with the Dutch rent titles. So April 11th join us for state and local governments specific to transportation. Just remember that today if we're skimming over transportation, we are acknowledging that's such a big subject we have devoted a whole entire training session to that one topic. So we will get to it.

April 18th is the overview of Title III, private entities and those three keys again. May ninth will conclude the training session and that's going to be the overview of Title IV Telecommunications and Title V, Miscellaneous Provisions, along with those three keys, and then reviewing and last chance to ask questions, have some discussion about that. So now I'm going to turn it over to Rene Cummins. She has been walking us through the ADA and understandable ‑‑ in understandable and bite‑size pieces. Rene, I'm going to unmute you so you can join the conversation. That's probably helpful. And I will let you get started. All right, Rene.

>> RENE CUMMINS: Okay. Thank you, Sierra. Before we jump into Title II, state and local government, I just want to mention as a reminder all the things that we've talked about previously that applied to Title I employment, those obligations are separate from the obligations we're going to talk about under Title II. So those still exist for all employers and all workplaces, all the material that we've talked about under Title I, all of that applies. Sometimes people make the mistake of thinking that if they do not have obligations and responsibilities under Title I employment that they're not covered by any parts of the ADA, and that is not true. As we talk about each of the titles we're going to talk about different areas of responsibility and different ways that people are covered under the ADA. So everything we've talked about under employment, that all still applies, and it's very separate. Today what we're going to look at, though, is everything in your community that's a part of state and local government and the responsibilities that all of those agencies from state and local government have just because they are providing something to the public. So they are places of employment. People are working there, and they have those obligations that we talked about under Title I employment, but they also have obligations because they are providing something to the public. Now, what are they providing to the public? They're providing programs, services and activities. So all these parts of state and local government, they are out there in your community and they are providing to you and me and each of us programs, services and activities.

So let's look at the first slide on Title II, state and local government. This slide addresses the ADA and the fact that under the ADA all of us as people with disabilities have certain rights. The first of those is that we have a right to equal access to all of those programs, services and activities that are provided by those parts of state and local government out in our community. And we also have a right to fully participate in all of those programs, services and activities that are provided out in our community. And then the last bullet here under the rights we have under Title II says everybody or nobody. Now, let me tell you what that means. That means for all of those services, programs and activities that are being provided by those Title II agencies and organizations out there in our communities, they have to find a way to make access to each of us, equal access, and a way that we can participate and have the advantage of that program, service or activity. Now, it doesn't necessarily mean that we're all doing it in the same way. It's okay if they have to, for example, move a program to a different location so that everybody can participate, or if they have to provide a program or service or activity separately to a separate group of people or maybe even as a one‑on‑one service so that everybody has access and gets included. And if they cannot find a way to do that, then that particular Title II entity should not be offering that program, service or activity. So it is their responsibility to find a way to be able to provide that to each and every one of us as the citizens who live in their community, but it doesn't necessarily have to look the same for each of us. Every program, service or activity doesn't necessarily need to be presented the same way or include the same group of people or look the same from one group to another, but it is their responsibility to figure out a way that each of us can get access to all of those programs, services and activities that come from our Title II agencies as part of state and local government.

Next slide.

Now, what are the responsibilities specifically that all of those Title II parts of state and local government have when they are providing those programs, services and activities? Those responsibilities fall into three distinct areas, and that's what I'm going to go through now. They have a responsibility to remove physical barriers so that all of us can have access to the program, service and activities and so that all of us can participate, and that's where I mentioned before it might mean relocating where a program or activity is being offered because there may be physical barriers. For example, if a particular author is coming to a local library and is going to be giving a reading from their current book out on the best seller list and everybody wants to attend, but the library where they are scheduling it happens to be in a library ‑‑ a branch library that the room they were going to use is on the second floor and there's no elevator in that building, they simply might choose to relocate that presentation by that famous author so that there are no physical barriers and everyone who wants to participate and attend that reading can do so. So they have an obligation to remove those physical barriers. They also have an obligation to provide effective communication. So if I'm a person who has hearing loss and ‑‑ I'll use the same example ‑‑ I read that book and I want to go to this particular author's book reading and maybe this author is even going to do book signing, and so I want to bring my copy of the book and have an opportunity for that particular author to sign my book, but I need a sign language interpreter. So that is a way that they would be providing effective communication to me so that I can have equal access to that book signing and book reading and also be able to participate fully.

And then the third area is that the Title II entities have to modify existing policies so that nothing that they are doing is in some way screening out people with disabilities because that is the definition of discrimination. If they are in some way having a negative effect on people because of the fact that those are people who have disabilities, then they need to take a look at their policies and modify all of their existing policies. So let me give you a quick example. If a museum that is part of the state's museum has a policy of having their tickets for their special events get distributed at the beginning of the day when they first open the museum and the tickets are given out, and then when they're gone, they're gone, so it's first come first serve, but if the museum has two different entrances and their main entrance has a long cascading set of steps to get into the museum and people line up to get in first thing when the museum opens, and then they have like around the side an accessible entrance where there are no steps and people can enter the museum through a no‑step accessible entrance, but they don't open that entrance until the museum guard, the security people first go to the main entrance and open it, so that means that if you're coming in the accessible entrance where there's a no‑step entrance, you get in a little bit later than all those people that came up the long cascading set of stairs, and so they have a jump on you and they get in line to get those tickets before you. That's a policy that needs to be changed. Whether it means that they get a second museum guard to go to the ‑‑ the inaccessible main entrance and a guard at the accessible entrance and then like through a walkie‑talkie or some kind of a communication between the two they both say, okay, unlock the door, and they unlock the door at the same time, everybody enters the museum at the same time, and everybody has equal access to go get in line and try to get those tickets to the special exhibit before they're all gone.

Second example of modifying existing policies, let's use the museum again that's part of state government, so it's a state museum, and let's say that lots and lots of groups of children from schools and students from various schools around the state all come to that museum, but the museum has a policy that you can't bring any food or drinks into the museum, and there are students who have, because of their disabilities, a need to have regular intake of certain nutrients. In other words, they have to eat on a much more frequent basis, and they have to eat very specific foods and drink very specific kinds of beverages in order to stay hydrated or in order to keep their blood sugar levels at a certain range that they don't want the blood sugar levels to get extremely high or extremely low, or there could be other situations like this where people need to have their own food and drink with them and be able to eat and drink on their own schedules. So in those instances, that museum needs to modify their policy so that someone can make arrangements ahead of time and say, "Look, I know you have a policy for not bringing food and drinks into the museum except in cases where it's related to disability, and I have a situation that's related to my disability." So a person would be able to make that kind of an arrangement and let them know that, for me, it's necessary for me to bring my own food and my own beverages in and to be able to take frequent breaks. So they might tell me where they would like me to go, you know, like there might be a break room or a place that I could use as kind of a time‑out so I'm not just getting my food and drink out in the middle of museum. So that's an example of modifying existing policies so it in no way has a negative effect on anyone based on disability.

Now, the last bullet on this slide says that these state and local government agencies and organizations are operating with public tax dollars. In other words, our taxes, all of us, our taxes go to support these particular agencies and organizations because they are part of state and local government, and because they're using public tax dollars to be able to operate and to fund their programs, services and activities, the ADA holds them to a higher standard. So, in other words, what they're expected to do in terms of removing physical barriers, providing effective communication, and modifying their existing policies, they are expected to go much farther and to do things at a higher level than the private businesses that we'll be talking about later on when we get to Title III. But I just want to make sure that we understand that, that the law expects more out of these Title II agencies because we are funding them with all of our public tax dollars, and that also means that they have a wider pool of resources to draw from. So like when I mention those libraries before, if one in the ‑‑ let's say it's a county library system. If one of those branch libraries needs to provide interpreters for a program, they can get that funding from the larger funding for the whole county government. They don't just have to rely on the budget that is funding what's going on at that particular one branch library. They have funds that they can draw on that are much larger, a larger pool and a far wider resource than if you were just a single mom and pop grocery store, for example. So that's why they are held to a higher standard. They have far more resources to draw from and therefore the law expects them to go farther in meeting their obligations to make their programs, services and activities available to all of us and inclusive so that we can all participate.

Now, before I go on to the next slide, that question that we started with in the beginning, what is in your community that is a part of state and local government, let's go to the next slide, and I'm going to hit upon some of the things that are out in your community that are a part of your state and local government. So they are a part of Title II. This is definitely not an exhaustive list. I didn't want to list everything, but I wanted to hit some of the main things, and if you thought of some things that are not on this list, that's great and we'll go back and maybe acknowledge those and Sierra can look at what came in. Let me run through this slide and the next one, I'm going to run through some different parts of your community that are a part of state and local government.

So we have city auditoriums, auditoriums where there are all kinds of different special events and programs that are offered by your city or your county because they own that auditorium. So I just listed it here as city auditoriums. Also there are libraries. There may be libraries that are city libraries, there may be libraries that are part of your county library system, or they could even be state government libraries. Also there are parks and recreation. There are lots of programs that are offered from your local parks and recreation services. They have programs, activities and services that go on throughout the year, and a lot of those are wonderful programs that are inclusive but also they may have programs that they present where you might have to ask them for something because you want to be able to participate and you need something in the way of either removing a physical barrier or providing effective communication or perhaps even modifying an existing policy.

Next is voting places. We all know how important it is to have a voice in our government. So all of our voting places need to be accessible to us, and they need to allow us to vote privately and independently as much as possible.

Public schools are covered by Title II and are part of your state and local government. So are your visitors Centers that are part of your city as a visitors Center or maybe if you live in, like, the state capitol, like I do, in Raleigh, you could have a visitor Center that is there on behalf of your state. All of those visitor Centers are tied into your state and local government. And so are your public access TV channels and your public access TV stations. So that means if you would like to have a public access TV program that would be aired on your local cable from your public access TV, you should be able to talk to them about how it can be accessible to you and that you could be inclusive and have a program, or you could fully participate through that public access TV station.

Let's look at the next slide. Here are some more examples. Of course, your government that you elect, your city council, your county commissioners, those are all part of state and local government. And so are your police services, your fire department and your emergency services, your 911 emergency services. Any time that you need to contact emergency services, that is also part of state and local government. So are your community theaters, which are receiving grants from usually your arts programs in your cities or your counties. Those are part of state and local government. Your sidewalks and streets are part of state and local government. So if you find that you need a curb cut in order to be able to navigate a route where you would like to go in your community and the curb cut is missing, or other sidewalk problems such as very broken sidewalks, you need to contact your sidewalks and streets department and see if you can get that on a list for them to address as their funds permit and keeping in mind that the standard is held to a much higher level for your state and local government covered under Title II.

And then the last bullet on this slide is public transit. As Sierra mentioned, we're going to do a whole session next time on Title II, public transit, because the ADA has a lot to say about our public transit systems and our paratransit systems. So we will come back to that in our next session. But before we leave this and go to Q&A, I did just want to reiterate what Sierra mentioned, that the three keys that we have talked about in our previous sessions, these are the keys that you use when you contact any of these areas of state and local government or any other areas that we did not specifically name yet and you want to address one of these barriers, because as a person with a disability, you're not able to either access that program, service or activity, or you're not able to fully participate in that program, service or activity. So what do we mean? We use the three keys. First, we disclose. I am a person with a disability and this is the difficulty I'm having. That's where you name the barrier that you've come up against. And then you suggest what you would need so that it will help you to overcome that barrier. It will give you access or it will allow you to fully participate in whatever that program, service or activity is. And then you explain how that particular accommodation request you are making is going to help you and how it will eliminate that barrier. So those are those three keys that once again we're going to use if we run up on any kind of barriers under Title II, whether it's a physical barrier or it's a communication barrier or it's a policy or attitudinal barrier. We're going to approach those using the three keys that we've talked about in previous sessions.

So now I'm going to hand it back to Sierra and we're going to see if we have some questions and answers about state and local government and also I'd like for Sierra to see if we had some answers that came in about what in your community is part of state and local government that maybe we did not name. Because we did not name them all. So, I'll toss this back to Sierra.

>> SIERRA ROYSTER: Hey, everybody. So hopefully all of that was connected ‑‑ I just wanted to make sure. I see the captioner going now. It said the adobe had disconnected. Hopefully you are all still on. But thank you, Rene, for that.

I do want to go back real quick. You gave an example of a diabetes example where somebody would need tee have a policy change for food. Scott had a question about that for you, Rene, and he asked: You wouldn't need to prove that you have a condition? I think that was the question, is would you need to?

>> RENE CUMMINS: No, at any time when you are requesting an accommodation because you have encountered a barrier, you just simply need to disclose, "I am a person with a disability," and notice that Sierra identified it could be diabetes, and it could be. It could be a number of other things that I have that are causing me to have to have a regular and frequent intake of food and beverages, and you don't even have to disclose that unless you want to. That's perfectly okay. I mean, I could be the person, as Sierra described, that would say, "I have diabetes." That's up to me. Because, remember, disclosure is always your choice. And if I want to say, as I did in the example, "I'm a person with a disability, and because of my disability I have to have regular and frequent intake of food and beverages," and so then I go ahead and explain what I'm requesting, but, no, I do not have to provide documentation of my disability. That is not required when you are asking an accommodation of a Title II entity, and essentially what we're doing when we're asking them to remove a physical barrier or to provide us with effective communication, or to modify one of their existing policies, we are asking for an accommodation. That's a good question.

>> SIERRA ROYSTER: Perfect. I'm going to go ahead and open up the lines for everybody to join into the conversation. Remember that if you would like to mute from home you can press \*# or star hashtag to be able to mute from home or unmute from home as well.

>> RENE CUMMINS: ‑‑ parts of state and local government.

>> SIERRA ROYSTER: Can you say that again, Rene?

>> RENE CUMMINS: Did we have any other answers to that question at the beginning about what in your community is a part of state and local government? Did we have anything besides what we covered?

>> SIERRA ROYSTER: Yep, I'm going to read those out while we're waiting for some people to write in their questions right now.

>> RENE CUMMINS: Great.

>> SIERRA ROYSTER: One of those areas ‑‑ or some of those areas included banks, courthouse, parks, official offices, ordinary of elections. DVR, which I assume is division of Vocational Rehabilitation. And then city hall. So those were some of those examples. And I see Molly typed "schools" as another example of that. So I see a lot of those popping in. And I see some other people.

Rene, I would like to go back real quick, if you could ‑‑ you mentioned public schools, and I was wondering if you could kind of clarify a common question which is when you start talking about charter schools but they are public, how do they fall into Title II?

>> RENE CUMMINS: If they are being funded with public tax dollars, that is what meets the definition of what is covered under Title II, and I know where I live there is a portion of the funding for public schools that is dedicated to charter schools. So, in other words, the charter schools that are funded by those public tax dollars, they are a part of the public school systems. So they would be covered under Title II. And I just want to go back to the list that Sierra read off. I think the only one I caught in that list that I would question is banks. Banks are private businesses, they're privately owned. They are corporations. We'll be talking about more of those entities when we get to Title III, but banks are not being funded by our public tax dollars, but they are being funded by all the money that we invest in those banks, but that's a little bit different from the taxes that we pay that are then distributed by our city government, our county government and our state government which then goes into supporting all of these entities that are a part of Title II. So they're a part of state and local government.

The one I did not hear was court rooms. Our court systems are definitely a part of state and local government, and there are many other things out there. You came up with some great additions to the list that I put on there. Like I said, this was not intended to be exhaustive. I just didn't want to go on and on and on. But I did want to give you a variety of all the different things that are in the community that are actually a part of state and local government.

So go ahead, Sierra.

>> SIERRA ROYSTER: We have some questions piling in for you. So, thank you for that answer on charter schools. And then the next question is from the CIL in Miami from Marco. I would like to ask how does the public tax higher dollar standard work?

>> RENE CUMMINS: Okay. Good question. And this will become clearer once we get to Title III, but that's not going to happen for two more sessions, but essentially what I can tell you right now is that what the Title II agencies and organizations that you all added to the list that I started with on these two slides, all of them, what they are expected to do is to go further and to actually do a better job of removing their physical barriers and providing effective communication and modifying their existing policies, they're expected to do this to a greater degree or a greater extent than those private businesses that we'll talk about when we get to Title III. And the reason for that is because they have a larger pool of resources to draw from. In other words, they have all of our tax dollars that we've paid in by way of city taxes and county taxes and state taxes. So all of those taxes are supporting all of these different areas that are part of state and local government, and let's say that the library system has a lot of physical barriers that they need to remove, like they need to make sure that they have no‑step entrances so that everyone can get into those libraries and participate in all the programs, services and activities, and for one year they might decide that they're going to divert a lot of the public tax dollars to that library system just to address getting rid of all those physical barriers that they possibly can, and they may be expected to do that within a shorter period of time ‑‑ period of time and to address those barriers in possibly all of their locations eventually just because they are part of Title II. So that's what we mean by a higher standard. You can ask them and expect them to do more than a single business that's only operating on what it can sell in terms of goods and services during, like, a particular fiscal year. They're only going to have the money that they can bring in because they're providing goods and services, but your Title II programs are ‑‑ or Title II entities, I'm sorry, are providing, programs and services and activities that are actually funded by all of us, and so all of us need to be included, and we need to be able to get equal access and we need to be able to participate fully as much as possible. So that's the higher standard. I know that's a little hard to grasp if you have never thought about it before, but as we go through the titles, if you have any questions about it when we look at Title III, please remember to come back if it's not a little bit clearer once we have the Title III to kind of compare it with.

>> SIERRA ROYSTER: And then the CIL Miami from David asked what are the physical barriers that people with disabilities face?

>> RENE CUMMINS: Okay. Good question. Physical barriers are all part of what we call the built environment. So anything that is out there that is part of either the approach to getting to a particular location in your community so the entrance into it or part of what is actually in that particular building or facility. So physical barriers could be steps that people that need a no‑step entrance would not be able to use those steps. So is there a separate accessible entrance if they can't make the main entrance accessible? Or it could be the curb cuts that you need in order to get up on a sidewalk or to step down off of a sidewalk so that you can cross the street. They could be the doors inside of a building and the fact that the door is very heavy and it's hard for people to be able to open it. That's a physical barrier. Anything in the built environment is a physical barrier, and that's why it says those need to be removed. There's different ways to remove them. It could be like creating an accessible entrance, or it could be putting an automatic door opener on a door because the door is heavy or it may be awkward for people to open it. Or it could be lowering the amount of force that a door inside of a building ‑‑ let's say the door to the restroom, it can be adjusted and maybe over time that little closer at the top has kind of strayed off into a really heavy push that you have to give to that door. But if somebody comes and adjusts it, they can adjust it and make sure that you don't have to have much force to open or get in and out of that door. So all of those things that you find in the built environment, those are what we are referring to as physical barrier. They're actual concrete things that exist in the environment as opposed to policies that are things that people create. You know, they create their policies. That's why policies can be modified if they need to adjust that policy because something they hadn't thought of is causing it to have a negative effect on a person because of disability. And the same way with providing effective communication. That's not a concrete thing that you can see like the built environment, but that involves anything that we might need. So let's go back to my example of the famous author who is going to come and do a book reading and have a book signing at the library. So I have low vision. I would like to have the program sent to me in electronic format so I could look at it ahead of time, because I know that once I get to that library I would not be able to read the program. I don't read large print. I read electronic things, or I have things read to me. So what I could do is if they send it to me electronically, I could have it on my iPhone and then if I wanted to go back to refer to it with my ear buds, I could just be listening to that program, if I wanted to go back and see, okay, what was on the program, what's going to happen next? Instead of reading it, I could simply be listening to it. That is a way that they could provide effective communication for me, because if I just go and attend that program and someone is standing at the door handing out the ‑‑ you know, the program for the evening, they could hand me, but I can't read it. So I need something different to provide effective communication for me. And I know that was not specific to your what are physical barriers, but I hope that kind of shows you the contrast of what fits in these three different areas that all can be barriers for people with disabilities.

>> SIERRA ROYSTER: Molly also gave another example of needing rails on stairs. That could be something that could be a physical barrier as well.

>> RENE CUMMINS: That's a great example, because all kinds of signage throughout a building, if you cannot actually read that signage, then having raised characters and Braille is a way to provide effective communication for people that aren't able to just read a regular sign if it was just a sign where letters are printed but it's all flush and there's nothing raised and there's no Braille dots on it. Then if someone puts their hand on it to see if they can access that information, it just feels like a completely flat surface. So that does not provide effective communication. But signage is an area where it is really important to provide effective communication, especially room signage. If I go to that library and I know that that particular author is giving a talk in a certain room and I want to be able to find that room, I want to be able to use the room signage just like everybody else.

>> SIERRA ROYSTER: Great. And then we have a couple more minutes, but we have a question from J Robles. How should we address private companies or agencies that receive a portion of funds from state or federal grants? A great question.

>> RENE CUMMINS: Excellent question. If you receive any portion of state and local government funding, it doesn't matter that you also have other sources of funding. You have to meet the obligations under Title II so ‑‑ let's say a community theater. The community theater is going to charge for tickets to a play that they're presenting. So they do have a revenue source in terms of ticket sales, and they have money coming in from their ticket sales, but if they also primarily have their funding that comes from their local arts organization, they're part of their city arts or their county arts organizations and they get public tax dollars, then that means that they have obligations under Title II. So it can be that you have obligations under more than one title. That's why I said at the very beginning, sometimes people think that if they weren't covered under Title I for employment then they are just not covered by the ADA at all and that is not true. Every single individual title you have to consider them separately and see if you have responsibilities, if you have obligations under that title. So if you are taking some funding that is coming from public tax dollars, such as an arts organization, then you do have responsibilities, and these are the three areas of responsibility that you have, and you will be expected to address though barriers as much as possible, and that is as much as possible is going to be to a greater degree, to a higher standard than just a single Title III entity that we will get to in two more sessions. But that's an excellent question, because if you've received any state and local government funding, then you have obligations under Title II.

>> SIERRA ROYSTER: Terrific. Thank you. Then we have one more question. In the case of schools, which are covered by Title II, you do need documentation to get educational accommodations. So I'm getting Title II not requiring documentation alludes to physical barriers in the building?

>> RENE CUMMINS: Actually, that requirement is for all areas of responsibility for Title II, but there are other laws, especially the Individuals with Disabilities Education Act, I.D.E.A., and so you have to remember that remember that more than one law can remember. So under I.D.E.A. you definitely do in that process, you do have documentation, but that's a separate law that you're covered under, because if you want an individualized education program, and IEP, then that is a different law, but that's a very important law. That is one of the civil rights laws that covers all of us as people with disabilities, and so that triggers ‑‑ that particular law. However, let me give you an example. There are lots of programs that happen at public schools, and if I'm a parent and I need a sign language interpreter to go and enjoy the program that my child or my children are involved in in that public school, then I have a right to request a sign language interpreter for that program that may be in the evening or on the weekend or outside of school time, or it could be a program that's presented at school time, but if I as a parent want to be involved, I want to have access and I want to be able to participate fully because I have a child in that program, then I have a right to ask to remove that particular barrier for me and provide effective communication. I need a sign language interpret. Or like the example I used before. If I need that program sent to me in an alternate format, or let's say I'm a parent who reads Braille, then these three areas do apply, and they could be applying in the same way with modifying existing policies. It just depends on what kind of policies would be in effect.

Let me just give you a quick example. If it's a program and the accessible parking at the school is designated for only the teachers and staff who work at that school, but they're having a program, and I'm a parent who drives an accessible van and I need an accessible parking place and they might modify their existing policy for that program, and mark off another set of parking spaces that for that program they would designate as accessible parking spaces and keep them from being available to just the general parking so that they know that they can accommodate all of the extra people who are going to be coming to that school specifically parents and friends and family members, who do not usually come there and, therefore, if they know that the accessible parking they have is already maxed out by their particular people who work in that school, and maybe a few extras, but they know they're going to be gone and they need more, then they can modify that policy and create some more parking spaces that they will rope off in some way and only make available to people who need accessible parking. So all these three areas do apply to public schools. They just may apply in a little bit different way from the particular educational process that you were thinking of when you're thinking about you do have to have documentation in order to get what you need under I.D.E.A. So are other laws that apply in public schools.

>> SIERRA ROYSTER: Does somebody on the phone have a question as well? I want to make sure ‑‑ [ INAUDIBLE ] Patrick. I hear you. Did you all have a question there?

>> This is Sarah. I'm on the phone, but I don't have any questions. Thank you.

>> SIERRA ROYSTER: Okay. Great.

>> RENE CUMMINS: Thank you.

>> SIERRA ROYSTER: All right. If I don't hear any other ones, remember, you can drop them in the chat box, and if you think of something afterwards, you can always email us in between presentations. Thank you, Rene. That was a lot of information to cover and a lot of confusing information, too. So thanks for clearing that up for a lot of people.

>> Hello, Sierra. Sorry, this is Patrick. By accident I hung up the phone.

>> SIERRA ROYSTER: Do you have a question, Patrick, or are you just joining us back?

>> No, I didn't have any question, but I was actually my group right here if they have any questions, and, actually, no, we typed them in.

>> SIERRA ROYSTER: Perfect. Perfect. Well, those are really great.

What I wanted to move forward with now was we talk about bill of rights. So we often hear that, the rights and responsibilities. Those are some of the things that Rene has covered, the rights of what those state and local government entities fall underneath with this law, and then what are the responsibilities of those organizations. And just to kind of give us another example of what these rights and responsibilities are for ‑‑ just as citizen, being part of the community, I wanted to just throw these out. Free education, fair and equal treatment, all citizens over 18 may vote, to care for streets, public places and education, own property, freedom. Those are all rights that we have. And then we start talking about responsibilities. So just because we have those rights doesn't mean that we have don't have responsibilities that go with them. So to show up to learn goes along with that free education piece. Then we have fair and equal treatment. That goes along with treat others with respect. And then we have all citizens over 18 may vote. So in order to have our responsibilities under that right we need to go out and vote. To care for streets, public places and education. That's paying taxes. That's what helps take care of those. When you own property, you have to pay and take care of property and then freedom you have to obey the laws.

So in saying all of those pieces, I really wanted to just give you an example as a citizen to know a law covers these things, it gives us the right to access them, but there's also a responsibility of those organizations to meet us where we are with our disability and what accommodation needs we may have. So in saying that, we have just a few minutes, so I'm not going to play the full game, but I am going to say ‑‑ what I'm going to do is put up a box in a minute on the screen, and that box is going to talk about one of the rights that we have under this part of the law, under the ADA Title II, and what I would like you to do is come up with examples of that. You can use some of the examples Rene has come up with. You can come up with other examples. So, if you're A through J, that means your first name starts with an A through a J, you are going to be Team Ketchup. Team Teacups is K through Z. That's a way we can compete against each other. We have to have teams.

So as an advocate we need to understand what our rights and responsibilities are. So the first one, everybody ready on the keyboard or either on the phone, if you're tonight, you have to say your ketchup name or teacups name so I know. The first one is to remove physical barriers. So what are examples of removing physical barriers? What would that be? You can say that out on the phone or type it. I see several people typing at this point.

Molly for Team Teacups is saying removing steps. Yep. Put in as many as you want. Kathleen has putting in a door button for Team Teacups. I like that, Kathleen. And then Jay Robles says right of access to services from public buildings. So teacups are doing some damage here. Dagger, rails on stairs. It's 2‑2 at this point. What I am going to do is keep it going real quick. The next one is modify existing policies. What are some examples of how we modify existing policies? Remember if you're on the phone, too, you can also just go ahead and share.

All right. Molly says making extra parking spaces for Team Teacups. Yep.

3 for teacups. Then we have Miami CIL. Got lots of you guys. Put more elevators. Okay. We're going to count that as ‑‑ we'll give you the CIL since that's the first part. That will be Team Ketchup.

I see one more person typing. Making an E version of a document. Very nice. Teacups I think take it for the win, guys. The next one was, and you guys after the end of this call, you can definitely talk about this, but provide effective communication. So as you're going over these things, also think about how does this affect you, whether you have a disability or not and who you work with, all of those types of things. So start thinking about what kind of accommodations you may need when you're accessing this area.

So I thank you for joining us today. The next training is April 11th, 2018, from 4:00 to 5:00 Eastern time. Please check out time zones to make sure that you are understanding and knowing the time zone in your area. They are listed up there. We are going to be going over Title II state and local government for public transportation. And today I'm going to drop in the survey gizmo for the evaluation today, and, again, if that is something that you could do for us, it helps us to know how to improve what we're doing and to keep doing a good job or improve what we're not doing a good job at. But also if you want a certificate of attendance for this training, please make sure you go on there and fill that out as well. And then the homework for next time, we're going to be talking about public transportation, so identify an example when you had a problem with public transit. So think about those times that you have come into an issue with public transit. Unfortunately I think we all have several times that we can relate to that. But we are going to ask for you are to you share a couple of those if you don't mind on the next call. But as you can see on there, the survey gizmo is up there. You can follow that link to get that certificate document or also take our survey. Any last thoughts from anybody? I think Team Teacups took it for the win.

Rene, thank you for joining us and sharing all your knowledge again. I think it was a really good training.

>> RENE CUMMINS: Thank you, Sierra, and thank you everybody for joining.

>> I'm not seeing the survey link.

>> SIERRA ROYSTER: One more time?

>> This is Kathleen. I'm not seeing the survey link. Where is it located.

>> SIERRA ROYSTER: So it's in the chat box at the bottom of the screen on the bottom right‑hand side. Those two links there.

>> Let me try hitting refresh because I'm not seeing it at the bottom of my chat box.

>> SIERRA ROYSTER: Can you share with me who this is?

>> Kathleen.

>> SIERRA ROYSTER: What I can do is I can send it directly to you, if you would like.

>> Yeah, that would be helpful. Thank you.

>> SIERRA ROYSTER: Do you see it now?

>> No. I think I'm having trouble with my connection maybe.

>> SIERRA ROYSTER: You can also go back to the email that you received with all the call‑in information. The link for that is entered there as well. You can just follow it there. If you get stuck with that, you can let me know and I can always send it to you.

>> Okay. I refreshed the page and I'm seeing it now. Perfect.

>> SIERRA ROYSTER: Well, thank you everyone. And we will talk to you in ‑‑ on April 11th.

>> RENE CUMMINS: Thanks, everybody.