California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
STEERING COMMITTEE MEETING
August 24, 2018

AGENDA

1.0 CALL TO ORDER

    1.1   Adoption of Agenda – August 24, 2018

    1.2   Adoption of Minutes – June 8, 2018

2.0 COMMITTEE MEMBERS COMMENTS/REPORTS

This time is the time during the meeting when the California Association of Health and Education Linked Professions Joint Powers Authority (CAHELP JPA), Desert/Mountain Special Education Local Plan Area (SELPA), Desert/Mountain Charter Special Education Local Plan Area (SELPA), and Desert/Mountain Children's Center (DMCC) staff is prepared to receive concerns/requests regarding items on this agenda or any school-related special education issues. Discussion will include special education policies and procedures as they relate to local education agency (LEA) coordination and implementation of the SELPA and Charter SELPA Local Plans.

3.0 PRESENTATIONS

4.0 DIRECTORS OF EDUCATION REPORTS

    4.1   Web IEP Updates

5.0 DESERT/MOUNTAIN OPERATIONS AREA DIRECTOR'S REPORTS

    5.1   Apple Valley Therapeutic Center

6.0 CHIEF EXECUTIVE OFFICER'S REPORTS

    6.1   Stakeholders Meeting Update

    6.2   Compliance Updates

    6.3   Compliance Documents

    6.4   Inter-District Transfers

    6.5   SELPA and Charter SELPA Forms

    6.6   Revised Strategic Plan for Web Accessibility

    6.7   Introduction to Educator Portal

AGENDA

7.0   DIRECTOR'S REPORTS

7.1   DMCC Clients Services Reports

7.2   HIPAA and FERPA Analysis

7.3   Sharing Confidential Information with School Staff Draft Policy and Procedure

7.4   Assembly Bill 2246: Youth Suicide Prevention Policy

8.0   PROGRAM MANAGER'S REPORTS

8.1   2018-19 Professional Learning Summary

8.2   Professional Learning Guide

8.3   2018-19 Directors' Trainings

8.4   I-MTSS Symposium Save-the-Date

8.5   Ruby Payne, Emotional Poverty Training

8.6   2018-19 Audiology Services Schedule

8.7   DRDP Online Training

8.8   Program Specialist Primary District Contacts

8.9   Occupational Therapists Caseloads

8.10   Due Process Summaries

8.11   Residential Treatment Center Responsibilities

8.12   Nonpublic School Update

8.13   Nonpublic School Master Contract

8.14   TPP Report

8.15   WorkAbility Report

8.16   TPP Beginning of the Year Meeting

8.17   PBIS Recognition

AGENDA

8.18   PBIS Assessment Data

9.0   BUSINESS DEPARTMENT REPORTS

10.0   PROGRAM SPECIALISTS' REPORTS

10.1   Region 10 Annual Behavior Conference

10.2   Restorative Practices Training

10.3   How to Have Better IEP Meetings Training

11.0   INFORMATION ITEMS

11.1   New Charter Web IEP Trainings

11.2   Web IEP Training Schedule

11.3   Monthly Occupational & Physical Therapy Services Reports

11.4   Monthly Audiological Services Reports

11.5   Monthly Nonpublic School/Agency Expenditure Report

11.6   Monthly Nonpublic School/Agency Placement Report

11.7   Monthly Low Incidence Equipment Reimbursement Reports

11.8   Upcoming Professional Learning Opportunities

12.0   OTHER

13.0   ADJOURNMENT

NEXT MEETING: SEPTEMBER 14, 2018 IN THE DESERT MOUNTAIN EDUCATIONAL SERVICE CENTER, APPLE VALLEY

Individuals requiring special accommodations for disabilities are requested to contact Jamie Adkins at (760) 955-3555, at least seven days prior to the date of this meeting.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
STEERING COMMITTEE MEETING
June 8, 2018

MINUTES

D/M SELPA MEMBER PRESENT:

Academy for Academic Excellence and Norton Science & Language Academy – Amanda Gormley, Paul Rosell, Adelanto SD – Jennifer Johnson, Apple Valley USD – David Wheeler, Barstow USD –Derek Delton, Joni James, Bear Valley USD – Lucinda Newton, Excelsior Charter Schools – Maria Silva, Health Sciences High & Middle College (HSHMC) – Julie Kroener (via video conference), Helendale SD – Michael Esposito, Hesperia USD – Matt Fedders, Elaine Nelson, High Tech High – Amy Briggs, Lucerne Valley – Vici Miller, Needles SD – Jamie Wiesner (via video conference), Oro Grande SD – Nelda Colvin, Derek Hale, DeShawna Hemstead, Silver Valley USD – Cheri Rigdon, Snowline JUSD – Diane Hannett, Trona JUSD – Alan Tsubota, Nicole Yeager, Victor Elementary SD – Tanya Benitez, Heather Hayball, Victor Valley Union High School District (VVUHSD)– Margaret Akinnusi, Francesca Copeland.

D/M CHARTER SELPA MEMBERS PRESENT:

Aveson Global & Aveson School of Leaders – Paula Giraldo, Desert Trails Prep & LaVerne Elementary Prep – Kim Lemmon, Odyssey Charter – Christina Roberts, Pathways to College - Diane Godfrey, Taylion High Desert Academy – Brenda Congo.

OTHERS PRESENT:

Allegiance STEAM Academy – Callie Moreno.

CAHELP, SELPA, & DMCC STAFF PRESENT:

Jamie Adkins, Danielle Cote, Adrienne Downs-Myles, Denise Edge, Thomas Flores, Corinne Foley, Bonnie Garcia, Renee Garcia, Colette Garland, Cheryl Goldberg-Diaz, Jenae Holtz, Kristee Laiva, Linda Llamas, Maurica Manibusan, Angela Mgbeke, Kami Murphy, Lisa Nash, Karina Quezada, Daria Raines, Linda Rodriguez, Jennifer Rountree, Veronica Rousseau, Natalie Sedano, Jessica Soto, Athena Vernon, Stephanie Ward.

1.0   CALL TO ORDER

The regular meeting of the California Association of Health and Education Linked Professions Joint Powers Authority (CAHELP JPA) Joint Steering Committee meeting was called to order by Chairperson Jenae Holtz, at 9:03 a.m., at the Desert/Mountain Educational Service Center, Apple Valley. The meeting Agenda for June 8, 2018 and the meeting Minutes for May 18, 2018 were adopted as presented.

Jenae Holtz acknowledged Julie Kroener, HSHMC, and Jamie Wiesner, Needles USD, both participating via video conference.

MINURES

2.0   COMMITTEE MEMBERS COMMENTS/REPORTS

Farewells - Jenae Holtz announced Denise Edge and Joni James are retiring, and Jennifer Johnson and Stephanie Hedberg accepted new positions so today is their last Steering Committee Meeting. Jenae also acknowledged Callie Moreno with Allegiance STEAM Academy. She stated Allegiance STEAM Academy is a new member of the D/M Charter SELPA effective July 1, 2018.

Matt Fedders, Hesperia Unified School District (USD), shared his appreciation for Denise and thanked her for the willingness to share her vast knowledge.

Room Space & Seating Arrangements - Jenae stated that based on the conversation at last month's meeting regarding the size of the committee and seating arrangements to accommodate everyone, some adjustments may be made for the September meeting to meet the needs of the committee members.

Hesperia USD Special Olympics - Linda Rodriguez shared that she attended the Hesperia USD Special Olympics event and it was amazing. She gave kudos to the Hesperia USD and everyone that helped.

3.0   PRESENTATIONS

Matt Fedders, Hesperia USD, shared a video presentation on the Hesperia's Special Olympics Event that was held on May 18, 2018. Matt also stated that the Special Olympics School Games organization allowed the district to set their own criteria for participation. He explained any student who could not participate in sports with their typically developing peers was invited to participate. Matt then stated the district has approximately 2,700 students with special needs. More than 400 participated in the event including kindergarten age through 22 years. He further stated every school was allowed to fill a bus with "Fans for the Stands". Shirts, medals, and equipment were paid for with money raised by Special Olympics fundraising events. The Special Olympics organization also allowed use of canopies and provided assistance with placing students in appropriate events. The event cost the district approximately $15,000. Matt also stated Hesperia USD has scheduled their next Special Olympics for Friday, May 17, 2019. He explained that due to capacity limits the district is not able to invite others to participate in the games. However, Matt offered to help other districts that are interested in hosting their own event. He stated the final event of the day was the unifying relay where two students with special needs competed with two general education high school students. Matt concluded next year, he would like to see more unifying events.

California Association of Health and Education Linked Professions
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STEERING COMMITTEE MEETING
June 8, 2018

MINUTES

4.0   DIRECTORS OF EDUCATION REPORTS

4.1   Speech Services Through Related Service Providers

Jennifer Johnson, Adelanto Elementary School District (SD) spoke on the concerns districts have for not being able to hire certified, qualified Speech and Language Pathologist (SLP) Therapists causing them to resort to online therapy. Jennifer stated Adelanto Elementary SD will lose most of their Speech department next year. She further stated online services are not appropriate for all students and their needs might not be met. Jennifer gave examples of students who do not like having headphones on, do not understand the concept of online therapy, and of students who are working on functional communication skills. She stated Rich Frederick, County Schools/D/M Operations (DMOPS) agreed to hire additional staff to provide the services as part of related service fee but the Adelanto Elementary SD board has not agreed. Jennifer continued that Adelanto will only have two interns next year and they are not able to work without supervision from an SLP.

Cheri Rigdon, Silver Valley USD, shared that Silver Valley uses PresenceLearning and also has speech therapists. She asked if the PresenceLearning credentialed Speech Pathologists can supervise the onsite interns.

Jennifer Johnson replied that she was told not in the state of California. Jennifer continued that in the past the district was able to contract with SELPA for other fee-for-service related services like occupational therapy.

Margaret Akinnusi, VVUHSD, stated that VVUHSD will not be using PresenceLearning next year though they are in need of speech and language therapists. They do have speech aides from another company.

Jennifer Johnson stated that the cost for 600 Adelanto SD students is over a hundred thousand a month plus the cost of aides.

Diane Godfrey, Pathways to College, shared that Pathways is using eLuma. She stated the district addressed a parent's concern of the child not having face to face services by scheduling an online meeting with the SLP for the parents. The parent shared the child's goals and the SLP prepared sample activities to share with the parent. Diane continued that the instructional assistants in the classrooms can provide hands on reinforcement to what is being learned online.

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Jennifer Johnson commented that Adelanto has used that approach for as many students as possible. However, Adelanto's student population receiving speech services include students that are moderate to severely handicapped, do not want to wear headphones, or be in front of the computer so online services are not conducive.

Vici Miller, Lucerne Valley USD, shared that Lucerne uses eLuma. Vici noted DMOPS is very helpful in working with those students that are not comfortable with online services. Vici stated parents have observed eLuma and were happy with the difference from PresenceLearning. Vici further stated her district provides aides for students that need it. She also shared that they use speakers for the students that have difficulty using headphones.

Jenae Holtz shared that she spoke with Rich Frederick who is able to help with these services and they will talk about supervision of interns.

Joni James, Barstow USD, shared that Barstow has been using PresenceLearning for some time. She stated when students can not wear headphones, they set up speakers. SLPs are able to adjust their schedules to provide services for students with autism and others that have difficulty sitting still for online services. Joni continued that the district contracts with PresenceLearning for home hospital and homebound students. Barstow has 200 students covered by PresenceLearning and another 100 students being served by the two district speech pathologists.

Matt Fedders stated that Hesperia has moved away from using online contractors and is using Speech Language Pathologist Assistants (SLPAs) to provide face to face services. Matt explained using SLPAs follows the Occupational Therapists/ Certified Occupational Therapist Assistant (COTA) model. Hiring SLPAs is less expensive than contracting for online services. Hesperia has over 1,200 students receiving speech services, and should have 22 therapists but has approximately 15.

Alan Tsubota inquired whether traveling SLPAs might be a stopgap measure until the districts fill the vacancies. Jenae replied that she will talk with Rich Frederick about a solution.

Jennifer Johnson stated that Adelanto SD has two interns that will not be able to work next year because the district does not have SLPs to provide supervision.

Nelda Colvin requested that Jenae speak with the Governance Council on the importance of speech therapy.

Jenae stated she would have a discussion with the Governance Council.

MINUTES

Matt Fedders commented that the amount of education required for an SLP is close to that of a psychologist; districts may need to consider offering wages that can compete with hospitals.

Diane Hannett, Snowline JUSD, shared that she has seen salary schedules that include Occupational Therapists, Speech Language Therapists, and Psychologists as professionals.

David Wheeler, Apple Valley USD, stated that Apple Valley starts those salaries a little higher which has helped keep staff and encourage those in school to finish.

Jenae asked the committee to send their district's OT, PT, and SLP salary schedules to her attention at the SELPA.

Matt Fedders suggested hiring and/or retention incentives also be submitted with the pay schedules.

Jenae agreed and reiterated to include whatever employees receive from the districts can be submitted.

5.0   DESERT/MOUNTAIN OPERATIONS AREA DIRECTOR'S REPORTS

None.

6.0   CHIEF EXECUTIVE OFFICER'S REPORTS

SELPA Program Managers - Jenae Holtz reported that Program Manager Peggy Dunn will return to work before the August Steering Committee Meeting. Jenae then stated that yesterday Kathleen Peters accepted the position of Program Manager Due Process. Jenae further stated D/M SELPA is here to support the districts. Jenae asked that directors contact her regarding any due process concerns until Kathleen starts and is acclimated.

CSDR & ESY- Diane Hannett stated that the committee was told in a previous meeting that California School for the Deaf Riverside was not going to provide extended school year (ESY) services. Diane stated she received notice that one Snowline student will be attending ESY at CSDR and that the district needs to arrange transportation.

Denise stated that SELPA has a contract with First Student and arrangements have been made for curb-to-curb transportation for the four weeks of ESY.

Jenae apologized for the mixed messages SELPA administrators received from CSDR.

RTCs & WebIEP Access -Joni James inquired regarding how much access residential treatment centers (RTCs) staff have to enter data in IEPs.

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Diane Hannett replied that RTCs do have access to enter the 68B, present levels, proposed goals, and progress on goals.

Jenae agreed to make a cheat sheet of responsibilities for the residential IEPs.

Denise Edge stated that it will vary by RTC so the SELPA will work on the cheat sheet that includes class numbers. She further stated Jennifer Holbrook is the SELPA support staff contact for RTCs.

Jenae concluded the SELPA is considering establishing a substitute type position to cover Glenn Low's workload for next year.

6.1 Nonpublic School

6.1.1   Jenae Holtz reported that the McKinley Children's Center nonpublic school (NPS) in Hesperia will now be referred to as Desert View. She stated Desert View is certified and functioning. Jenae then asked that referrals for students other than those with Intellectual Disability and those on the autism spectrum be referred to Desert View to build up their classrooms. She explained if a referral is specifically requesting placement at Bright Futures Academy (BFA) Adelanto, include that information on the request. Jenae then encouraged the directors to try county classes before going to nonpublic schools. She shared that next year, the Apple Valley Therapeutic Center will be adding elementary school as well as classes for the moderate to severe population. Jenae concluded Rich Frederick will be providing more information at the August Steering Committee meeting.

MINUTES

6.1.2   Jenae reported that there have be changes to the monitoring of Bright Futures Academy (BFA). She stated monitoring by the SELPA will now be done once a week instead of daily. The SELPA will continue monitoring the campuses and having conversations with BFA staff. Jenae noted there have been some improvements but there continue to be concerns. She then asked that if the directors have or hear of concerns, they let her know so the issues can be addressed with BFA's Executive Director.

Jennifer Johnson shared that she has seen great improvement though there is a long way to go. Jennifer stated she is now more comfortable with placing students at the site. Jennifer then shared that at a recent meeting for a student going in to the 6th grade, Adelanto tried to refer to Desert View for next school year, but was told the student is too young as the NPS is only taking high school students and some middle school students.

Karina Quezada reported that the school's certification is for kindergarten through 22 years of age. She stated age restriction had not been discussed at this point.

Jenae stated she will talk with Karina and the facility regarding what ages will be accepted for ESY.

David Wheeler shared that he had the same experience for ESY with a 5th grade student. David stated he does not know if that age restriction is for ESY only.

Jennifer Johnson confirmed that her request was not for ESY but for next school year.

Jenae concluded that there will be a conversation to confirm what ages will be served.

6.2 Stakeholder Meeting regarding Web IEP

Jenae Holtz asked the committee members to review the results of the Stakeholder Meeting regarding Web IEP. She asked the committee members to let her know if there are any strengths or opportunities that were missed. Jenae stated she wants to be sure to address all concerns. She then shared that a meeting is scheduled in two weeks to discuss the concerns voiced. Jenae concluded the SELPA will report on the outcomes in August.

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6.3 Triage Grant

Jenae Holtz reported that CAHELP has been awarded a $7.5 million grant for mental health triage and multi-tiered systems of support. Jenae stated Kami Murphy is the lead manager for this grant.

Kami Murphy shared that several positions and titles will be created by this grant. She stated this grant will support the districts in the D/M SELPA and Charter SELPA in prevention and intervention supports for students that have additional needs. Kami asked the committee members to see her with any additional questions.

Jenae then stated that with additional grants CAHELP is applying for, there will be additional positions in addition to this grant. She encouraged the committee members to share the information about positions with people they know so they can be prepared to apply.

Kami added that part of this grant is working in collaboration with community partners. CAHELP will be contacting the districts to gather a team together to hear from the community to see what other supports are needed. Kami stated it is a 5-year grant and it is expected that there will be an opportunity to renew at the end of that five years. Kami then confirmed that this is multi-tiered grant work including social, emotional, and behavioral supports. She stated the CAHELP PBIS team will continue doing that work but CAHELP is looking to have a prevention and intervention department.

Matt Fedders reported that Hesperia has contacted Community Crisis Response Teams (CCRT) for support that is needed but they aren't able to provide what is needed because they do not understand the school system. He asked if this grant will help support the crisis response.

Kami replied yes, this grant will help support the crisis response as it will bring the D/M Children's Center (DMCC) staff in as a collaborative part of the work.

Jenae shared that CAHELP has had a similar experience with CCRT which has been discussed with the Department of Behavioral Health (DBH). She stated CAHELP inquired about having its own crisis response team but services must be available twenty-four hours a day and to adults of all ages so it is not a good fit. Jenae further stated DMCC has had therapists providing services to children saying the child needs to be hospitalized and CCRT does not understand things in the same way. Jenae concluded that the grant is bridging and marrying mental health and the Multi-Tiered System of Supports (MTSS).

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7.0   DIRECTOR'S REPORTS

7.1 Desert/Mountain Children's Center Clients Reports

Linda Llamas presented the DMCC Client Services reports. She stated directors should contact her if any changes need to be made to the reports. Linda also shared that DMCC received five-year renewals of all grants listed on the DMCC reports.

7.2 HIPAA vs. FERPA

Linda Llamas reported that she found a newer, updated article on guidelines for applying the Family Educational Rights and Privacy Act (FERPA) to educational settings. Linda stated the article is written by an attorney and is tailored towards how schools and DMCC collaborate. She further stated this article better explains how the DMCC model of collaboration and provision of services in school settings. Linda continued that the article is much more clear and concise, it breaks down the Health Insurance Portability and Accountability Act (HIPAA) and FERPA as well as giving some scenarios. Linda asked the committee to take the time to read the article and to send her any questions that can be reviewed at the August Steering Committee Meeting. She stated she will bring a draft of policies and procedures for the committee to discuss further so districts' needs can be met. Linda then stated she is aware of the discussion at the May Steering Committee Meeting regarding the concerns for sharing mental health diagnosis and what protections are involved. She stated she wants to understand (from an educational perspective) the need to reveal a mental health diagnosis in an IEP meeting which will help guide the DMCC as policies and procedures are written. Linda explained that the symptomology can be discussed but wants to understand what the need is for the diagnosis.

Matt Fedders stated he does not think there is a need for the diagnosis but the IEP team does not always get a clear symptomology. He further stated this can affect the way a teacher approaches a student and what options are made available.

Cheri Rigdon stated that parents are providing diagnoses but there is no documentation to support or negate their claims. She explained parents then claim the student's needs are not being met which is a concern.

Linda commented that she is thinking of what can be put in the policies and procedures regarding communicating the mental health diagnoses to the parents for mental health services versus for qualifying the student for special education services since they are different.

MINUTES

Denise Edge added that we don't look at medical diagnosis to determine eligibility and the educational service providers may not know if the mental health services are being met.

Paul Rosell asked if there is collaboration between DMCC therapists and private therapists. Paul added that it would be helpful for all attending an IEP meeting, including the parent, to know what the DMCC therapist's role is.

Linda replied that DMCC does attempt to acquire a release of information in cases when they are made aware that the child has a private therapist as well so there can be collaboration and the therapists are not working on the same goals with different approaches. However, the other professional might not always return DMCC calls so the therapist will speak more with the parent.

Jenae Holtz stated that parents do not always disclose that there is a private therapist involved. Jenae confirmed that most of the DMCC counselors are licensed therapists, few are there to assist with conflict resolution, anger management, and social skills. Jenae also shared that DBH supports dual therapists if they are working on different goals.

Denise added that if the IEP team determines the student needs mental health therapy and needs goals and services during the school day, the district should include it in offer of FAPE, even if the student is receiving outside therapy. Denise stated this will ensure the area of need is addressed.

Linda asked the committee members to email their questions. She concluded this will assist her in preparing answers for the next Steering meeting.

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7.3 Referral Status Communication

Linda Llamas provided an updated on how the DMCC notifies districts regarding the status of referrals. She stated that for students with IEPs, DMCC is notifying the contact person at each district whether a referral is followed through with or not. She then stated if a parent is not responding, the district is notified that the referral is going to be closed. Linda asked if the committee wants the same referral feedback on general education students. Linda also asked if the district contacts for the general education students will be the same contact for the special education students. The consensus of the committee members present was the contact person would be the same for special education and general education referrals. Linda requested directors to email her if they want to change the district contact person. Linda concluded directors might consider receiving the DMCC reports via encrypted email versus printed copies in the future.

Diane Godfrey, Pathways to College, stated that she is missing the DMCC report from her Steering Committee folder.

Linda replied that she will send the missing document via email to Diane.

8.0   PROGRAM MANAGERS' REPORTS

8.1 Professional Learning Updates

Corinne Foley highlighted the Paraeducator Supervision Academy and Training of Paraeducator Academy training that will take place August 6-7, 2018 at the Hesperia District Office. The cost is $150.00 per person and online registration is open in Organization Management System (OMS). Corinne stated individuals that attend will receive materials and PowerPoint presentations and leave equipped to train paraeducators. She noted there are over 40 modules included in the training. Corinne asked that the committee members speak with her if they have any questions. She concluded D/M SELPA has four program specialists that will be attending so the SELPA can also provide the training regionally at a later time.

8.2 Professional Learning Summaries

Corinne Foley presented the D/M SELPA & D/M Charter SELPA Professional Learning Summaries. Corinne stated the individual LEA reports were distributed to directors prior to the meeting.

8.3 Due Process Summaries

Denise Edge presented the Due Process Summaries for the D/M SELPA and Charter SELPA, highlighting the open cases for both SELPA. Denise stated that the Charter SELPA has two open cases. She further stated reports for individual LEAs are in the folders. Denise noted not all billing for the month of May has been received yet but the cost to date for the Charter SELPA is $70,994.67 for XPOT support and $10,000 for settlement agreements. Denise then stated the D/M SELPA has one new case filed. She concluded the SELPA's fees to date are $247,459.52 and the total for settlement agreements is $164,830.

8.4 SELPA and Charter SELPA Forms

Denise Edge reported that based on the request of directors and changes needed following CDE comprehensive reviews (CR) the pages of the SELPA D/M 68 series (IEP packet) have been reordered to follow the IEP process.   She noted the SELPA was not able to make all the changes that were suggested at the stakeholders meeting due to programming limitations or the law.

A discussion followed regarding the new order and changes made to the IEP packet. Based on the consensus of the members present, the proposed changes will be made.

Annual / Triennial Dates - Nelda Colvin, Oro Grande SD, inquired about annual/triennial dates and speech and/or psychological assessment dates not matching. She elaborated that when the speech and/or psychological assessments are done; the dates override each other.

Denise stated the assessment dates do not affect the triennial date. She stated they are different assessments and can be done at different times during the three-year cycle. She continued that the provider does not have to do another assessment at the time of the IEP meeting if their current assessment was done within the year. Denise then stated the triennial date is for the IEP, not the speech and/or psychological assessments.

Jenae concluded that SELPA will notify the programmers of the changes in the IEP packet and will notify the committee before the changes go live so directors can notify their staff to be prepared for meetings.

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8.5   Region 10 ADR Trainings for 2018-19

Denise Edge presented the Region 10 Alternative Dispute Resolution Trainings for 2018-19. Registration will be available on OMS website. Denise concluded that Region 10 will provide individual flyers for the trainings as the dates get closer.

8.6   Comprehensive Review Summary for Barstow USD and Apple Valley USD

Denise Edge presented a side-by-side summary comparison of results from the Comprehensive Review (CR) for Barstow USD and Apple Valley USD. Denise stated that this year, the CDE had 33 LEAs in comprehensive review state wide and they are expecting the number to double next year.

Discussion followed on the CR summaries and the Placements Options and the confusion with consideration of harmful effects when discussion placement for a student. Denise stated that there are suggestions in Web IEP for harmful effects.

David Wheeler stated some of the CR items were basic clerical errors that are easily fixed. He then shared about the Placement Options Considered/Decisions, that as educators the intention is to discuss the positive options, however the CDE's perspective is the IEP team should be looking to see why the placement might be harmful, and not focus on the positives.

Joni James shared that Barstow staff had received training on Present Levels of Performance (PLOPS) and Goals right before the school year started and it was still an issue on the review. She also stated staff are not making sure they document properly.

Alan Tsubota asked if the CDE has provided a timeline for the next reviews.

Denise replied that if a district is in Performance Indicator Review (PIR) this year, it's likely to be in comprehensive review next year. She added a district will remain in comprehensive review until they are 100% in compliance.

Jenae concluded the CDE will provide the timeline possibly in November, and it will be shared with the LEAs.

8.7   End of the Year Regional Implementation Update

MINUTES

Kami Murphy presented a year-end report on Regional PBIS Implementation. Kami stated this data supports the fidelity tools being used in schools. She also shared that on May 31, 2018, the Federal Commission on School Safety met at schools in Maryland to focus on the work of PBIS in light of the school shooting in Parkland, Florida. Kami noted the work of PBIS and multi-tiered systems is a hot topic nationally.

8.8 Individual District Implementation Updates

Kami Murphy presented the Individual District Implementation Updates for SELPA. Kami stated the individual LEA reports were distributed to directors prior to the meeting. She concluded the reports will also be sent out electronically to each of the LEAs.

8.9 Regional Applicants for California PBIS Recognition

Kami Murphy presented a report on the number of regional applicants for the California PBIS Recognition event. She stated the number of applications are increasing. Kami concluded the criteria and expectations from the state are also increasing.

8.10 PBIS Recognition Event Save-the-Date

Kami Murphy shared the Save the Date flyer for the 3rd Annual PBIS Recognition Event. She stated the event is scheduled for Thursday, September 20, 2018, at Adelanto High School.

9.0   BUSINESS DEPARTMENT REPORTS

None.

MINUTES

10.0   PROGRAM SPECIALISTS' REPORTS

10.1 Disproportionality Updates

Colette   Garland   shared   that   she   is   currently   working   on   2016-17 Disproportionality.   The policies and procedures covering sections A and B have been sent to FMTA Melanie Hood.   Section C has been updated and is due June 29, 2018.   Student level portion is due by June 14, 2018.   This includes supporting documentation and corrective evidence for the student list received from Melanie. Colette stated that the documents are to be downloaded in Web IEP to the PDF section.   The consensus of the LEAs is that they will need until June 14, 2018 to complete this portion.   The end date for the services is December 1, 2018.   Jamie Wiesner stated that she received an error message about entering an end date after June 14, 2018.   Colette agreed to look in to that issue.

Colette continued that earlier this week the letters for 2017-18 disproportionality were sent out.   As SELPA receives more information, it will be dispersed accordingly.

10.2 Data Identified Noncompliance Updates

Colette Garland reported that the April Pupil Count was submitted and certified for SELPA and Charter SELPA.   She stated the CDE data for all districts is finished with the exception of Hesperia.

Matt Fedders stated that the Hesperia count should be done.

Colette stated the CDE will notify her when Hesperia's data is processed. Colette then stated PIRs have been submitted and approved for all LEAs. She further stated the Annual Service Plans and Annual Budget Plans, which are due to the CDE June 30, 2018 have been prepared by the SELPA and ready to be submitted.   She then stated the Personnel Data Reports (SELPA working on now), the Desired Results Developmental Profile (DRDP) reports (data has been entered into the Management Information System (MIS)), and monthly monitoring reports as applicable by LEA are all due by June 15, 2018. Colette concluded all June Pupil Count data is due in MIS by July 6, 2018.

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11.0   INFORMATION ITEMS

11.1 June Pupil Count

11.2 DRDP Memo

11.3 County Regional Services Reports

11.4 SELPA Related Services Reports

11.5 Monthly Occupational & Physical Therapy Services Reports

11.6 Monthly Audiological Services Reports

11.7 Monthly Nonpublic School/Agency Expenditure Report

11.8 Monthly Nonpublic School/Agency Placement Report

11.9 Monthly Low Incidence Equipment Reimbursement Reports

12.0   OTHER

None.

13.0   ADJOURNMENT

Having no further business to discuss, the meeting was adjourned at 11:50 a.m.
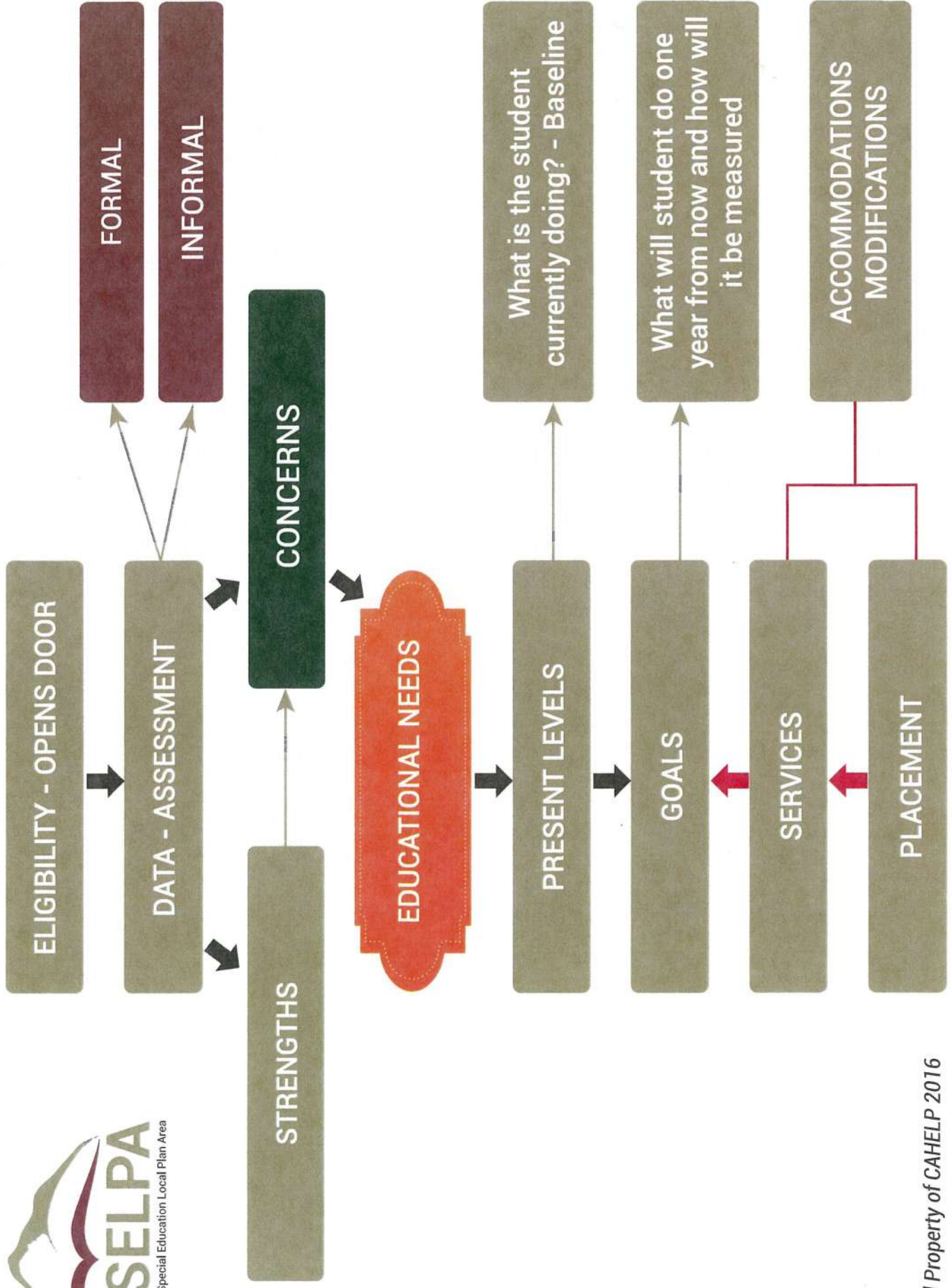
NEXT MEETING: AUGUST 24, 2018, AT THE DESERT MOUNTAIN EDUCATIONAL SERVICE CENTER, APPLE VALLEY

Individuals requiring special accommodations for disabilities are requested to contact Jamie Adkins at (760) 955-3555, at least seven days prior to the date of this meeting.

WEBIEP UPDATE - FORMS RENUMBERING PROJECT - EFFECTIVE 8/3/18

Old Form Numbers	New Form Numbers	Navigation Bar - WebIEP
68A Demographics	68A Demographics	Demographics
68B Strengths/Concerns/Areas of Need	68B Summary of Student's Strengths	Str/Con/AON
68F Goals	68C Annual Goals	PLOPS/Goals
New - Optional Form	68C Annual Goals Objectives **(New)**	Objectives (optional - pop up question, user decides)
68E Transition	68D1 Transition Services	Transition
68E Transition	68D2 Transition Services cont.	Transition
68E Transition	68D3 Transition Services cont.	Transition
New - Optional Form	68D Transition Services Objectives **(New)**	Objectives (optional - pop up question, user decides)
68D Aids and Supports	68E Supplementary Aids and Supports	Aids/Supports
68D Aids and Supports	68E Supplementary Aids and Supports	Special Factors
68L Testing	68F Testing Accommodations	Testing
68C Prog Options and Rationale	68G Program Options and Rationale	Program Options
68A services section	68H Services **(New)**	Services/FAPE
68P ESY	68I Extended School Year (ESY) Worksheet	ESY
68P ESY	68I Extended School Year (ESY)	ESY Services
68N Notes	68J IEP Meeting Notes	Notes
68G Signature Page	68K Informed Consent/Signatures	Signature Page

68H POG	68L IEP Goal Progress Report	Goal Progress button at top of screen
68I POG Transition	68M IEP Progress of Goals for Transition	Goal Progress button at top of screen
68O POG ERMHS (DMCC)	68N IEP Progress of Goals ERMHS	Goal Progress button at top of screen
68M Addendum	68O Addendum/Revision	Addendum
68J Manifestation Determination	68P Manifestation Determination	Manifestation

IEP Process

DM SELPA
Desert / Mountain Special Education Local Plan Area

ELIGIBILITY - OPENS DOOR → DATA - ASSESSMENT

FORMAL

INFORMAL

CONCERNS

STRENGTHS

EDUCATIONAL NEEDS

PRESENT LEVELS → GOALS ← SERVICES ← PLACEMENT

What is the student currently doing? – Baseline

What will student do one year from now and how will it be measured

ACCOMMODATIONS
MODIFICATIONS

5.1 Apple Valley Therapeutic Center
   Verbal report, no materials

Stakeholders Meeting Updates

Opportunity	Results as of August 9th
Order of Pages	Re-ordering of IEP forms completed. Effective 8/3. IEP Process flowchart from Facts and Forms training will be used as a reference. Copy of blank IEP used as a reference.
Linear in Presentation with how it's developed	Same as above
Matching flowchart to IEP	Same as above
Signatures -DM154	Determined by Special Ed. Law. Must be signed as a separate form
Review Law vs Fear	Forms vetted through CDE as compliant. Will continue to review Special Ed. Law prior to change.
Difficult to run district reports	Training provided by SELPA
Doesn't work with other systems	Continue to use WebIEP as SELPA database
Verification need to go to actual error not just page	FMS to review and investigate
Want to auto populate/even when reconvene	Auto-fill dates are back in WebIEP.
Teachers using N/A	Training issue, not programming
Need a Goal to save	Revised verifications for Pending Meetings (PM). Goal not required.
Things required that are not necessary ex. DNQ still requires you to fill in	Based on Special Ed. Law and CDE reporting. Basic information still needs to be captured.
Want to pull reports as Administrator	SELPA can adjust reports. Administrator access remains with the SELPA. Please provide additional information needed to SELPA.
Want to query at school site	Cluster programming completed

Stakeholders Meeting Updates

Pull a list of students to move caseload	Admin level access stays with the SELPA. Continue to notify SELPA for classroom move requests.
Access to Admin Reports	LEA to notify SELPA of additional information needed. SELPA can adjust report criteria through programming. Admin level access stays with the SELPA.
MIS and WebIEP/ and or another system	SELPA will continue with WebIEP. MIS users will all use WebDA and WebBridge by October 1. Further programming to merge WebIEP, WebDA, and WebBridge into one module – future programming. Access to which program based on users role.
Expandable pages aren't long enough and do not transfer to print	Future programming.
Integration of WebIEP to SIS systems	Separate module available through separate contract with Programmers. Several LEAs already have this feature.
Sends daily alerts to see updates student demographics	Errors files will come from CALPADS as we move forward with the CASEMIS to CALPADS merge (C2C)
Open Annual and triennial – goals carry over/new ones do not get created	Delete button will be removed from POG. Future programming and planning
Assessments need accessibility to reports more frequently	Need more information as to what is needed. Future programming for multiple Assessments are currently being tested with East Valley SELPA
Pull WebIEP at a glance	Currently working on revising the IEP At A Glance to auto fill basic information from WebIEP. Future programming
Objectives for Transition Plan	Objective form for Goals and Transition Goals are now an option in WebIEP. Effective 8/3
Fill out SCIA one at a time	SCIA form not part of WebIEP. Completed sample available.

Stakeholders Meeting Updates

Service Tracking Logs	Service Tracking logs are possible with future programming. FMS attends CDE vendor meetings and is aware of the request by CDE. SELPA investigating sample forms from various LEAs
Notes 2 people in notes page it will not record	Limitation of web page technology. Present web technology does not allow us to capture input from multiple users on the same page at the same time.
Archive of notes	Notes page is already part of the IEP packet and automatically saved.
Custom data fields and pull reports	More information needed. Reports can be adjusted with more information. Future programming.
Page for offer of FAPE that would include services	FAPE field is not part of new Services page in WebIEP. Effective 8/3.
POG doesn't always delete previous goals	Decision made by Steering Committee that narrative part of POG would be deleted by user, not system.
Name Pages on side bar	Re-numbering project completed. See cheat sheet information. Navigation bar now has IEP section instead of page number. Hover cursor over section and it will now give you the new page number. New page numbers are also at the top middle of each screen in WebIEP.
Page for previous goals	More information needed for planning and programming
For ELD – Maybe in Strengths & concerns area	More information needed for planning and programming
Close IEP as pending – progress area adds proposed goals, shouldn't be added until we close	More information needed for planning and programming
Reconvene IEPs (Denise answered)	Already answered. If there is more information, please gather and we can then proceed.

Stakeholders Meeting Updates

Sign final page of progress report vs each page	Recent information/legal has determined that a signature is not needed. We are asking, however, at the end of each narrative, if the user can put their name inside the narrative box to identify who wrote the goal. Future planning to remove signature from form.
Have ESY worksheet auto-check package	Future programming request to automatically add ESY information to IEP packet. (Next program upload request)
Area of related service carry over to goals progress section. Example Speech goal – moves over to progress	Future programming. Needed to complete re-numbering project first.
TO verify – go back to page instead go back to actual error	Future programming. FMS to investigate
Creating goals: Able to identify what it is instead of numbering them	Goal grid currently displays the Goals AREA OF CONCERN
Want to pull reports as Administrator	Need more information as to what needs to be added to report. Admin access stays with the SELPA.

6.2 Compliance Updates
Verbal report, no materials

2016-17 Disproportionality

Here are SECMS status reports as per M. Hood, CDE FMTA:

Desert Mountain (Baker Valley missed the student-level submission deadline but did submit documentation afterward – which was approved)

Desert Mountain Charter (Aveson SOL and Encore submitted after the deadline – approved; Aveson Global – IEP for corrective actions pending for 9/26/18)

Region	SELPA	LEA	Policy and Procedures CAs Date Approved	Student Level CAs Date Approved
10	Desert Mountain	Academy For Academic Excellence	06/20/2018	06/21/2018
10	Desert Mountain	Adelanto Elementary	06/20/2018	06/22/2018
10	Desert Mountain	Apple Valley Unified	06/20/2018	06/26/2018
10	Desert Mountain	Baker Valley Unified	06/22/2018	X
10	Desert Mountain	Barstow Unified	06/14/2018	06/14/2018
10	Desert Mountain	Bear Valley Unified	06/25/2018	01/30/2018
10	Desert Mountain	Excelsior Education Center	06/20/2018	06/21/2018
10	Desert Mountain	Health Science High And Middle College	06/20/2018	06/27/2018
10	Desert Mountain	Helendale Elementary	06/20/2018	06/22/2018
10	Desert Mountain	Hesperia Unified	06/06/2018	06/27/2018
10	Desert Mountain	High Tech Elementary Point Loma	06/20/2018	06/20/2018
10	Desert Mountain	High Tech High	06/22/2018	06/29/2018
10	Desert Mountain	High Tech High Explorer	06/22/2018	06/29/2018
10	Desert Mountain	High Tech High International	06/22/2018	06/29/2018
10	Desert Mountain	High Tech High Media Arts	06/22/2018	06/29/2018
10	Desert Mountain	High Tech High Middle	06/22/2018	06/22/2018
10	Desert Mountain	High Tech High Middle Media Arts	06/22/2018	02/05/2018
10	Desert Mountain	Hth Statewide Benefit Charter(Chula Vista)	06/22/2018	06/22/2018
10	Desert Mountain	Hth Statewide Benefit Charter(San Marcos)	06/22/2018	06/29/2018
10	Desert Mountain	Lucerne Valley Unified	06/20/2018	06/29/2018
10	Desert Mountain	Needles Unified	06/20/2018	06/29/2018
10	Desert Mountain	Silver Valley Unified	06/20/2018	01/30/2018
10	Desert Mountain	Snowline Joint Unified	06/20/2018	06/20/2018
10	Desert Mountain	Trona Joint Unified	06/22/2018	06/22/2018
10	Desert Mountain	Victor Elementary	06/20/2018	06/29/2018
10	Desert Mountain	Victor Valley Union High	06/20/2018	06/29/2018

Region	SELPA	LEA	Policy and Procedures CAs Date Approved	Student Level CAs Date Approved
10	Desert/Mountain Charter	Aveson Global Leadership Academy	06/20/2018	X
10	Desert/Mountain Charter	Aveson School Of Leaders	06/25/2018	X
10	Desert/Mountain Charter	Desert Trails Preparatory Academy	06/20/2018	06/29/2018
10	Desert/Mountain Charter	Encore High School-Riverside	06/27/2018	X
10	Desert/Mountain Charter	Laverne Elementary Preparatory Academy	06/22/2018	06/22/2018
10	Desert/Mountain Charter	Odyssey Charter	06/22/2018	01/31/2018
10	Desert/Mountain Charter	Taylion High Desert Academy Adelanto	06/22/2018	01/31/2018

2017-18 Disproportionality

CDE REVIEW SECTIONS	SELPA SUPPORT
Policies and Procedures Evidence Matrix for SPPI 4B, 5, 9, and 10	Peggy Dunn - will send to CDE
Student Record Evidence Matrix 4B, 5, 9, and 10	Peggy Dunn/Program Specialists
Student Level Desk Audit - WebIEP	Colette Garland
Fillable forms available for Policies/Procedures and Student Level	Cindy Quan
Letter sent by M. Hood, CDE FMTA on 6/5. Data collected from Dec 2017 CASEMIS and 2016-17 CALPADS. Desk Audit (WebIEP) to begin in summer 2018 and continue into fall 2018. Once you receive student information, please forward to Colette for CDE access.	Colette Garland

LEA	Indicator
AAE	10
ADELANTO	4, 10
AVESON GLOBAL	10
AVESON SCHOOL OF LEADERS	10
BAKER	9, 10
BARSTOW	4, 10
DESERT TRAILS	9, PLACEMENT (5)
SBCSS (3 REGIONS?)	4
ENCORE RIVERSIDE	10
EXCELSIOR	10
HEALTH SCIENCES HS	10
HELENDALE	4, 10
HTM MEDIA ARTS	10
HIGH TECH HIGH	10
HIGH TECH HIGH MEDIA ARTS	10
HIGH TECH INTERNATIONAL	10
SBC CHULA VISTA	10
NEEDLES	10
ODYSSEY	10
SNOWLINE	4, 10
TRONA	10
VICTOR ELEM	4,10
VVUHSD	4, PLACEMENT (5)

Indicator	Definition
SPPI 4	Suspension/Expulsion of Students w/Disabilities by race/ethnicity
SPPI 9	Disproportionate representation of Students w/disabilities by race/ethnicity
SPPI 10	Disproportionate representation of Students w/disabilities by race/ethnicity within a specific disability category
Placement (SPPI 5)	Disproportionate in Least Restrictive Environment (LRE) Indicator #5

Areas highlighted are items added to the 2017-18 Review Cycle   Disproportionality Review – Policies and Procedures Evidence Matrix 2017-18

Desert/Mountain Charter SELPA #3651

LEA:_____

Item Number	Compliance Test	Evidence of Compliance
	Compliance Test for All Four Indicators: SPPI 4B, 5, and 9/10	**(page #s)**
4-1-11	Do district policies and procedures include a provision that services are to be provided by appropriately credentialed or qualified individuals, including, appropriately certified related service personnel and special education teachers who instruct students with disabilities?	Desert Mountain Charter SELPA - Policies and Prodedures, Chapter 19, Section E, pgs. 6-7
4-3-5	Does the district have policies and procedures to ensure parent participation in all educational placement decisions?	Desert Mountain Charter SELPA - Policies and Procedure Chapter 4, Section A, pgs. 2-4
6-2-1.1	Do district policies and procedures include a provision that the LEA provide the parent with a document describing the procedural safeguards when they ask for it and upon initial referral for evaluation?	Desert Mountain Charter SELPA - Policies and Procedures Chapter 4, Section A, p. 4
6-5-1	Do district policies and procedures include a provision that the LEA's document explaining the procedural safeguards contains information about parent consent?	Desert Mountain Charter SELPA - Policies and Procedures Chapter, Section A, p. 4 Desert Mountain SELPA Notice of Procedural Safeguards, p. 2
	Compliance Test for SPPI 4B	
4-3-2.4	Do district policies and procedures include a provision that if a determination is made that the conduct was a manifestation of the student's disability, then the student will return to the placement from which the student was removed, unless the parent and the school district agree to a change of placement through the IEP process, or a court order is obtained?	Desert Mountain Charter SELPA- Policies and Procedures Chapter 8, Section E, p. 6
4-3-3.7	Do district policies and procedures include a provision that in making the manifestation determination, the IEP team will review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information provided by the parents to determine if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability?	Desert Mountain Charter SELPA - Policies and Procedures Chapter 8, Section E, p. 6
4-3-4	Do district policies and procedures include a provision that a student may not be removed to an interim alternative educational setting for more than 45 school days, whether or not the behavior is determined to be a manifestation of the student's disability, in cases where a student: (1) Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency; (2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or (3) Has inflicted serious bodily injury upon another person while at	Desert Mountain Charter SELPA - Policies and Procedures Chapter 8, Section D, p. 5

LEA:_____

	school, on school premises, or at a school function under the jurisdiction of a State or local educational agency?	
6-6-1.1	Does the LEA's document explaining the procedural safeguards contain information about nondiscriminatory assessment and independent educational evaluations, including the fact that testing and evaluation materials and procedures used for the purpose of evaluation and placement are selected and administered so as not to be racially, culturally, or sexually discriminatory?	Desert Mountain Charter SELPA Notice of Procedural Safeguards p. 4
6-16-1.2	Does the LEA's document explaining the procedural safeguards contain information about: suspension, expulsion, and alternative interim educational setting, including that the LEA must continue to provide special education and services (free appropriate public education) and may not place a student in an alternative setting for longer than 10 days, unless by court order or parent consent?	Desert Mountain Charter SELPA Notice of Procedural Safeguards, p. 7
6-16-1.4	Does the LEA's document explaining procedural safeguards contain information about: suspension, expulsion, and alternative interim educational settings, including that prior to the student exceeding 10 days in an alternative setting for suspension, an IEP meeting must be held to determine if the student's misconduct is a manifestation of the disability?	Desert Mountain Charter SELPA Notice of Procedural Safeguards, p. 7
6-18-1.1.1	Does the LEA's document explaining the procedural safeguards contain information about the right to file a complaint with the CDE and that within sixty days after a complaint is filed, the CDE will carry out an independent investigation?	Desert Mountain Charter SELPA Notice of Procedural Safeguards, pgs. 6-7
Compliance Test for SPPI 9 and 10		
2-2-2.2	Do district policies and procedures include a provision that assessment materials and procedures used to assess a student with limited English proficiency are selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than measuring the student's English proficiency?	Desert Mountain Charter SELPA - Policies and Procedures Chapter 2, Section D, p. 4
6-6-1.1	Does the LEA's document explaining the procedural safeguards contain information about nondiscriminatory assessment and independent educational evaluations, including the fact that testing and evaluation materials and procedures used for the purpose of evaluation and placement are selected and administered so as not to be racially, culturally, or sexually discriminatory?	Desert Mountain Charter SELPA - Policies and Procedures Chapter 2, Section J, p. 12 Desert Mountain Charter SELPA Notice of Procedural Safeguards (4)
10-2-2	Do district policies and procedures include a provision that the LEA assess all students identified as English learners annually using the California English Language Development Test or an alternate to determine English language proficiency?	Desert Mountain Charter SELPA Website-Policies and Procedures Chapter 2, Section J, p. 12
10-2-7	Do district policies and procedures include a provision that teachers who provide instruction to students who are English learners with disabilities have appropriate special education credentials, as well as supplementary authorization, to provide English language development and primary language support?	Desert Mountain Charter SELPA -Policies and Procedures Chapter 19, Section E, pgs. 6-8
Compliance Test for SPPI 5		

LEA:_____

2-2-2.2	Do district policies and procedures include a provision that materials and procedures used to assess a student with limited English proficiency are selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than measuring the student's English proficiency?	Desert Mountain Charter SELPA - Policies and Procedures Chapter 2, Section D, p. 4
2-4-1	Do policies and procedures include a provision that a reevaluation occur, unless the parent and the LEA agree that a reevaluation is unnecessary: (a) not more frequently than once a year; (b) at least every three years; (c) when the LEA determines that the educational or related service needs (including improved academic achievement and functional performance) warrant an evaluation; or (d) at the parent or teacher request?	Desert Mountain Charter SELPA - Policies and Procedures Chapter 2, Section I, p. 10
5-1-3.1	Do district policies and procedures include a provision that it has a full continuum of services and placements, including regular education programs, as appropriate, for each individual with disabilities?	Desert Mountain Charter SELPA - Policies and Procedures Chapter 22, Section A
10-2-2	Do district policies and procedures include a provision that the LEA assess all students identified as English learners annually using the California English Language Development Test or an alternate to determine English language proficiency?	Desert Mountain Charter SELPA - Policies and Procedures Chapter 2, Section J, p. 12
10-2-7	Do district policies and procedures include a provision that teachers who provide instruction to English learners with disabilities have appropriate special education credentials, as well as, supplementary authorization to provide English language development and primary language support (e.g., CLAD, BCLAD, or equivalent)?	Desert Mountain Charter SELPA - Policies and Procedures Chapter 19, Section E, 6-8
11-1-2	Do district policies and procedures include a provision to address the inappropriate over-identification and disproportionate representation by race and ethnicity of students as individuals with exceptional needs?	Desert Mountain SELPA Charter - Policies and Procedures Chapter 1, Section G, pgs. 12-13

Item Number	Compliance Test	Evidence of Compliance
	Compliance Test for All Four Indicators: SPPI 4B, 5, and 9/10	**(page #s)**
4-1-11	Do district policies and procedures include a provision that services are to be provided by appropriately credentialed or qualified individuals, including, appropriately certified related service personnel and special education teachers who instruct students with disabilities?	Local LEA Board Policy or Administrative Regulations
4-3-5	Does the district have policies and procedures to ensure parent participation in all educational placement decisions?	Desert Mountain SELPA-Policies and Procedures Chapter 7, Section A, pgs. 2-3
6-2-1.1	Do district policies and procedures include a provision that the LEA provide the parent with a document describing the procedural safeguards when they ask for it and upon initial referral for evaluation?	Desert Mountain SELPA-Policies and Procedures Chapter 7, Section A, p. 4
6-5-1	Do district policies and procedures include a provision that the LEA's document explaining the procedural safeguards contains information about parent consent?	Desert Mountain SELPA-Policies and Procedures Chapter 7, Section A, p.4

Desert Mountain SELPA Notice of Procedural Safeguards, p. 2 |
	Compliance Test for SPPI 4B	
4-3-2.4	Do district policies and procedures include a provision that if a determination is made that the conduct was a manifestation of the student's disability, then the student will return to the placement from which the student was removed, unless the parent and the school district agree to a change of placement through the IEP process, or a court order is obtained?	Desert Mountain SELPA-Policies and Proceddures Chapter 11, Section F, pgs. 4-5
4-3-3.7	Do district policies and procedures include a provision that in making the manifestation determination, the IEP team will review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information provided by the parents to determine if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability?	Desert Mountain SELPA-Policies and Procedures Chapter 11, Section F, pgs. 4-5
4-3-4	Do district policies and procedures include a provision that a student may not be removed to an interim alternative educational setting for more than 45 school days, whether or not the behavior is determined to be a manifestation of the student's disability, in cases where a student: (1) Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency; (2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or (3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency?	Desert Mountain SELPA-Policies and Procedures Chapter 11, Section E, p. 4

6-6-1.1	Does the LEA's document explaining the procedural safeguards contain information about nondiscriminatory assessment and independent educational evaluations, including the fact that testing and evaluation materials and procedures used for the purpose of evaluation and placement are selected and administered so as not to be racially, culturally, or sexually discriminatory?	Desert Mountain SELPA Notice of Procedural Safeguards, p. 4
6-16-1.2	Does the LEA's document explaining the procedural safeguards contain information about: suspension, expulsion, and alternative interim educational setting, including that the LEA must continue to provide special education and services (free appropriate public education) and may not place a student in an alternative setting for longer than 10 days, unless by court order or parent consent?	Desert Mountain SELPA Notice of Procedural Safeguards, p. 7
6-16-1.4	Does the LEA's document explaining procedural safeguards contain information about: suspension, expulsion, and alternative interim educational settings, including that prior to the student exceeding 10 days in an alternative setting for suspension, an IEP meeting must be held to determine if the student's misconduct is a manifestation of the disability?	Desert Mountain SELPA Notice of Procedural Safeguards, p. 7
6-18-1.1.1	Does the LEA's document explaining the procedural safeguards contain information about the right to file a complaint with the CDE and that within sixty days after a complaint is filed, the CDE will carry out an independent investigation?	Desert Mountain SELPA Notice of Procedural Safeguards, pgs. 6-7
Compliance Test for SPPI 9 and 10		
2-2-2.2	Do district policies and procedures include a provision that assessment materials and procedures used to assess a student with limited English proficiency are selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than measuring the student's English proficiency?	Desert Mountain SELPA-Policies and Procedures Chapter 2, Section B, pgs. 7-8
6-6-1.1	Does the LEA's document explaining the procedural safeguards contain information about nondiscriminatory assessment and independent educational evaluations, including the fact that testing and evaluation materials and procedures used for the purpose of evaluation and placement are selected and administered so as not to be racially, culturally, or sexually discriminatory?	Desert Mountain SELPA Notice of Procedural Safeguards, p. 4
10-2-2	Do district policies and procedures include a provision that the LEA assess all students identified as English learners annually using the California English Language Development Test or an alternate to determine English language proficiency?	Desert Mountain SELPA, Chapter 4, Section D, p. 11
10-2-7	Do district policies and procedures include a provision that teachers who provide instruction to students who are English learners with disabilities have appropriate special education credentials, as well as supplementary authorization, to provide English language development and primary language support?	Local LEA Board Policy or Administrative Regulations
Compliance Test for SPPI 5		
2-2-2.2	Do district policies and procedures include a provision that materials and procedures used to assess a student with limited English proficiency are selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than measuring the student's English proficiency?	Desert Mountain SELPA-Chapter 2, Section B, pgs. 7-8
2-4-1	Do policies and procedures include a provision that a reevaluation occur, unless the parent and the LEA agree that a reevaluation is unnecessary: (a) not more frequently than once a year; (b) at least every three	Desert Mountain SELPA-Chapter 2 , Section G, p. 9

	years; (c) when the LEA determines that the educational or related service needs (including improved academic achievement and functional performance) warrant an evaluation; or (d) at the parent or teacher request?	
5-1-3.1	Do district policies and procedures include a provision that it has a full continuum of services and placements, including regular education programs, as appropriate, for each individual with disabilities?	Desert Mountain SELPA-Policies and Procedures Chapter 5, Section A, pgs. 3-4
10-2-2	Do district policies and procedures include a provision that the LEA assess all students identified as English learners annually using the California English Language Development Test or an alternate to determine English language proficiency?	Desert Mountain SELPA-Policies and Procedures Chapter 4, Section D, p. 11
10-2-7	Do district policies and procedures include a provision that teachers who provide instruction to English learners with disabilities have appropriate special education credentials, as well as, supplementary authorization to provide English language development and primary language support (e.g., CLAD, BCLAD, or equivalent)?	Local LEA Board Policy or Administrative Regulations
11-1-2	Do district policies and procedures include a provision to address the inappropriate over-identification and disproportionate representation by race and ethnicity of students as individuals with exceptional needs?	Desert Mountain SELPA-Policies and Procedures Chapter 1, Section F, p. 9

SELPA/LEA: _____

Disproportionality Review – LEA Suspension & Expulsion (SPPI 4B) – Student Record Evidence Matrix

2017-2018

Student Name:_____

Item Number	Compliance Test	Evidence of Compliance (e.g., IEP, Assessment, Manifestation Determination, Notes, etc. with page #)
3-5-7	For a student whose behavior impedes their learning or that of others, does the IEP team consider the provision of positive behavior interventions and strategies and/or supports to address the behavior?	
2-2-2.6.4	Is there evidence that the current assessment includes information about social and emotional status?	
2-3-1.6	Does the written Assessment Report include relevant behavior noted during observation of the student in the appropriate setting?	
4-3-1	When a student with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal, did the public agency provide services?	
4-3-2.2	Within 10 school days of any decision to change the placement of a student with a disability because of a violation of the code of student conduct, did the LEA, the parent, and relevant members of the student's IEP team (as determined by the parent and LEA) meet to review all relevant information in the student's file, including the student's IEP placement and services, any teacher observations, and any relevant information provided by the parents to determine if the behavior was a manifestation of the student's disability?	
4-3-2.3	If the student's conduct was determined to be a manifestation of the student's disability, and is a functional analysis assessment and, if necessary, a behavioral intervention plan developed to address the behavior that resulted in the change of placement? Or, if a plan has already been developed, did the IEP team review the plan and modify it, as necessary, to address the behavior?	
4-3-3.6	In making the manifestation determination, did the IEP team determine that the special education services, supplementary aids and services, and behavior intervention strategies were provided consistently with the student's IEP and placement?	
4-3-5.2	If a placement decision was made by an IEP team without the involvement of a parent, does the district have a record of the attempts to ensure parent involvement?	

SELPA/LEA: _____

Disproportionality Review – LEA Suspension & Expulsion (SPPI 4B) – Student Record Evidence Matrix

2017-2018

Student Name:_____

Item Number	Compliance Test	Evidence of Compliance (e.g., IEP, Assessment, Manifestation Determination, Notes, etc. with page #)
2-4-1	Does a reevaluation occur, unless the parent and the LEA agreed that a reevaluation is unnecessary: a) not more frequently than once a year; b) at least every three years; c) when the LEA determines that the educational or related service needs (including improved academic achievement and functional performance) warrant an evaluation; or d) at the student's parents' or teacher request?	
3-3-6.1	Does the IEP team periodically review but, not less frequently than annually, the student's IEP including progress toward annual goals and progress in the general curriculum when developing new goals?	
3-3-10.2	Does the IEP team consider parent concerns for enhancing the education of the student?	
5-1-5	Are all placement decisions made by a team that includes the parents and not less than one general education teacher, not less than one special educator, and an LEA representative?	
5-1-5.3	Do placement decisions ensure that the student is not removed from age appropriate, general education classrooms solely because of needed modifications in the general curriculum?	

SELPA/LEA : _____

Disproportionality Review – Disproportionate Representation LRE (SPPI 5)

Student Record Evidence Matrix

2017-2018

Student Name: _____

Item Number	Compliance Test	Evidence of Compliance (e.g., IEP, Assessment, Manifestation Determination, Notes, etc. with page #)
2-1-1.8	As part of an initial evaluation or as part of any reevaluation, does the IEP team and other qualified professionals, as appropriate, review existing evaluation data on the student, including; evaluations and information provided by the parents of the student; current classroom-based, local, or State assessments; classroom-based observations; and observations by teachers and related services providers?	
3-2-1	Does the current IEP include a statement of the student's present levels of performance including how the disability affects the student's involvement and progress in the general curriculum?	
3-2-4	Does the IEP include a statement of the special education and related services and supplementary aids and services to be provided to the student or on behalf of the student?	
3-2-6	Does the IEP include an explanation of the extent, if any, to which the student will not participate with general education students in the general education classroom and in extracurricular and nonacademic activities?	
3-3-6	Does the IEP team periodically review, not less than annually, the student's IEP?	
4-3-5.2	If a placement decision was made by an IEP team without the involvement of a parent, does the District have a record of the attempts to ensure parent involvement?	
5-1-5	Are all placement decisions made by a team that includes the parents and not less than one general education teacher, not less than one special educator, and an LEA representative?	
5-1-5.1	Are all placements determined annually, made as close as possible to the student's home, and in the school that the student would attend if nondisabled unless the IEP team determines otherwise?	
5-1-5.2	In selecting the LRE, is consideration given to any potential harmful effect of the placement on the child or on the quality of services that he or she needs?	

SELPA/LEA : _____

Disproportionality Review – Disproportionate Representation LRE (SPPI 5)

Student Record Evidence Matrix

2017-2018

Student Name: _____

Item Number	Compliance Test	Evidence of Compliance (e.g., IEP, Assessment, Manifestation Determination, Notes, etc. with page #)
2-4-1	Does a reevaluation occur, unless the parent and the LEA agreed that a reevaluation is unnecessary: a) not more frequently than once a year; b) at least every three years; c) when the LEA determines that the educational or related service needs (including improved academic achievement and functional performance) warrant an evaluation; or d) at the student's parents' or teacher request?	
3-3-6.1	Does the IEP team periodically review but, not less frequently than annually, the student's IEP including progress toward annual goals and progress in the general curriculum when developing new goals?	
3-3.10.2	Does the IEP team consider parent concerns for enhancing the education of the student?	
5-1-5.3	Do placement decisions ensure that the student is not removed from age appropriate, general education classrooms solely because of needed modifications in the general curriculum?	

Disproportionality Review – Individual Student Disproportionate Representation by Race/Ethnicity and Disability (SPPI 9 & 10)
Student Record Evidence Matrix
2017-2018

Student Name: _____

Item Number	Compliance Test	Evidence of Compliance (e.g., IEP, Assessment, Manifestation Determination, Notes, etc. with page #)
2-2-2.5	Are testing and assessment materials and procedures selected and administered so as not to be racially or culturally discriminatory?	
2-2-2.6	Is there evidence that the current assessment is comprehensive and that assessments were administered in all areas related to the suspected disability by trained and knowledgeable personnel using sound instruments?	
2-3-1.8	Does the written Assessment Report include determination of the effects of environmental, cultural, or economic disadvantage, where appropriate?	
2-4-1	Does a reevaluation occur, unless the parent and the LEA agreed that a reevaluation is unnecessary: a) not more frequently than once a year; b) at least every three years; c) when the LEA determines that the educational or related service needs (including improved academic achievement and functional performance) warrant an evaluation; or d) at the student's parents' or teacher request?	
2-4-2	Did the LEA utilize the required members of the IEP team and other qualified professionals as appropriate, to review existing evaluation data, and on the basis of that review, and input from the student's parents, identify what additional data, if any, are needed to determine whether the student continues to have a disability, and the student's educational needs?	
3-3-6.1	Does the IEP team periodically review but, not less frequently than annually, the student's IEP including progress toward annual goals and progress in the general curriculum when developing new goals?	
3-3-10.2	Does the IEP team consider parent concerns for enhancing the education of the student?	
3-4-2.1	In making the determination of eligibility, did the IEP team draw upon a variety of sources of information, such as tests, teacher recommendations and parent input?	
5-1-5	Are all placement decisions made by a team that includes the parents and not less than one general education teacher, not less than one special educator, and an LEA representative?	
	Students Who are English Language Learner Specific Items	
2-3-1.2	Does the written Assessment Report include the results of tests administered in the student's primary language by qualified personnel?	

SELPA/LEA : _____

Disproportionality Review – Individual Student Disproportionate Representation by Race/Ethnicity and Disability (SPPI 9 & 10)
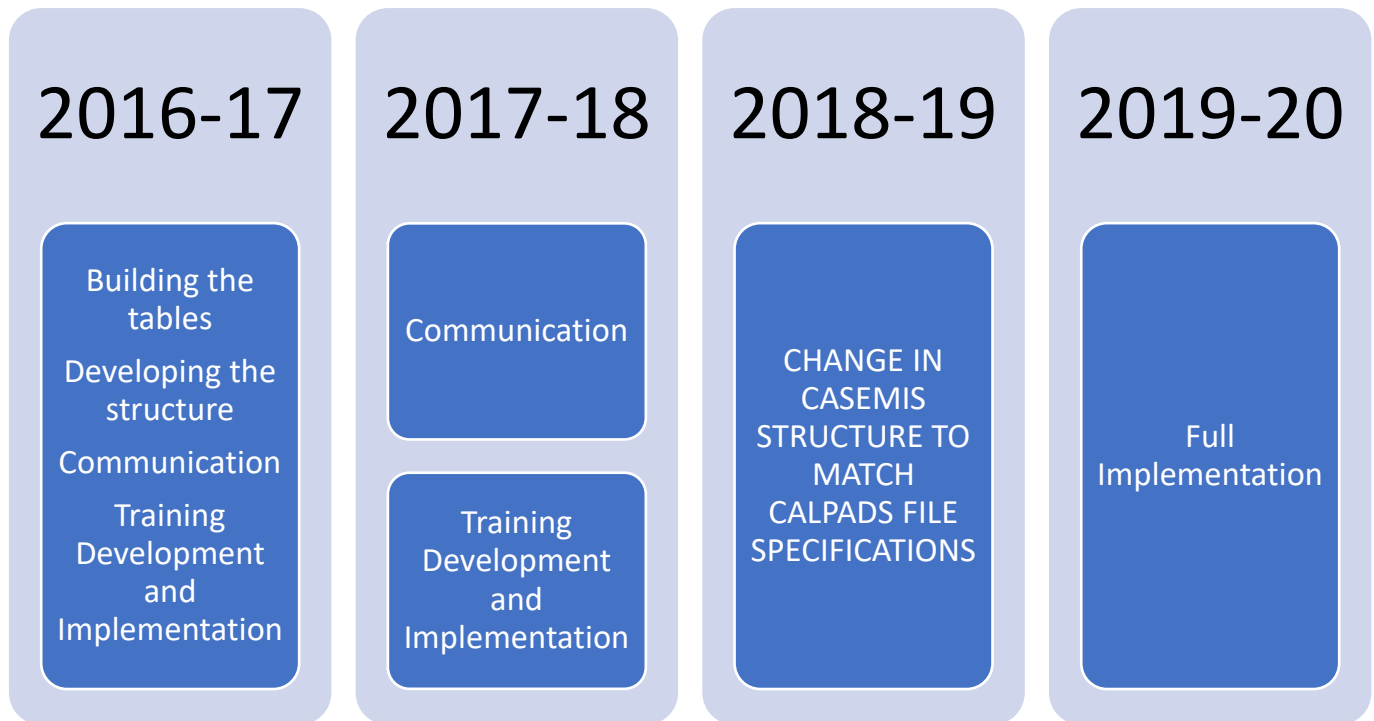## Student Record Evidence Matrix
2017-2018

Student Name: _____

10-2-4	Does the IEP of students identified as English Learners include a determination of whether the CELDT will be administered with or without modifications or accommodations, or whether English proficiency will be measured using an alternate assessment?	
3-5-8	For a student with limited English proficiency (English language learners) does the IEP team consider the language needs of the student, as such needs relate to the student's IEP, and does the IEP include linguistically appropriate goals, programs, and services?	

CASEMIS to CALPADS TIMELINE

2016-17

Building the tables

Developing the structure

Communication

Training Development and Implementation

2017-18

Communication

Training Development and Implementation

2018-19

CHANGE IN CASEMIS STRUCTURE TO MATCH CALPADS FILE SPECIFICATIONS

2019-20

Full Implementation

Currently we are working with our programmers, Faucette Micro Systems, on programming to prepare for the CALPADS merge. SELPA will work directly with MIS Contacts on conversions and reporting processes. As we learn more from CDE, we will distribute information. Additional fields may be required to capture proper CALPADS information. Adjustments to WebIEP will be made as needed. Currently, we will conintue to use CASEMIS codes as provided by CDE and convert to CALPADS codes "behind the scenes" as appropriate or until we have a full approved set of codes from CDE

Click here to download the PowerPoint File.

1 **SELPA MEETING MARCH 2018**

A Season of Change!

2 **NEW WORLD**

3 **What is the California School Dashboard?**

- An online tool that reports how districts and schools are performing on the indicators.
- Is designed to support the local strategic planning process and includes:
  - *Six State indicators.*
  - *Four local indicators.*

4 **State Indicators in the Fall 2017 Dashboard**

- Chronic Absenteeism (Link to DataQuest).
- Suspension Rate.
- English Learning Progress.
- Graduation Rate.
- College/Career (Status Only).
- Academic: English Language Arts and Mathematics.

5 **PERFORMANCE LEVELS**

6 **Performance Levels (Cont.)**

- At least two years of data are needed to determine the performance level (or color) for a state indicator:
  - *Current Year Data: To calculate Status*
  - *Prior Year Data: To calculate Change*

7 **System of Support Goal**

- To assist LEAs and their schools to meet the needs of each student served, with a focus on building capacity to sustain improvement and effectively address inequities in student opportunities and outcomes.

8 **CALIFORNIA'S STATEWIDE SYSTEM OF SUPPORT INCLUDES THREE LEVELS OF SUPPORTS TO LEAS AND SCHOOLS TO PROMOTE CONTINUOUS IMPROVEMENT.**

9 **SWD Student Group**

- 163 LEA of the 213 identified for Differential Assistance were

because of outcomes for the SWD student group.
- We do not think this is a Special Education problem, this is a system problem.
- We are aligning some of our practices to the dashboard to make this more coherent for LEAs.

10 **SED ALIGNMENT**

11 **Reorganization of our Supports**
- Restructuring the Special Education Division
- Revamping and expanding a number of its current TA contracts to allow a larger number of LEAs, COEs, and SELPAs to benefit from the expertise cultivated through contracts within existing COEs.

12 **WORKING IN GROUPS ACROSS THE DIVISION**

13 **CHANGES TO THE MONITORING CALENDAR**

14 **What does this mean?**
- DINC schedule stays the same
- Disproportionality and Significant Disproportionality will occur together and earlier (in the case of disproportionality)
- PIR, CR, Annual Determinations will occur together and will be later (in November) to align with the Dashboard release.

15 **DISPROPORTIONALITY**

16 **Significant Disproportionality Update**
- The USDOE will be issuing a delay in the implementation of the regulations
- California will not be changing their course
- The CDE will be looking at the calculations to ensure that LEAs who were included because of small cell size and not due to true disproportionality are addressed.

17 **STEPWISE MODEL**

18 **One Year Disproportionality**
- Notifications will occur in April.
- Working on the calculations now.
- There will be a SELPA preview.
- FMTA staff will be review files in the late Spring, Summer and Fall.
- Completion of the file review will occur in September.

19 ☐ **What about the files?**

CDE will provide three options for file review:

1. The LEA can provide READ-ONLY access to their electronic IEP system.
2. The LEAs can send an electronic copy to the CDE via the secure portal. NO EMAIL!
3. The LEA can bring files to the CDE for review.

Any student files sent to CDE electronically or left with CDE will be kept and be made available to a requestor under court order or a Public Records Act request.

20 ☐ **What about Prong II from last fall?**

- For one year only, there will be an overlap of the Prong II and the new Disproportionality.
- We will be using the records for Disproportionality to also clear Prong II.

21 ☐ **CR UPDATE**

22 ☐ **PIR UPDATE**

23 ☐ **Align Indicators to the Dashboard**

- Graduation
- Assessment
- Suspension

24 ☐ **ANNUAL DETERMINATIONS**

Will be made and sent to LEAs in November 2018

25 ☐ **HOW WILL CALPADS HELP WITH MONITORING IN THE FUTURE?**

26 ☐ **Data collection occurs more often**

- DINC is easier to verify
- CR lists will be accurate and up to date
- LEA can show improvement on a more regular basis

27 ☐ **OTHER THINGS ON THE HORIZON**

6.4 Inter-District Transfers
Verbal report, no materials

DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA
DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA
17800 HIGHWAY 18 • APPLE VALLEY, CA 92307
(760) 552-6700 • (760) 242-5363 FAX

Health, Social, and Cultural History

(To be completed by parent/guardian. Contact district nurse for assistance.)

STUDENT INFORMATION

Student Name: _____ Date of Birth: _____ Gender: ☐ Male ☐ Female

School Site: _____ Teacher: _____ Grade/Track: _____

LEA of Attendance: _____ LEA of Residence: _____

Street Address: _____ City: _____ State: _____ Zip Code: _____

Mailing Address: _____ City: _____ State: _____ Zip Code: _____

Parent/Guardian: _____ Age: _____ In home? ☐ Yes ☐ No Occupation: _____

Relationship to Student: _____ Home Phone: _____ Work or Cell Phone: _____

Parent/Guardian: _____ Age: _____ In home? ☐ Yes ☐ No Occupation: _____

Relationship to Student: _____ Home Phone: _____ Work or Cell Phone: _____

Other Parent/Guardian: _____ Age: _____ In home? ☐ Yes ☐ No Occupation: _____

Relationship to Student: _____ Home Phone: _____ Work or Cell Phone: _____

LIST SIBLINGS

Name	Gender	Age	School Related Concerns
_____	☐ Male ☐ Female	_____	_____
_____	☐ Male ☐ Female	_____	_____
_____	☐ Male ☐ Female	_____	_____
_____	☐ Male ☐ Female	_____	_____
_____	☐ Male ☐ Female	_____	_____

LIST OTHERS IN HOME

Name	Gender	Age	Relationship to Student
_____	☐ Male ☐ Female	_____	_____
_____	☐ Male ☐ Female	_____	_____
_____	☐ Male ☐ Female	_____	_____
_____	☐ Male ☐ Female	_____	_____
_____	☐ Male ☐ Female	_____	_____

SECTION 1: PRENATAL, BIRTH, AND NEONATAL HISTORY

Biological mother's age this pregnancy: _____ Number of months of pregnancy: _____

Course of Pregnancy *(check all areas that apply)*		Birth/Delivery *(check all areas that apply)*	Newborn Condition at Birth *(check all areas that apply)*	
☐ Unusual Weight Gain or Loss	☐ Drug/Medication	☐ Vaginal Delivery	☐ ICU Care After Delivery	☐ Colic
☐ Nausea/Vomiting	☐ Toxemia	☐ Breech Presentation	No. of Days: _____	☐ Feeding Problem
☐ Bleeding	☐ High Blood Pressure	☐ C-Section Delivery	☐ Discharged with Mother	☐ Sucking Problem
☐ Infections	☐ Edema (swelling)	☐ Anesthesia/Medications	☐ Cord Around the Neck	☐ Breathing Problem
☐ Accidents	☐ Diabetes	During Labor/Delivery	☐ Blue Baby	☐ Constipation
☐ Tobacco Use	☐ Emotional Distress		☐ Jaundice	
☐ Alcohol Use	☐			
	Other: _____			

Comments:
_____

Health, Social, and Cultural History

Student Name: _____ Date of Birth: _____

==

SECTION 2: PRESCHOOL DEVELOPMENT *(DEVELOPMENTAL MILESTONES)*

At what age did the child begin to: *Crawl:* _____   *Walk Alone:* _____   *Speak First Words:* _____

At what age was the child bladder trained: _____   At what age was the child bowel trained: _____

==

SECTION 3: CHILD'S HEALTH HISTORY *(CHECK ALL AREAS THAT APPLY)*

☐ High Fever Requiring Hospitalization	☐ Eye Problems	☐ Accidents	☐ Elimination Problems, Constipation
☐ Immunization	☐ Asthma	☐ Diabetes	Diarrhea
☐ Head Injuries/Concussion	☐ Pneumonia	☐ Insulin Dependent Diabetes	☐ Bladder Infection
☐ Seizures/Epilepsy	☐ Allergies	☐ Hypoglycemia	☐ Hospitalizations
☐ Cerebral Palsy	☐ Heart Condition	☐ Obesity	☐ Surgeries
☐ ADD	☐ Bleeding Disorder	☐ Anorexia	☐ Cancer
☐ ADHD	☐ Hypertension (high blood pressure)	☐ Bulimia	☐ Wets Pants or Bed
☐ Ear Infections	☐ Physical Limitations	☐ Feeding Tube	☐ Kidney Disease
☐ Hearing Problems	☐ Muscular Dystrophy	☐ Chronic Stomach Ache	☐ Other

Date of last physical examination: _____   Name of current physician: _____

Current medication(s): _____

==

SECTION 4: FAMILY HEALTH HISTORY *(CHECK ALL AREAS THAT APPLY)*

Biological mother's family: ☐ Mental Illness   ☐ Epilepsy   ☐ Diabetes   ☐ Heart Condition   ☐ Cancer   ☐ Other: _____

Biological father's family: ☐ Mental Illness   ☐ Epilepsy   ☐ Diabetes   ☐ Heart Condition   ☐ Cancer   ☐ Other: _____

Comments:

==

SECTION 5: HEALTH INSURANCE COVERAGE

Medi-Cal: _____   Health Insurance: _____

==

SECTION 6: CURRENT RELATIONSHIPS/INTERESTS

Describe the relationship between the child and parent/guardian *(specify relationship)*:

Describe the relationship between the child and parent/guardian *(specify relationship)*:

Describe the relationship between the child and other parent/guardian *(specify relationship)*:

Describe the relationship between the child and his/her siblings:

Describe the relationship between the child and others of significance:

Describe the relationship between the child and peers:

Indicate the child's preferred age group of friends:

Health, Social, and Cultural History

Student Name: _____ **Date of Birth:** _____

Describe the child's interaction of family with community:

How many hours of television does the child watch daily?

What is the favorite activity or interest of the child?

What is the most effective method of discipline?

What pleases you most about your child?

SECTION 7: HOME AND ENVIRONMENT FACTORS

What is the language spoken in the home? _____

List family mobility/number of places lived/how long in each:

List occupational history of parents/guardians:

List the number of schools the child has attended:

List the grades repeated and reason: *(if any)*

Describe the developmental/educational materials in the home:

List past educational problems of parents/guardians: *(if any)*

Highest grade level of parent/guardian: _____   Highest grade level of parent/guardian: _____

Comments/recommendations:

History given by (print name): _____

Signature: _____ Date: _____

HOME VISIT: ☐ **YES**   ☐ **NO**

DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA
DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA
17800 HIGHWAY 18 • APPLE VALLEY, CA 92307
(760) 552-6700 • (760) 242-5363 FAX

Current Health Report
(Can be used for the Triennial Eligibility Agreement)

SECTION 1: STUDENT INFORMATION *(TO BE COMPLETED BY PARENT/GUARDIAN)*

Student Name: _____ Date of Birth: _____ Gender: ☐ Male ☐ Female

School Site: _____ LEA of Attendance: _____

Street Address: _____ City: _____ State: _____ Zip Code: _____

Parent/Guardian: _____ Age: _____ In home? ☐ Yes ☐ No   Occupation: _____

Home Phone: _____   *Work Phone:* _____   *Other Phone:* _____

Parent/Guardian: _____ Age: _____ In home? ☐ Yes ☐ No   Occupation: _____

Home Phone: _____   *Work Phone:* _____   *Other Phone:* _____

Education rights held by: ☐ Parent ☐ Foster Parent ☐ Guardian ☐ Surrogate Parent ☐ Other: *(describe)* _____

SIBLINGS AND OTHERS IN HOME (LIST IN ORDER OF AGE)

Name	Gender	Age	School Related Concerns
_____	☐ Male ☐ Female	_____	_____
_____	☐ Male ☐ Female	_____	_____
_____	☐ Male ☐ Female	_____	_____
_____	☐ Male ☐ Female	_____	_____
_____	☐ Male ☐ Female	_____	_____

Student medical condition or health concern: *(if any)*

Parent/Guardian comments and concerns since last IEP:

PLEASE SIGN BELOW AND RETURN THIS FORM TO: _____ **BY:** _____

Parent/Guardian Signature: _____ Date: _____

SECTION 2: CURRENT HEALTH ASSESSMENT *(TO BE COMPLETED BY SCHOOL NURSE)*

Height: _____ Weight: _____ BMI: _____

Current Medications: _____

Vision: _____ Right: _____ Left: _____ Date: _____ Glasses? ☐ Yes ☐ No

Hearing: _____ Right: _____ Left: _____ Date: _____ Hearing Aids? ☐ Yes ☐ No

General description of appearance and health:

School nurse comments (note any changes from previous IEP):

School Nurse Signature: _____ Date: _____

D/M 62 Rev. 07/18

Assessment Plan

If an assessment for the development or revision of the Individualized Education Program is to be conducted, the parent or guardian of the student shall be **given** [by the Local Educational Agency (LEA)], in writing, a proposed assessment plan within 15 days of the referral for assessment not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days from the date of receipt of the referral, unless the parent or guardian agrees, in writing, to an extension. CA Ed Code § 56321(a)

STUDENT INFORMATION

Student Name: _____ Date of Birth: _____ Grade: _____

School Site: _____ LEA of Residence: _____

English Language Proficiency: ☐ English Language Learner ☐ Fluent English Proficient ☐ English Only ☐ Language spoken at home: _____

ASSESSMENT INFORMATION

Reason(s) for referral/assessment: ☐ *Initial* ☐ *Annual* ☐ *Triennial* ☐ *Behavior* ☐ *Counseling/Behavioral Health Services* ☐ *Other:* _____

Referred by: ☐ *Parent/Guardian* ☐ *Teacher* ☐ *Special Ed. Teacher* ☐ *Psychologist* ☐ *Nurse* ☐ *Administrator* ☐ *IEP Team* ☐ *Other:* _____

The assessment will be administered in: ☐ *English* ☐ *Spanish* ☐ *Braille* ☐ *Sign Language* ☐ *Other:* _____

ASSESSMENTS CHECKED BELOW WILL BE COMPLETED TO ADDRESS THE AREAS OF SUSPECTED DISABILITY	TO BE COMPLETED BY (*Examiner Title*)
☐ **ACADEMIC/PRE-ACADEMIC ACHIEVEMENT:** These tests measure current readiness skills or achievement levels.	☐ District ☐ County ☐ NPA ☐ Other
☐ **AUGMENTATIVE/ALTERNATIVE COMMUNICATION (AAC)** ☐ **ASSISTIVE TECHNOLOGY (AT):** An assessment to measure the need for any aid and/or device that can be used to increase, maintain, or improve functional capabilities of a student with a disability.	☐ District ☐ County ☐ NPA ☐ Other
☐ **CAREER AND VOCATIONAL DEVELOPMENT:** These tests allow a student to identify interest areas and aptitudes that assist in setting vocational goals and making career choices.	☐ District ☐ County ☐ NPA ☐ Other
☐ **COGNITIVE/INTELLECTUAL DEVELOPMENT AND LEARNING ABILITY:** These assessment instruments evaluate a student's general learning aptitude and/or state of intellectual maturation by measuring performance across a variety of verbal, numerical, and visual-spatial tasks.	☐ District ☐ County ☐ NPA ☐ Other
☐ **FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA):** An assessment to measure and/or identify circumstances and consequences associated with a certain behavior and methods/interventions recommended to address them.	☐ District ☐ County ☐ NPA ☐ Other
☐ **HEALTH/DEVELOPMENTAL/MEDICAL:** These tests measure vision, hearing, current health status, and early childhood development.	☐ District ☐ County ☐ NPA ☐ Other
☐ **OBSERVATIONS/INTERVIEWS:** Includes observations of a student's academic and behavioral functioning in the school and/or natural setting.	☐ District ☐ County ☐ NPA ☐ Other
☐ **PERCEPTUAL/MOTOR DEVELOPMENT:** These instruments measure coordination, body movements, and small and large muscle activities. Physical fitness, visual, and perceptual skills may also be measured.	☐ District ☐ County ☐ NPA ☐ Other
☐ **SELF-HELP/ADAPTIVE:** This assessment will help determine the level of personal development in activities of daily living, socialization, and communication skills.	☐ District ☐ County ☐ NPA ☐ Other
☐ **SOCIAL/EMOTIONAL/BEHAVIORAL DEVELOPMENT:** This assessment will help determine adjustment in social, emotional, and behavioral areas.	☐ District ☐ County ☐ NPA ☐ Other
☐ **SPEECH/LANGUAGE/COMMUNICATION DEVELOPMENT:** This assessment measures a student's ability to use and understand language. Areas that may be assessed are articulation, receptive and expressive language, fluency, voice, and/or social/pragmatic use of language.	☐ District ☐ County ☐ NPA ☐ Other

REVIEW OF ANY RECENT ASSESSMENT: _____

OTHER: *(If using alternative means of assessment, explain why and what will be utilized for this assessment.)* _____

FOR QUESTIONS PLEASE CONTACT THE LEA OFFICE: Name: _____ Contact Phone: _____

PARENTAL AUTHORIZATION

ASSESSMENT CANNOT BEGIN UNTIL A COPY OF THIS FORM HAS BEEN SIGNED AND DATED BY THE PARENT/GUARDIAN AND RETURNED TO THE LEA. AT THAT TIME, THE ASSESSMENT TIMELINE WILL BEGIN.

INITIAL HERE   Please initial each *applicable* statement below.

_____   I understand that no educational placement will result from this evaluation without my written permission.

_____   I have additional assessments or information that I wish to have considered in determining a free appropriate public education (FAPE).

_____   I prefer to discuss the assessment plan before I give approval.

_____   I *DO NOT* approve of this assessment plan.

By signing this form below, I acknowledge that I am the educational rights holder for this child and hereby authorize/consent to the assessments listed above. I understand that the results of the assessments will be kept confidential and will be reviewed with me. My signature also acknowledges receipt of a copy of special education procedural safeguards (attach SELPA form D/M 77).

Date: _____ Parent/Guardian Signature: _____ Interpreter Signature: _____ Date: _____

LEA USE ONLY – MIS DATA			
Date of Referral: _____	Date Sent to Parent: _____	Date Signed Assessment Plan Received: _____	IEP Meeting Date: _____

California Association of Health and Education Linked Professions Joint Powers Authority
CAHELP JPA
Revised 08/24/2018

STRATEGIC PLAN FOR WEB ACCESSIBILITY

1.0   ORGANIZATIONAL STATEMENT

The California Association of Health and Education Linked Professions, a Joint Powers Authority (CAHELP JPA), values diverse experiences and perspectives and strives to fully include everyone who engages with the organization. Therefore, CAHELP is committed to ensuring that individuals with disabilities have an opportunity equal to that of nondisabled peers accessing CAHELP programs, benefits, and services, including those delivered through information technology (IT). The CAHELP Strategic Plan for Web Accessibility, hereinafter referred to as "SPWA" establishes a foundation for equality of opportunity and provides guidance to ensure equal access to IT the CAHELP purchases, creates, and uses, such as websites, software, hardware, and media in accordance with applicable state and federal laws including, but not limited to, Sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act as amended (ADA).

The SPWA shall apply to all new, updated, and existing online web content and functionality. The goal of the CAHELP is that all web content will meet WCAG 2.0 Level AA conformance ~~by July 1, 2018~~.

2.0   DEFINITIONS

Accessible: Refers to the concept that individuals with disabilities are able to access and use a product or system, including with the help of assistive technologies. For example, an "accessible" web site may be designed so that the text can be enlarged by the user, rather than having a fixed font size, or may be designed so that it can be interpreted and "read out loud" by screen reader software used by blind or low-vision individuals.

Accessible Information Technology: Information technology that has been designed, developed, or procured to be usable by, and therefore accessible to individuals with disabilities, including those who use assistive technologies.

Assistive Technologies: Adaptive, rehabilitative devices that promote greater independence for individuals with disabilities by changing how these individuals interact with technology. Examples include special input devices (e.g., head or foot mouse, speech recognition), screenreading software, and screen magnifiers.

Usability: Refers to how easily, effectively, and efficiently users can use a product or system to achieve their goals, and how satisfied they are with the experience.

3.0   REGULATORY REQUIREMENTS (SECTIONS 504/508; TITLE II ADA)

Accessibility awareness is an important aspect of the CAHELP's underlying legal obligation to ensure that individuals with disabilities have equal access to programs, services, and information within the same timeframe as nondisabled peers. No individual shall be excluded from participation in, deny the benefits of, or otherwise be subjected to

CAHELP JPA STRATEGIC PLAN FOR WEB ACCESSIBILITY

discrimination from any of the CAHELP programs, services, and activities, including those delivered through information technology. The regulatory requirements in Sections 504 and 508 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act (ADA), as amended in 1990, provide the basis for equal access and governs the overall responsibility of CAHELP Content Developers and Approvers, webmasters, procurement officials, and all others responsible for content management, to ensure that online content and functionality are equally accessible to all.

Section 504 and Title II of the ADA are implicit and require public agencies to make web pages accessible. ADA prohibits discrimination against individuals with disabilities by any state or local government and any of its department, agencies, or other instrumentalities. Section 504 prevents intentional or unintentional discrimination based on an individual's disability, and applies to employers and organizations that receive federal financial assistance. Section 508 is limited to federal agencies but is extremely influential because its compliance standards require federal agencies to provide software and website accessibility to individuals with disabilities.

> Title II Americans with Disabilities Act (ADA). *"...Protect qualified individuals with disabilities from discrimination on the basis of disability in the services, programs, or activities of all State and local governments. It additionally extends the prohibition of discrimination on the basis of disability established by section 504 of the Rehabilitation Act of 1973, as amended, to all activities of State and local governments, including those that do not receive Federal financial assistance. By law, the Department of Justice's Title II regulation adopts the general prohibitions of discrimination established under section 504, and incorporates specific prohibitions of discrimination from the ADA.*

> Section 504, Title 29 of the United States Code § 794. *"No otherwise qualified individual with a disability in the United States...shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."*

> Section 508, Title 29 of the United States Code § 1194.1. *"...Section 508 also requires that individuals with disabilities, who are members of the public seeking information or services from a Federal agency, have access to and use of information and data that is comparable to that provided to the public who are not individuals with disabilities, unless an undue burden would be imposed on the agency."*

Refer to Appendix D for Section 508 Checklist produced by Web Accessibility in Mind (WebAIM).

3.1   Legal Guidance:

> ➤ Department of Justice (DOJ) Guidance (June 2003)

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> ➢ ADA/504 "generally require" equal access unless fundamental alteration or undue burden
> ➢ OCR Dear Colleague Letter (June 2010)
> ➢ Colleges and universities must make book readers and other educational technologies equally accessible
> ➢ OCR FAQs (May 11)
> ➢ Follow-up from June 2010 Dear Colleague letter – legal requirements articulated in letter apply to elementary and secondary schools
> ➢ DOJ Notice of Proposed Rulemaking (May 2016)
> ➢ Proposed rulemaking for state and local governments with regard to web accessibility

NOTE: On October 5, 2016, the Department of Justice (DOJ) window for comments on proposed rulemaking for state and local governments with regard to web accessibility closed. The proposal is to adopt the WCAG 2.0 web accessibility standards. The CAHELP will monitor the outcome of the proposed rulemaking and update the SPWA as information becomes available. Effective January 18, 2017, the U.S. Access Board published a final rule updating accessibility requirements for information and communication technology (ICT) covered by Section 508 of the Rehabilitation Act of 1973. Major changes in the revised Section 508 Standards include the incorporation of the web standards in WCAG 2.0 developed by the W3C and clarifies applicability to websites, electronic documents and software. The final rule also requires all public-facing official agency business content, as well as specific categories of non-public-facing content that is official agency business, to be accessible, and that software and operating systems must interoperate with assistive technology.

4.0 COMPLIANCE/RESPONSIBILITIES

Under this strategic plan, CAHELP personnel shall:

- Adhere to the CAHELP strategic plan for web accessibility;
- Develop, purchase and/or acquire, to the extent feasible, hardware and software products that are accessible to individuals with disabilities; and
- Promote awareness of this strategic plan to all members of the CAHELP community, particularly those in roles that are responsible for creating, selecting, or maintaining electronic content and applications.

4.1 Implementation of the Policy

CAHELP management in collaboration with the JPA Virtual Compliance Supervisor and designated ADA compliance team is responsible for facilitating and ensuring implementation of this strategic plan for web accessibility with fidelity.

The CAHELP JPA Virtual Compliance Supervisor in collaboration with the designated ADA compliance team is responsible for issuing and updating any requirements, standards or guidelines that support this strategic plan and shall

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facilitate regular communication among organizational departments to address consistent implementation of this strategic plan throughout CAHELP.

4.2   Revisions to the Strategic Plan

The CEO is the approver of the strategic plan for web accessibility and has the authority to approve revisions upon recommendation by the CAHELP JPA Virtual Compliance Supervisor and ADA compliance team.

The CAHELP JPA Virtual Compliance Supervisor in collaboration with the ADA compliance team has the authority to initiate revisions to the strategic plan and is responsible for regular reviews and updates.

All revisions substantive in nature to the strategic plan will be presented for approval to the CEO and subsequently presented to the CAHELP Governance Council for review and adoption.

4.3   Oversight and Responsibilities

The CAHELP CEO shall designate an ADA compliance team that shall JPA Virtual Compliance Supervisor is responsible for online web accessibility and functionality and is a member of the ADA compliance team. He/she shall be have oversight and responsibility of online web accessibility and functionality. The team shall have overall responsibileity for establishing systems of audit, accountability, corrective action of accessibility of all online content and functionality on an ongoing basis. The Virtual Compliance Supervisor and ADA compliance team shall work towards ensuring equal access he team's purpose is to work towards ensuring equal access and opportunity to organizational programs and services for all individuals, including those delivered online. The ADA team shall be comprised of the following:

➤ Chief Operations Officer, CAHELP
➤ JPA Virtual Compliance Supervisor, CAHELP
➤ Representative from IT Department, as needed
➤ Representative from Web Programmer/Host, as needed
➤ Representative from Desert/Mountain Children's Center
➤ Representative from Desert/Mountain Special Education Local Plan Area
➤ Representative from D/M SELPA Due Process
➤ Graphic Design TechnicianJPA Virtual Compliance Program Technician, CAHELP

Membership to the ADA compliance team shall be at the discretion and determination of the CEO, CAHELP.

4.3.1   Responsibilities of ADA Compliance Team

The ADA compliance team responsibilities shall include, but not be limited to, all of the following:

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❖ Receive and respond to inquiries on online accessibility and functionality without unreasonable delay;
❖ Report accessibility issues and recommended solutions;
❖ Review and recommend changes and/or modifications to the strategic plan for web accessibility;
❖ Evaluate effectiveness of accessibility training(s) and provide recommendations for modifications to improve training and to ensure organizational compliance;
❖ Participate in audit of website, web developer meetings (contract renewal, web redesign, etc.);Create workflow and approval process for online content;
❖ Develop, coordinate, implement, and facilitate one-to-one and/or annual training regarding online content accessibility and functionality for Content Developers and Approvers, and other staff as needed;
❖ Review, revise, and implement strategic plan for web accessibility;
❖ Provide recommendations for implementation, or modification to establish compliance;
❖ Audit online content and functionality;
❖ Contract for services (i.e., auditor, web developer, training, etc.);
❖ Develop detailed schedule/plan for addressing problems, taking into account identified priorities, with all proposed remedies to be completed within a reasonable timeframe;
❖ Set up systems of accountability and verify claims of accessibility by vendors, open sources;
❖ Set up a system of testing and accountability to maintain the accessibility of all online content and functionality on an ongoing basis;
❖ Maintain appropriate records; Evaluate needs of compliance team; and
❖ Attend regularly scheduled team meetings, appropriate accessibility workshops, trainings, etc.

4.3.2   Responsibilities of the JPA Virtual Compliance Supervisor

The JPA Virtual Compliance Supervisor shall work in collaboration with the designated ADA team in support of the organization's accessibility requirements and shall:

❖ Create workflow and approval process for online content;
❖ Develop, coordinate, implement, and facilitate one-to-one and/or annual training regarding online content accessibility and functionality for Content Developers and Approvers, and other staff as needed;

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❖ Develop, review, revise, and implement strategic plan for web accessibility;
❖ Provide recommendations for implementation, or modification to establish compliance;
❖ Contract for services (i.e., auditor, web developer, training, etc.);
❖ Develop long range plan for addressing problems, taking into account identified priorities, with all proposed remedies to be completed within a reasonable timeframe;
❖ Set up systems of accountability and verify claims of accessibility by vendors, open sources;
❖ Set up a system of testing and accountability to maintain the accessibility of all online content and functionality on an ongoing basis;
❖ Maintain appropriate records;
❖ Develop, implement, and manage CAHELP strategic plan for web accessibility;
❖ Develop long range content management and accessibility plans and priorities for CAHELP in conjunction with accessibility requirements under federal and state law, and best practices;
❖ Analyze, plan, and coordinate the needs for training and educational development in designing and creating accessible materials;
❖ Develop, implement, and maintain a process for public input and reporting on inaccessible virtual content;
❖ Investigate, research, analyze, and respond to inquiries and complaints of accessibility-related issues regarding the functionality of the website and virtual content;
❖ Perform regular accessibility audit of CAHELP website, applications, and external platforms hosting CAHELP content;
❖ Perform accessibility evaluations for website and applications under consideration for purchase and/or use;
❖ Manage, monitor, and evaluate budget and expenditure-related activities;
❖ Supervise, evaluate, and train personnel assigned to the JPA Virtual Compliance team; and
❖ Attend regularly scheduled team meetings, appropriate accessibility workshops, trainings, etc.

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4.3.3 Responsibilities of JPA Virtual Compliance Technician

The JPA Virtual Compliance Technician performs specialized technical work in assisting, training and advising CAHELP employees regarding virtual regulations, compliance, policies, and procedures. The JPA Virtual Compliance Technician:

❖ Advises on virtual compliance issues, regulations and procedures;
❖ Resolves complex virtual compliance issues;
❖ Reviews and makes recommendations for the procurement of software programs to ensure virtual accessibility;
❖ Performs monthly audits of virtual compliance;
❖ Attends and conducts accessibility and compliance training workshops;
❖ Prepares and disseminates virtual compliance reports, materials, forms, correspondence, and other written information; and
❖ Interprets and applies laws, regulations and procedures affecting virtual compliance.

4.3.24.3.4 Responsibilities of Designated Content Developers and Approvers, Webmaster, and Procurement Officials

The Virtual Compliance Supervisor in collaboration with the ADA compliance team shall provide and/or procure appropriate training necessary to ensure that individuals as defined below are knowledgeable and appropriately trained to create and/or develop accessible online content, maintain functionality, and procurement of appropriate IT software, hardware, and media.

❖ *JPA Virtual Compliance Technician:* Primary support technician to the Virtual Compliance team responsible for assisting in resolving compliance issues, auditing of website and functionality, and providing accessibility support services and training to CAHELP staff;
❖ *Content Developers:* Individuals responsible for uploading, modifying, maintaining, and updating content on web pages;
❖ *Content Approvers:* Individuals responsible for review of online content and ensuring content meets principles of accessibility and WCAG guidelines;
❖ *Procurement Officials:* Individuals responsible for the research and procurement of IT equipment; and
❖ *Webmaster:* Individual(s) responsible for the overall accountability and compliance of online content and functionality.

An accessibility checklist (Appendix B) based on WCAG 2.0 Level AA is available to assist Content Developers and Approvers, web designers, and purchasing agents in creating and procuring accessible IT. This checklist can also be used by procurement officials as a reference for vendors and contractors providing products and services to CAHELP. Many of the items in the checklist apply to web pages and web-based applications as well as electronic documents in Microsoft

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Word, Adobe PDF, and other formats, and other products and services that are not specifically web-based.

Refer to Appendix B for a simple checklist for implementing HTML-related principles and techniques for seeking WCAG 2.0 conformance produced by Web Accessibility in Mind (WebAIM).

4.3.34.3.5 Workflow for Creating/Publishing Online Content

To ensure efficiency, accountability, and implementation, designated Content Developers and Approvers shall upload content to the CAHELP website and/or web pages in the following manner:

4.3.3.14.3.5.1 *Content Developers shall:*

- Receive and review proposed online content;
- Log in to CAHELP website;
- Enable "design mode" feature to edit or add content to a page;
- Create and/or develop content per accessibility checklist (i.e., headings, subheadings, text, images, video, etc.);
- Save content (Note: Web system will automatically forward an e-mail notification to the Content Auditor to review saved content);
- Review returned content and complete revisions as needed; and
- Publish and maintain approved online content.

4.3.3.24.3.5.2 *Content Approvers shall:*

- Log in to CAHELP website;
- Receive and review all e-mail notifications of pending online content for review;
- Review proposed online content;
- Approve or reject propose online content based on accessibility checklist and accessibility standards; and
- Return content to Content Developer for modifications.

Content Developers and Approvers are responsible for ensuring accurate and up-to-date information are published on the website.

Questions regarding content development and management, and accessibility requirements shall be submitted to accessibility@cahelp.org. Staff may also complete and submit a

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helpdesk ticket to the IT support desk. Requests for assistance shall be completed without unreasonable delay.

5.0 ACCESSIBILITY STANDARDS

The following is a set of accessibility standards provided by the World Wide Web Consortium (W3C) Web Accessibility Initiative (WAI) that are commonly recognized by governments and organizations:

- *Web Content Accessibility Guidelines (WCAG) 2.0* (applicable to all web content and applications, including on mobile, television, and other delivery channels);
- *Authoring Tool Accessibility Guidelines (ATAG) 2.0* (applicable for websites that provide users the opportunity to generate content, such as adding comments, posting to forums, or uploading image or videos; also relevant if an organization provides tools, such as content management systems (CMS), for staff or customers to manage websites and content); and
- *User Agent Accessibility Guidelines (UAAG) 2.0* (applicable when additional plug-ins, such as media players, are provided to deliver content or when custom controls are developed to provide nonstandard functionality. UAAG may also be relevant where mobile applications deliver web content as part of the application, and to the procurement process if your organization provides browsers for staff).

Given the CAHELP's commitment to providing accessible opportunities and environments, it looks to the W3C WCAG 2.0 Level AA and Web Accessibility Initiative Accessible Rich Internet Applications (WAI-ARIA) 1.0 as a target for meeting these commitments. The most current version of the WCAG 2.0 includes success criterion (WCAG guidelines) organized under four general principles, which provide the foundation of web accessibility. The four principles have been adopted by the CAHELP.

5.1 Principles of Accessibility (P.O.U.R.)

- ➢ Perceivable: Information and user interface components must be presented to users in ways they can perceive;
- ➢ Operable: User interface components and navigation must be operable;
- ➢ Understandable: Information and the operation of user interface must be understandable; and
- ➢ Robust: Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies.

CAHELP online content shall be Perceivable, Operable, Understandable, and Robust. Content Developers and Approvers, webmasters, procurement officials, and all others responsible for developing, loading, maintaining, or auditing web content and functionality shall implement the accessibility standards to ensure compliance with the CAHELP's underlying legal obligation to ensure individuals with disabilities are not excluded from participation in, denied the benefits of, or

otherwise subjected to discrimination in any of the CAHELP's programs, services, and activities delivered online.

5.2   12 WCAG Guidelines

Under the four principles of accessibility there are 12 WCAG guidelines that provide the framework and overall objectives to help Content Developers and Approvers, webmasters, procurement officials, and all others responsible for developing, loading, maintaining, or auditing web content and functionality, understand the success criteria and better implement the techniques to meet accessibility standards. In its adoption of the four principles of accessibility, the CAHELP ensures that online content and functionality shall be developed in accordance to the 12 WCAG guidelines in each principle of accessibility.

5.2.1   Perceivable

- ❖ *Guideline 1.1. Text Alternatives:* Provide text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, braille, speech, symbols or simpler language;
- ❖ *Guideline 1.2. Time-based Media:* Provide alternatives for time-based media;
- ❖ *Guideline 1.3 – Adaptable:* Create content that can be presented in different ways (i.e., simpler layout) without losing information or structure; and
- ❖ *Guideline 1.4 – Distinguishable:* Make it easier for users to see and hear content including separating foreground from background.

5.2.2   Operable

- ❖ *Guideline 2.1 – Keyboard Accessible:* Make all functionality available from a keyboard;
- ❖ *Guideline 2.2 – Enough Time:* Provide users with enough time to read and use content;
- ❖ *Guideline 2.3 – Seizures:* Do not design content in a way that is known to cause seizures; and
- ❖ *Guideline 2.4 – Navigable:* Provide ways to help users navigate, find content, and determine where they are.

5.2.3   Understandable

- ❖ *Guideline 3.1 – Readable:* Make text content readable and understandable;
- ❖ *Guideline 3.2 – Predictable:* Make web pages appear and operate in predictable ways; and
- ❖ *Guideline 3.3 – Input Assistance:* Help users avoid and correct mistakes.

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5.2.4   Robust

- ❖ *4.0.1   Guideline 4.1 – Compatible:* Maximize compatibility with current and future user agents, including assistive technologies.

5.3   Levels of Conformance (Priority Levels)

W3C WAI guidelines provide three levels of conformance: Levels A, AA, and AAA:

1. *Level A:* Establishes a baseline level of conformance, and covers a basic set of core accessibility issues (such as alternate text on images and captions and videos);
2. *Level AA:* Includes additional success criteria such as providing a visible focus indicator for keyboard users, and ensuring sufficient color contrast; or
3. *Level AAA:* The highest level of conformance. Conforming to WCAG 2.0 at Level AAA would mean all 63 success criteria have been met.

Level AA shall be the designated benchmark for measuring accessibility of CAHELP online content and functionality. Conformance to Level AA requires that CAHELP meet all Levels A and AA success criterion. Levels of conformance are based on impact on individuals with disabilities, feasibility, and other factors. Each of the success criteria under each principle of accessibility is identified with a conformance level. CAHELP shall ensure that all of its websites and web applications, both customer-facing and for internal use, conform to all Level AA success criterion.

Example of conformance Level AA required:

Refer to Appendix B for WCAG 2.0 Checklist produced by Web Accessibility in Mind (WebAIM) for list of success criteria at Level A and Level AA.

5.3.1   Third Party Content

Sometimes, web pages are created that will later have additional content added to them. For example, an email program, a blog, an article that allows users to add comments, or applications supporting

user-contributed content. Another example would be a page, such as a portal or news site, composed of content aggregated from multiple contributors, or sites that automatically insert content from other sources over time, such as when advertisements are inserted dynamically.

In these cases, it is not possible to know at the time of original posting what the uncontrolled content of the pages will be. It is important to note that the uncontrolled content can affect the accessibility of controlled content as well. Two options are available:

1. A determination of conformance can be made based on best knowledge. If a page of this type is monitored and repaired (non-conforming content is removed or brought into conformance) within two business days, then a determination or claim of conformance can be made since, except for errors in externally contributed content which hare corrected or removed when encountered, the page conforms. No conformance claim can be made if it is not possible to monitor or correct non-conforming content; OR

2. A "statement of particle conformance" may be made that the page does not conform but could conform if certain parts were removed. The form of that statement would be, "This page does not conform, but would conform to WCAG 2.0 at Level X if the following parts from uncontrolled sources were removed." In addition, the following would also be true of uncontrolled content that is described in the statement of partial conformance:

   a. It is not content that is under the author's control.

   b. It is described in a way that users can identify (e.g., they cannot be described as "all parts that we do not control" unless they are clearly marked as such).

   A "statement of partial conformance due to language" may be made when the page does not conform but would conform if accessibility support existed for (all of) the language(s) used on the page. The form of that statement would be, "This page does not conform, but would conform to WCAG 2.0 at level X if accessibility support existed for the following language(s)."

   5.3.15.3.2 Authoring Tool Accessibility Guidelines (ATAG) 2.0

   Authoring Tools Accessibility Guidelines (ATAG) 2.0 provides guidelines for designing web content authoring tools that are both more accessible to authors with disabilities, and designed to enable, support, and promote the production of more accessible web content by all authors. Authors are individuals who use authoring tools to create or

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modify content. Authors include roles such as content authors, designers, programmers, publishers, testers, etc. ATAG is primarily for developers of authoring tools. An authoring tool is any web-based or non-web-based application(s) that can be used by authors (alone or collaboratively) to create or modify web content for use by other authors or end users.

Examples of software that are generally considered authoring tools under ATAG 2.0:

- ❖ What-you-see-is-what-you-get (WYSIWYG) HTML editor;
- ❖ Software for directly editing source code; software for converting to web technologies (e.g., "Save as HTML" features in office document applications);
- ❖ Integrated development environments (e.g., for web application development);
- ❖ Software that generates web content on the basis of templates, scripts, command-line input or "wizard" type processes;
- ❖ Software for rapidly updating portions of web pages (e.g., blogging, wikis, online forums);
- ❖ Software for generating/managing entire websites (e.g., content management systems, courseware tools, content aggregators);
- ❖ Email clients that send messages using web content technologies;
- ❖ Multimedia authoring tools; and
- ❖ Software for creating mobile web applications.

CAHELP shall consider authoring tools that web developers, designers, writers use to produce CAHELP web content (i.e., static web pages, dynamic web applications, etc.) based on their accessibility conformance claims and ATAG 2.0 accessibility standards.

Refer to the following for additional information:

- ❖ ATAG http://www.w3.org/TR/ATAG/
- ❖ WCAG http://www.w3.org/TR/WCAG/
- ❖ WAI-ARIA http://www.w3.org/TR/wai-aria/

5.3.25.3.3 User Agent Accessibility Guidelines (UAAG)

User Agent Accessibility Guidelines (UAAG) 2.0 is part of a series of accessibility guidelines. The core target audience of UAAG are the developers of the authoring tools, but policy makers and procurement decision makers within CAHELP can equally use UAAG criteria to determine whether the user agent technologies are accessible, or UAAG can be given to other developers to use to enhance the accessibility features of the tools. User agents are defined as any

software that retrieves, renders and facilitates end user interaction with web content. UAAG 2.0 identifies the following user agent architectures:

❖ *Platform-based user agent, native user agent.* User agents that run on non-web platforms (operating systems and cross-OS platforms, such as Java) and perform content retrieval, rendering and end-user interaction facilitation themselves (e.g., Firefox, Internet Explorer, Chrome, Opera, Windows Media Player, QuickTime Pro, RealPlayer);

❖ *Embedded user agent, plug-in.* User agents that "plug-in" to other agents or applications (e.g., media player plug-in for a web browser, web view component). Embedded user agents can establish direct connections with the platform (e.g., communication via platform accessibility services);

❖ *Web-based user agent.* User agents that have user interfaces that are implemented using web content technologies and are accessed by users via a user agent. Web-based user agents transform content into web content technologies that the host user agent can render (e.g., web-based e-Pub reader, web-based video player).

UAAG provides guidance in designing user agents that make the web more accessible to individuals with disabilities. The goal of UAAG 2.0 is to ensure that all users, including users with disabilities, have equal control over the environment they use to access the web. A user agent that follows UAAG 2.0 will improve accessibility through its own user interface and its ability to communicate with other technologies, including assistive technologies (software that some individuals with disabilities use to meet their requirements). All users, not just users with disabilities, will benefit from user agents that follow UAAG 2.0.

Like WCAG, UAAG offers three layers of guidance: (1) principles, (2) guidelines; and (3) testable success criteria. Five principles provide a foundation for accessible user agents. Three of the five principles are parallel to WCAG 2.0, and two are specific to user agents. For each principle, there is a set of guidelines for making user agents more accessible to users with disabilities. These guidelines provide the framework to help individuals who use authoring tools to create or modify content, content authors, designers, programmers, publishers, testers, etc., understand the objectives for success criteria so they can better implement them. Under each guideline is also a set of testable success criteria that can be used wherever conformance testing is necessary, including design application, purchasing, regulation, and contractual agreements. Each success criterion is assigned a level of conformance, which are designed to meet the needs of different groups and different situations. The recommended conformance for UAAG is

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AA. Much of the value of the UAAG stems from the harmonious integration of the WCAG 2.0 and the ATAG 2.0.

CAHELP will recommend that developers of authoring tools, policy makers, and procurement officials ensure that user agents utilized to support CAHELP web content and web applications meet the W3C recommended UAAG 2.0 version Level AA conformance.

Refer to the following for additional information:

- ❖ UAAG http://www.w3.org/TR/UAAG/
- ❖ WCAG http://www.w3.org/TR/WCAG/
- ❖ WAI-ARIA http://www.w3.org/TR/wai-aria/

5.3.35.3.4 Accessibility Evaluation Tools (Testing Sites and Applications)

Evaluating the extent to which the CAHELP conforms to WCAG 2.0 Level AA is a process involving several steps. The activities carried out within these steps are influenced by many aspects such as the type of website (e.g., static, dynamic, responsive, mobile, etc.); its size; complexity; technologies used to create the website (e.g., HTML, WAI-ARIA, PDF, etc.); how much knowledge the auditors have about the process used to design and develop the website; and the main purpose for the audit (e.g., to issue an accessibility statement, to plan a redesign process, to perform research, etc.).

To ensure CAHELP meets established benchmarks for accessibility, it shall implement an audit of online content and functionality as specified herein to ensure compliance with W3C WCAG 2.0 Level AA and WAI-ARIA 1.0. Auditors shall utilize the Techniques for WCAG 2.0 documented by W3C/WAI (link to https://www.w3.org/TR/WCAG20-TECHS/), and may also refer to the W3C Website Accessibility Conformance Evaluation Methodology (WCAG-EM) 1.0 to assist in providing a comprehensive evaluation of online content and functionality. The WCAG-EM highlights considerations for auditors to apply during the evaluation process, but does not replace the need for quality assurance measures that are implemented throughout the design, development, and maintenance of the website and web applications to ensure their accessibility conformance. WCAG-EM does not in any way add to or change the requirements defined by the normative WCAG 2.0 standards, and can be used in conjunction with techniques for meeting WCAG 2.0 success criteria. To access WCAG-EM 1.0, go to https://www.w3.org/TR/WCAG-EM/.

Outside of the WCAG-EM, there are also a number of website evaluation tools available online to assist Content Developers and

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Approvers, webmasters, procurement officials, and all others responsible for developing, loading, maintaining, or auditing web content and functionality, in determining whether or not the website meets accessibility standards. However, because these tools are limited in being able to uncover the majority of accessibility issues, the CAHELP shall procure the services of an external auditor in addition to conducting accessibility testing online, and internal auditing.

The CAHELP shall employ the following accessibility evaluation methods to audit all online content and functionality.

1. *Accessibility Audit:* An external accessibility auditor shall review the website, highlighting any accessibility issue(s) and provide recommendations to the ADA compliance team. The auditor shall utilize assistive software used by disabled web users (e.g., screen reader) to effectively carry out the audit, along with the free Web Accessibility Toolbar (WAT) developed by The Paciello Group. WAT aids manual examination of web pages for a variety of aspects of accessibility. To download a copy of WAT, go to:
   http://www.download3.co/ic/github/index.php?k2=github)

   The auditor can be a hired external accessibility consultancy, or an in-house member who is knowledgeable of the W3C accessibility guidelines who is appropriately trained in web accessibility.

2. *Accessibility Testing:* The ADA compliance team shall coordinate testing with real users with disabilities to complete common tasks on the website while a designated moderator notes all problems the user experiences. Regular usability testing will uncover more usability issues as users with disabilities may require additional time to complete tasks.

3. *Automated Accessibility Testing:* Both internal and external auditor may utilize automated programs to evaluate the website against accessibility guidelines.

   For a list of online accessibility testing resources, see Appendix C (e.g., Useablenet, Web Accessibility Versatile Evaluator (WAVE), AChecker, etc.).

The external auditor shall carry out the accessibility audit. After the findings from an accessibility audit has been implemented, the CAHELP shall initiate accessibility testing, as needed. The ADA compliance team shall further coordinate testing sessions with the assistance of county-operated programs and/or inviting a group of users

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living with visual, auditory, physical, and/or cognitive disabilities, to participate.

5.3.45.3.5 Qualifications of Accessibility Auditor

The external auditor shall have the requisite experience and knowledge to carry out an appropriate audit and to develop a proposed Corrective Action Plan. The external auditor shall meet the approved qualifications of an auditor as specified by the Office of Civil Rights (OCR) and shall:

❖ Audit all content and functionality of the CAHELP website to identify any online content or functionality that is inaccessible to individuals with disabilities, including online content and functionality developed by, maintained by, or offered through a third-party vendor or an open source;
❖ Use W3C WCAG 2.0 Level AA and WAI-ARIA 1.0 as the benchmarks for measuring accessibility, unless the CAHELP receives prior permission to use a different standard as a benchmark; and
❖ Develop a proposed Corrective Action Plan.

During the accessibility audit, the CAHELP may also seek input from members of the public with disabilities, including parents, students, employees, and others associated with the CAHELP, and other persons knowledgeable about website accessibility, regarding the accessibility of its online content and functionality.

The ADA compliance team shall have overall responsibility for establishing systems of audit, accountability, corrective action of accessibility of all online content, and functionality on an ongoing basis (Section 4.0 Oversight and Responsibility).

Refer to Appendix C for list of Accessible Testing resources (e.g., Useablenet, Web Accessibility Versatile Evaluator (WAVE), AChecker, etc.)

6.0 PROCEDURES

See Appendix A: Getting Started with Accessibility.

7.0 IT ACCESSIBILITY CHECKLIST

The following is a simple reminder checklist for Content Developers and Approvers, web designers and developers, and purchasing agents to consider when developing and/or procuring accessible information technology that the CAHELP purchases, creates, and uses, such as websites, software, hardware, and media. Many of the items in this checklist apply to web pages and web-based applications as well as electronic documents in

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Microsoft Word, Adobe PDF, and other formats, and other products and services that are not specifically web-based.

REMEMBER

7.1   Make content and controls Perceivable by all users

- ➢ Do images have alternative text?
- ➢ Does video have captions and does audio have a transcript?
- ➢ Does the web page or document include headings, lists, ARIA landmarks, and other semantic elements to communicate document structure?
- ➢ Is the tab order and read order logical and intuitive?
- ➢ Do form fields within web pages and documents have appropriately coded labels and prompts?
- ➢ Have you avoided using visual characteristics to communicate information (e.g., "click the circle on the right" or "required fields are in red")?
- ➢ Does the interface have sufficient contrast between text color and background color?
- ➢ Does the content scale well when text is enlarged up to 200 percent?

7.2   Make content and controls Operable by all users

- ➢ Can all menus, links, buttons, and other controls be operated by keyboard, to make them accessible to users who are unable to use a mouse?
- ➢ Does the web page include a visible focus indicator so all users, especially those using a keyboard, can easily track their current position?
- ➢ Do features that scroll or update automatically (e.g., slideshows, carousels) have prominent accessible controls that enable users to pause or advance these features on their own?
- ➢ Do pages that have time limits include mechanisms for adjusting those limits for users who need more time?
- ➢ Have you avoided using content that flashes or flickers?
- ➢ Does the web page or document have a title that describes its topic or purpose?
- ➢ Are mechanisms in place that allow users to bypass blocks of content (e.g., "skip to main content" link on a web page or bookmarks in a PDF)?
- ➢ Does the website include two or more ways of finding content, such as a navigation menu, search feature, or site map?
- ➢ Is link text meaningful, independent of context?

7.3   Make content and user interfaces Understandable to all users

- ➢ Has the language of the web page or document (or individual parts of a multilingual document) been defined?
- ➢ Have you avoided links, controls, or form fields that automatically trigger a change in context?
- ➢ Does the website include consistent navigation?

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> ➤ Do online forms provide helpful, accessible error and verification messages?

    7.4   Make content Robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies

> ➤ Is the web page coded using valid HTML?
> ➤ Do rich, dynamic, web interfaces, such as modal windows, drop-down menus, slideshows, and carousels, include ARIA markup?

8.0 TRAINING

CAHELP shall provide and/or procure website accessibility training for all appropriate personnel, including, but not limited to Content Developers and Approvers, webmasters, procurement officials, and all others responsible for developing, loading, maintaining, or auditing web content and functionality. Training shall continue on a schedule designed to maintain website accessibility consistent with, or superior to, that which is required under federal law.

9.0 RELATED INFORMATION

    9.1   Resources and Support for IT Accessibility

> ➤ Accessible Technology at the CAHELP
> ➤ IT Accessibility Checklist
> ➤ Access Technology Center
> ➤ World Wide Web Consortium (W3C) Web Content Accessibility Guidelines 2.0

    9.2   Legal and Policy Requirements

> ➤ Section 504 of the Rehabilitation Act of 1973 (http://www2.ed.gov/about/offices/list/ocr/504faq.html)
> ➤ Americans with Disabilities Act as amended (https://www.ada.gov/2010_regs.htm)
> ➤ Department of Justice (DOJ) Guidance (June 2003)
>> ❖ ADA/504 "generally require" equal access unless fundamental alteration or undue burden
> ➤ OCR Dear Colleague Letter (June 2010)
>> ❖ Colleges and universities must make book readers and other educational technologies equally accessible
> ➤ OCR FAQs (May 11)
>> ❖ Follow-up from June 2010 Dear Colleague letter – legal requirements articulated in letter apply to elementary and secondary schools
> ➤ DOJ Notice of Proposed Rulemaking (May 2016)

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> ❖ Proposed rulemaking for state and local governments with regard to web accessibility

10.0 REVISION HISTORY

Version Number	Revised	Governance Approval
1.0	10/27/16	4/7/2017
2.0	08/24/18	

California Association of Health & Education Linked Professions Joint Powers Authority
CAHELP JPA STRATEGIC PLAN FOR ACCESSIBILITY
Revised 08/24/2018
APPENDIX A

A. GETTING STARTED WITH ACCESSIBILITY

To ensure accessibility standards are met, *Content Developers and Approvers* must have an understanding of web accessibility, online content, and functionality, and an understanding of the terminology provided in Section 2.0 of this document. In designing web accessibility, *Content Developers and Approvers* should consider these user characteristics in designing web accessibility:

A.1. Characteristics for Consideration

(1) **Unable to see.** Individuals who are blind use either audible output (products called screen readers that read web content using synthesized speech) or tactile output (a refreshable Braille device).

(2) **Has dyslexia.** Individuals with learning disabilities such as dyslexia may also use audible output, along with software that highlights words or phrases as they are read aloud using synthesized speech.

(3) **Has low vision.** Individuals with low vision may use screen magnification software that allows them to zoom in all or a portion of the visual screen. Many others with less-than-perfect eyesight may enlarge the font on websites using standard browser functions, such as Ctrl + in Windows browsers or Command + in Mac browsers.

(4) **Has a physical disability.** Individuals with physical disabilities that effect their use of hands may be unable to use a mouse, and instead may rely exclusively on keyboard or use assistive technologies such as speech recognition, head pointers, mouth sticks, or eye-gaze tracking systems.

(5) **Unable to hear.** Individuals who are deaf or hard of hearing are unable to access audio content, so video needs to be captioned and audio needs to be transcribed.

(6) **Using a mobile device.** Individuals who are accessing the web using a compact mobile device such as a phone, face accessibility barriers, just like individuals with disabilities do. They're using a small screen and may need to zoom in or increase the font size, and they are likely to be using a touch interface rather than a mouse. Also, Apple's iPhone and iPad do not support Adobe Flash.

(7) **Limited bandwidth.** Individuals may be on slow internet connections if they are located in a rural area or lack the financial resources to access high-speed internet. These users benefit from pages that load quickly (use graphics sparingly) and transcripts for video.

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(8) Limited time. Very busy individuals may have too little time to watch an entire video or audio recording but can quickly access its content if a transcript is available.

Accessible technology works for all of these users, and countless others not mentioned.

A.2. Essential Components of Web Accessibility

Web accessibility depends on several different components of web development and interactions working together and how improvements in specific components could substantially improve web accessibility. These components include:

- Content (information in a web page or web application, including (1) natural information such as text, images, and sounds, or (2) code or markup that defines structure, presentation etc.);

- Web browsers, media players, and other user agents;

- Assistive technology, in some cases, screen readers, alternative keyboards, switches, scanning software, etc.;

- User's knowledge, experiences, and in some cases, adaptive strategies using the web;

- Developers, designers, coders, authors, etc., including developers with disabilities and users who contribute content;

- Authoring tools – software that creates web sites; and

- Evaluation tools – web accessibility evaluation tools, HTML validators, Cascading Style Sheets (CSS) validators, etc.

Authoring tools and evaluation tools are used by web developers to create web content. Individuals ("users") use web browsers, media players, assistive technologies, or other means to get and interact with content. It's important to note that there are significant interdependencies between the components. Components must work together in order for the web to be accessible. When accessibility features are effectively implemented in one component, the other components are more likely to implement them.

A.2.1. Examples

- When web browsers, media players, assistive technologies, and other user agents support an accessibility feature, users are more likely to demand it and developers are more likely to implement it in their content;

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- When developers want to implement an accessibility feature in their content, they are more likely to demand that their authoring tool make it easy to implement;

- When authoring tools make a feature easy to implement, developers are more likely to implement it in their content; or

- When an accessibility feature is implemented in most content, developers and users are more likely to demand that user agents support it.

If an accessibility feature is not implemented in one component, there is little motivation for the other components to implement it when it does not result in an accessible user experience. If one component has poor accessibility support, sometimes other components can compensate through "work-arounds" that require much more effort and are not good for accessibility overall.

A.3. <u>Guidelines for Different Components:</u>

The different components were briefly covered in Section 3.0 – Accessibility Standards: WCAG, ATAG, and UAAG. *Content Developers and Approvers*, web developers, and other individuals involved in the creation and maintenance of online content and functionality may refer to the following W3C WAI accessibility guidelines for additional information on the different components:

- Authoring Tool Accessibility Guidelines (ATAG) addresses authoring tools (link to https://www.w3.org/WAI/intro/atag.php)

- Web Content Accessibility Guidelines (WCAG) addresses web content, and is used by developers, authoring tools, and accessibility evaluation tools (link to https://www.w3.org/WAI/intro/wcag.php)

- User Agent Accessibility Guidelines (UAAG) addresses web browsers and media players, including some aspects of assistive technologies (link to https://www.w3.org/WAI/intro/uaag.php)

B. HOW TO MAKE TECHNOLOGY ACCESSIBLE

The following information will provide *Content Developers and Approvers and webmasters* how-to-pages with step-by-step guides for making particular types of content accessible. For additional information about accessibility of particular technologies, please refer to the pages that are most relevant for the technologies to be used. *Webmasters* and *Content Developers and Approvers* shall be familiar with:

(1) Creating Accessible Documents

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(2) Developing Accessible Websites

(3) Creating Accessible Videos

(4) Procuring Accessible IT

(5) Managing Projects for Accessibility

Content Developers and Approvers, and webmasters shall consider accessibility throughout the design and creation process of online content. The following are tips for creating accessible content and conducting simple accessibility tests:

- **Useable without a mouse:** Ensure all links, buttons, menus, and controls in web pages and applications can be used without a mouse, but instead can be navigated using only the keyboard. Whether an interface is functional using a keyboard alone is often a reliable indicator of overall accessibility;

- **Document structure:** Create web pages, Word documents, and PDF files that have good structure, including the use of headings, sub-headings, and lists that make these documents easier for users to understand and navigate;

- **Accessible images:** Include alternative text for graphics and avoid images of text. Individuals who cannot see an image rely on alternate text to access its content; and

- **Test with accessibility checker tools:** As stated in Section 3.0, subdivision F, CAHELP will employ accessibility testing using online accessibility checkers. *Webmasters* may use accessibility checkers and/or web browser plug-ins to identify common accessibility problems and report them to the ADA compliance team. A list of online accessibility checkers is available in *Appendix B* to assist with accessibility efforts.

Accessibility issues shall be reported to the ADA compliance team for accountability. Issues that exceed the parameters and scope of responsibility of the ADA compliance team shall be referred to an accessibility expert for review and recommendation for corrective action.

B.1. <u>Creating Accessible Documents</u>

The core steps needed for accessibility are the same regardless of whether the document is developed in HTML (web), Microsoft Word, Adobe PDF, or another document format. The following are the required basic steps to assist *Content Developers and Approvers* in creating accessible documents:

- Use headings;

- Use lists;

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- Add alternate text to images;

- Use tables wisely; and

- Understand how to export from one format to another.

B.1.1. Headings

Identify headings and subheadings using the built-in heading features of the authoring tool. Headings (e.g., h1, h2, h3, etc.) form an outline of the page content and enable screen reader users to understand how the page is organized, and to quickly navigate to content of interest. Screen readers have features that enable users to jump quickly between headings with a single key stroke.

B.1.2. Use Lists

Use the list controls provided in the document authoring software. Content that is organized as a list should be created using the list controls. Authoring software provides one or more controls for adding unordered lists (with bullets) and ordered lists (with numbers). When lists are explicitly created as lists, this helps screen readers to understand how the content is organized. When screen reader users enter a list, their screen reader informs them that they're on a list and may also inform them of how many items are in the list, which can be very helpful information when deciding whether to continue reading.

B.1.3. Add Alternate Text for Images

Users who are unable to see images depend on content developers to supplement their images with alternate text, which is often abbreviated "alt text." The purpose of alt text is to communicate the content of an image to individuals who can't see the image. The alt text should be succinct, just enough text to communicate the idea without burdening the user with unnecessary detail. When screen readers encounter an image with alt text, they typically announce the image then read the alt text.

Authoring tools provide a means of adding alt text to images, usually in dialog that appears when an image is added, or later within an image properties dialog.

If images are purely decorative and contain no informative content, they do not require a description. However, they may still require specific markup so screen readers know to skip them. Also, images that require a lengthier description, such as charts and graphs, may require additional steps beyond adding alt text.

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B.1.4. Use Tables Wisely

Tables should not be used to control content layout. Tables in documents are useful for communicating relationships between data, especially where those relationships can be best expressed in a matrix of rows and columns. Authoring tools have other means of doing this, including organizing content into columns.

If the data is best presented in a table, try to keep the table simple. If the table is complex, consider whether it could be divided into multiple simpler tables with a heading above each.

A key to making data tables accessible to screen reader users is to clearly identify column and row headers. Also, if there are nested in columns and rows with multiple headers for each cell, screen readers need to be explicitly informed as to which headers relate to which cells.

B.1.5. When Exporting to PDF, Understand How to Preserve Accessibility

In order for an Adobe PDF document to be accessible, it must be a "tagged" PDF, with an underlying tagged structure that includes all of the features already described herein. There are right ways and wrong ways to export documents to PDF. Some authoring tools do not support tagged PDF at all, while others provide multiple ways of exporting to PDF, some that produce tagged PDF and some that do not. The CAHELP utilizes Adobe Acrobat Pro which provides accessible tags.

B.1.6. Creating High Quality Scanned Documents

When documents are in electronic form, they are easier to distribute and can be more accessible than print documents. However, in order to be fully accessible, certain steps must be followed to be sure a scanned document is of high quality. Even if a document is not needed for an individual with a disability, a poor scan often negatively impacts the end user's experience.

B.1.7. Using Conversion Service

There are resources available to help *Content Developers* produce alternative versions of documents quickly and easily (*link to tinyurl.com/uw-doc-convert*). There are limitations, however, with this conversion service as follows:

- The source file needs to be of good quality in order to maximize conversion accuracy.

- Some file outputs may require additional editing after conversion.

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- This service is intended to provide a quick temporary solution, but is not the final solution for accessibility. For staff who are producing documents, please consult the above link for information on how to create accessible documents in various document formats.

- Students requesting alternative materials as an accommodation should contact the ADA compliance team.

B.1.8. Developing an Accessible Website

In order to assure that the CAHELP website and web applications are accessible to and usable by everyone, web designers and developers must follow accessibility guidelines. The following topics address issues that are especially common on the website:

Features of an Accessible Website:

- Good structure in web pages and documents

- Good use of HTML headings

- Accessible with keyboard

- Accessible images

- Accessible menus

- Accessible forms

- Accessible tables

- Effective use of color

- Meaningful link text

- ARIA landmark roles

- ARIA for web applications

- Avoiding reliance on visual characteristics

B.1.9. Structure in Web Pages and Documents

In order to understand a document, everyone depends on understanding its structure. Screen reader users need to understand this structure and are dependent on *Content Developers* clearly identifying the headings, paragraphs,

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lists, tables, banners, menus, and other features as exactly what they are. In the world of web design this is called semantics, building a page using web elements that define the role of the object. For example, when adding a top-level heading to a web page, *Content Developers* shall use the built-in h1 feature that the authoring software provides. Simply making the text big and bold may look like a heading but it really is not a heading.

B.1.10. HTML headings

As discussed in Section 5.0, subdivision C, section 1.0, the core steps needed for accessibility are the same whether the document is developed in HTML (web), Microsoft Word, Adobe PDF, or another document format. The use of HTML headings is essential in developing an accessible website.

HTML headings service two purposes for non-sighted users:

- They provide an outline of the page, so users can understand how the page is structured, and how all the sections relate to one another; and

- They provide a target so users can jump from heading to heading with a single keystroke, e.g., the letter "H" in some screen readers.

Content Developers shall utilize built-in heading feature in authoring tools.

B.1.11. Accessible with Keyboard

Because many users are physically unable to use a mouse and might be navigating through a web page using a keyboard alone, conducting a simple accessibility test using the keyboard will help determine whether users can (1) access all features, (2) operate all controls, and (3) easily tell where they are on the web page. *Content Developers* test this feature by using the tab key to navigate between features, and other keys of doing so would seem to make sense (e.g., enter or space to "click" the element that currently has focus), arrow keys to move within a widget such as a menu or slider, and escape to close a pop-up window.

B.1.12. Testing HTML Web Pages

Content Developers should navigate through the web page using a keyboard alone. Using the tab key, *Content Developers* should be able to access all links and controls in a predictable order based on their visual position on the page. The success of this test can also be affected by whether there is sufficient visual indication of focus.

- WCAG 2.0 Success Criterion 1.3.2 Meaningful Sequence (Level A)

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- WCAG 2.0 Success Criterion 2.4.3 Focus Order (Level A)

If users are unable to tell where they are on a web page when navigating with keyboard, *Content Developers and Approvers*, and webmasters can typically fix this with some very simple cascading style sheets (CSS). *Content Developers and Approvers* should consult the webmaster and/or developer of authoring tools.

Movement through a web page or application should follow a logical order. It should mirror the visual order of navigation and controls on the page. Users who are navigating by keyboard (e.g., using the tab key) expect to move sequentially from left to right and top to bottom through the focusable elements on the page.

When creating web pages, be sure the order of items in the source code matches the visual order.

B.1.13. Accessible Images

If web pages include images, the content of those images is, by default, inaccessible to individuals who are unable to see the images. Whether and how to address this issue depends on the purpose of the image within the context of the web page.

- **Simple Informative Images.** If images are designed to communicate information to the user, they must be described. Images that convey simple information must be described with alternative text, or "alt text." Alt text is a short description of the content of the image, added in such a way that is typically invisible to individuals who can see the image but is exposed to individuals who are using assistive technologies such as screen readers or Braille displays. Browsers also display alt text visibly if an image fails to load. Such simple images include logos, buttons, and photographs. The description should describe the content and functionality of the image as concisely as possible to provide access to the content of the image without burdening the user with superfluous details.

- **Adding Alt Text in Word Processing Programs or Rich Text Editors.** Word processing applications such as Microsoft Word and Google Docs; as well as online rich text editors such as those used for adding content to Canvas, WordPress, or Drupal; all include support for alt text on images. When adding an image to a web page or document, simply look for a tab or field labeled "alt text" or equivalent, and enter a short description into the field. If you are not prompted for alt text when adding the image, right click on the image after it has been added and select "Image Properties" or equivalent, then look around in the image properties dialog for an "Alt text" prompt.

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- **Complex Informative Images.** Complex images, such as graphs, charts, or diagrams, may contain too much information to be effectively described using alt text. Instead, these images must be described with a long description. Long description is a more detailed description that provides equivalent access to the information of the image. The question *Content Developers* should ask is: Given the current context, what information is this image intended to communicate? That same information must be provided to individuals who are unable to see the image. A long description can include any structure necessary to communicate the content of the image, including heading list and data tables.

- **Adding Long Description in HTML.** In HTML, long description can be added either on a separate web page or on the same page in a <div> with id attribute. The latter can be hidden from sighted users, although *Content Developers* should consider whether it might be of value to some sighted users too, particularly individuals who have difficulty understanding visually symbolic content such as charts and graphs. Once the long description is in place, add a longdesc attribute to the <img> element, pointing to the URL of the long description.

- For assistance on providing accessible images and what constitutes alt text verses longdesc, consult the webmaster and/or developer of authoring tools.

- **Decorative Images.** If images are used solely for decorative purposes and does not convey meaning, they should be added to the page using CSS, not with the HTML <img> element. If for some reason an image needs to be added using HTML, the <img> element must have an empty alt attribute (alt=""). This is a standard technique for communicating to screen readers that the image should be ignored. The following are a few methods that *Content Developers* can tell screen readers to ignore the decorative image:

  - Avoid using the HTML <img> element for decorative images; instead present the image as a background image using cascading style sheets (CSS)
  - If using the HTML <img> element, add an empty alt attribute (alt="")
  - If using the HTML <img> element, add the following attribute: role="presentation"

References:

  - HTML5: Techniques for providing useful text alternatives
  - National Center for Accessible Media (NCAM) guidelines for describing complex images: Effective Practices for Description of Science Content within Digital Talking Books

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➢ National Center on Accessible Media (NCAM): Effective Practices for Describing STEM Images
➢ WCAG 2.0. Success Criterion 1.1.1 Non-text Content (Level A)

B.1.14. Accessible Menus

Website navigation menus often include dropdown or fly-out menus, where submenus are hidden by default and appear visibly when mouse users hover over or click a top-level menu item. These types of menus can present major accessibility challenges for many groups of users unless they are coded properly.

For assistance and information on creating accessible menus, consult the webmaster and/or developer of authoring tools. The webmaster and/or developer shall explore this problem in depth and provide recommendations to the ADA compliance team.

B.1.15. Accessible Forms

To create an accessible Online Form, *Content Developers* shall ensure that all form fields have accurate labels or prompts so screen reader users know what each field is asking for. Forms typically have labels or prompts that are obvious to sighted users, but their association with particular form fields is made based on visual cues, such as relative position and proximity to the field. Since screen reader users do not have access to these same visual cues, labels and prompts must be explicitly associated with form fields within the HTML (web).

The following should be used by *Content Developers* or form developers:

B.1.15.1. *Use Label Element*

The prompt "Last name" precedes the input field, but its relationship to the field is not explicitly defined. Therefore, some screen readers will simply announce this as an "edit" field, but will not prompt the user to enter "Last name" into that field. Other screen readers will guess at the label, and in the example provided below, the user will probably guess accurately. However, as forms grow in complexity, screen readers that guess at labels are more likely to guess incorrectly, which means users are more likely to complete the form incorrectly. *Content Developers* or form developers shall properly label form elements.

EXAMPLE OF INCORRECT FIELD:

<div>

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Last name:

<input type="text" name="last_name" id="last_name">

</div>

CORRECT LABEL:

<div>

<label for="last_name">Last name:</label>

<input type="text" name="last_name" id="last_name">

</div>

B.1.15.2. *Use <fieldset> and <legend> Elements*

For groups of related fields such as radio buttons and checkboxes, each form field must have a label as described in the previous section. However, that prompt alone can be meaningless if the user does not know the question. *Content Developers* or form developers shall address this problem by grouping these elements together using a <fieldset> element then use a <legend> element to markup the question.

EXAMPLE:

<fieldset>

<legend>What is your favorite color?</legend>

<div>

<input type="radio" name="color" value="Red" id="color_red">

<label for="color_red">Red</label>

</div>

<div>

<input type="radio" name="color" value="green" id="color_green">

</div>

<div>

<input type="radio" name="color" value="blue" id="color_blue">

<label for="color_blue">Blue</label>

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</dvi>

</fieldset>

For additional assistance regarding appropriate use of labels, field sets, and legend elements, consult the webmaster and/or developer of authoring tools.

B.1.15.3. *Making PDF Forms Accessible*

Interactive forms in Adobe PDF have many of the same issues as those described in developing online forms (HTML). Labels and prompts must all be created in a way that explicitly associates them with their corresponding form fields. It is also important to note that PDF form fields have a tendency to be out of order, so *Content Developers* or form developers must be sure to test the tab order of the PDF form, to be sure that users will move through the form in a logical sequence when jumping between fields using the keyboard.

Testing PDF Documents. In Adobe Acrobat Pro, go to View > Tools > Accessibility, and select "Touch Up Reading Order." This feature provides a visual indication of the approximate order in which content will appear if automatically re-purposed for display on a small screen.

To test an interactive PDF form, open the form in any desktop PDF reader and move through the form fields by pressing the tab key. Fields will be highlighted as they receive focus. If fields are not arranged in the expected sequence, this can be fixed in Adobe Acrobat Pro. Go to View > Tools > Forms > Edit. All form fields will be listed in tab order in a sidebar panel. Simply drag fields to their correct position in the tab order.

References:

➢ WCAG 2.0 Success Criterion 1.3.1 Info and Relationships (Level A)
➢ WCAG 2.0 Success Criterion 1.3.2 Meaningful Sequence (Level A)
➢ WCAG 2.0 Success Criterion 2.4.3 Focus Order (Level A)

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B.1.15.4. *Avoiding CAPTCHA*

CAPTCHA (an acronym that stands for "Completely Automated Public Turing Test to tell Computers and Humans Apart") is a type of form field that is sometimes used to determine whether a user is human, in an effort to prevent computers from automatically submitting online forms. Often CAPTCHAs assume the form of distorted characters.

CAPTCHA is inaccessible to many groups of users, including individuals who are blind or dyslexic. If audio CAPTCHA is provided as an alternative for these users, that still is not a solution for individuals who are deaf-blind. Also, CAPTCHAs are burdensome for everyone, and increase the likelihood that individuals will fail to submit the form or complete the task. *Content Developers* should consider other creative alternative solutions that do not burden the user.

B.1.16. Accessible Tables

Data tables should not be used to force content into visible columns. Multi-column layouts can now be attained using CSS to handle layout and positioning. Data tables are useful for presenting data in rows and columns. A few specific HTML tags are required in order to ensure that data tables are accessible to screen readers. Without these tags, users who are unable to see the table can find it very difficult or impossible to understand the relationship between table headers and the cells within their scope.

Content Developers should determine whether the table will be simple or complex and apply the specific tags as noted below.

B.1.16.1. *Simple Table*

A simple table has a single header at the top of each column, and optionally a single header in the first column of each row. It has no nested columns or rows. To make a simple table accessible, apply the following techniques:

➢ Markup all column headers or row headers as table headers using the <th> element.
➢ Define the scope of each <th> using the scope attribute (the value of scope can be either "col" or "row")

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B.1.16.2. *Complex Table*

A complex table is any table that is not a simple table, as defined in the preceding section. There might be nested rows or columns, or headers might be located in places other than the first row or column. These sorts of tables can be very challenging for screen reader users to understand. To ensure their accessibility, apply the following techniques:

➢ Markup all column headers or row headers as table headers using the <th> element
➢ Add a unique id attribute to each <th> element
➢ For every table data cell (<th>), add a headers attribute that lists the id's of all headers that apply to that particular cell. If more than one header applies to a cell, separate id's with a space

For additional assistance and guidance regarding the use and development of accessible tables, consult the webmaster and/or developer of authoring tool.

B.1.17. Effective Use of Color

There are two accessibility issues related to choice of color:

B.1.17.1. *Avoid Using Color to Communicate Information*

Because some users are unable to perceive color differences, or may not perceive color the same way others do, it is important to avoid using color alone to communicate information. For example, if link text is blue, *Content Developers* should also enabled underline feature so users who are unable to perceive color differences can distinguish links from surrounding text.

B.1.17.2. *Choose Colors with Ample Contrast.*

Because some users have difficulty perceiving text if there is too little contrast between foreground and background, *Content Developers* must use color combinations that meet clearly defined contrast ratios per W3C WCAG 2.0. CAHELP applies Level AA for contrast success criteria. In order to meet Level AA, *Content Developers* must ensure that text or images of text must have a contrast ratio of at least 4.5:1 (or 3:1 for large text). In order to meet the guidelines at the stricter Level AAA, the contrast ratio must be at least 7:1 (or 4.5:1 for large text).

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APPENDIX A

Several free tools have been developed that make it easy to check color combinations for WCAG 2.0 compliance. *Content Developers* may utilize the following resources to determine Level AA compliance for color contrast:

➢ Colour Contrast Analyser (for Windows or Mac) (Link to *https://www.paciellogroup.com/resources/contrastanalyser/*)
➢ WebAIM Color Contrast Checker (Link to http://webaim.org/resources/contrastchecker/)

B.1.18. Meaningful Link Text

Screen reader users navigate websites using a variety of techniques. One of those is to pull up a list of links (a feature on most screen readers) and navigate through that list. Given this, link text should be able to stand alone independently of its context. For example, links like "click here" and "more" are meaningless out of context. Also, speech recognition users can click links with a voice commence like "click" followed by the link text. Therefore, *Content Developers* should keep link text short and easy to say.

For both of these reasons long URLs should be avoided as link text (short URLs like cahelp.org) are okay since they are easy to say and stand-alone independently of context.

B.1.19. ARIA Landmark Roles

ARIA is a new W3C specification that stands for "Accessible Rich Internet Applications." It consists of markup that can be added to HTML in order to clearly communicate the roles, states, and properties of user interface elements. User interface includes both the "user agent user interface," i.e., the controls (e.g., menus, buttons, prompts, etc.) and mechanisms (e.g., selection and focus) provided by the user agent that are not created by content; and the "content user interface," i.e., the enabled elements that are part of content, such as form elements, links, applets, etc. This information helps screen readers and other assistive technologies to better understand the elements on a web page, and to provide a user interface that enables their users to effectively interact with those elements.

One of the easiest ARIA features to implement, and one that provides significant immediate benefits to screen reader users, is landmark roles. There are eight of these roles, each representing a block of content that occurs commonly on web pages. To use them, webmasters and/or developers of authoring tools simply add a relevant role attribute to an appropriate container

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within the HTML. Then, screen reader users can quickly jump to that section of the page. The eight ARIA landmark roles are:

- Role="banner"

- Role"navigation" (e.g., a menu)

- Role="main" (the main content of the page)

- Role="complementary" (e.g., a sidebar)

- Role="contentinfo" (meta data about the page, e.g., a copyright statement)

- Role="search"

- Role="form"

- Role="application" (a web application with its own keyboard interface)

If a role is used more than once on a page, the aria-label attribute should also be used in order to distinguish between the two regions. For example, a web page might have the following two navigation regions:

- <div role="navigation" aria-label="Main-menu">

- <div role="navigation" aria-label="User_menu">

When role="application" is used, there is an exception that the application has its own model for navigating and operating all controls by keyboard, and help text is easily available so users can learn the keystrokes. When assistive technologies encounter content that's marked up with role="application", they stop listening for users' keystrokes and hand off all functionality to the application. This can be problematic as it defies users' expectations. Keys that normally perform certain functions when using their assistive technology suddenly stop providing that functionality.

Therefore, webmasters and/or developers of authoring tools should use role="application" only when an application has been carefully developed with accessibility in mind, and steps have been taken to inform users of what to expect.

For additional clarification and guidance on Aria landmark roles, consult the webmaster and/or developer of authoring tool.

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B.1.20. ARIA for Web Application

Like ARIA for Landmark Roles, ARIA for web applications is W3C specification that consists of markup that can be added to HTML in order to clearly communicate the roles, states, and properties of user interface elements. This information helps screen readers and other assistive technologies to better understand the elements on a web page, and to provide a user interface that enables their users to effectively interact with those elements.

For example, imagine a web page where a user is able to click a button to trigger some action on the page. When the user clicks the button, a message appears at the top of the page informing the user of their success or failure. Using HTML alone, screen reader users would have no idea that this message has appeared, and even if they suspected it had appeared, they might not be able to easily find it. With ARIA, webmasters and/or developers of authoring tools could simply add role="alert" to the container where the message will appear. Then, when the content of that container changes, screen readers will interrupt the user by announcing the message content. The user's focus will remain in their original location so they can resume their work.

Webmasters and/or developers of authoring tools creating dynamic, rich, interactive user interface elements for web pages must include ARIA markup or there is very little possibility of their being accessible.

Testing ARIA:

- Use the W3C Markup Validation Service to check HTML against current web standards. This tool includes checks for valid use of ARIA markup.

- Test website or web application with multiple browser/screen reader combinations. Support for ARIA is a moving target, and even if the code is valid, there might be problems in the way its rendered with assistive technologies. There is no substitute for testing, especially if the website has rich, interactive content.

For additional assistance and guidance, consult the webmaster and/or developer of authoring tool. For help with testing with assistive technologies, please contact accessibility@cahelp.org.

References:

- WCAG 2.0 Success Criterion 4.1.2 Name, Role, Value (Level A)

B.1.21. Avoiding Reliance on Visual Characteristics

Content that flashes or flickers can trigger seizures in susceptible individuals. Therefore, flashing or flickering content should be avoided.

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APPENDIX A

The best technique for addressing this issue is to avoid using content that flashes or flickers. Not only can it cause seizures, but it is likely to be annoying or distracting for users in general. If *Content Developers* must use content that flashes or flickers, test the content using methods described below to be sure the content flashes or flickers at a safe level.

Testing:

The W3C WCAG 2.0 includes specific technical requirements for determining whether content flashes or flickers at an unsafe level. In general, if content flashes more than three times per second, it is unsafe. However, the W3C provides a more precise technical formula for calculating general flash and red flash thresholds. The Trace Center at the University of Wisconsin has developed a Photosensitive Epilepsy Analysis Tools (PEAT) for measuring whether web or computer applications are likely to cause seizures.

References:

- WCAG 2.0 Success Criterion 2.3.1 Three Flashes or Below Threshold (Level A)

B.1.22. Creating Accessible Videos

Videos and audio content can help make web pages and course curriculum provided by the CAHELP Professional Learning more engaging. However, they can also erect barriers unless delivered with accessibility in mind. Videos should be produced and delivered in ways that ensure that all members of the audience can access their content. An accessible video includes captions, a transcript, audio description, and is delivered in an accessible media player. When delivering video content, the following accessibility issues must be considered by *Content Developers and Approvers*, and other designated staff producing or delivering video:

- **Some people are unable to hear audio.** Audio content such as audio-recorded lectures or podcasts must be accompanied by a transcript, and videos must be provided with closed captions.

- **Some people are unable to see video.** Video must be carefully scripted or edited in a way that ensures all important content is accessible through the audio track. If this is not the case, any important information that is presented visually must be described in a separate narration track using a technique called audio description.

- **Some people are unable to operate a mouse.** Multimedia content should be delivered in a player that can be operated with keyboard alone, has controls that are properly labeled so that they are announced properly to screen reader users, and can be operated effectively by speech input users.

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APPENDIX A

B.1.22.1. Captions

Captions are text versions of the audio content, synchronized with the video. They are essential for ensuring a video is accessible to members of the public who are deaf or hard of hearing. Captions also help non-native English speakers to understand the video, make it possible to search for content within the video, help with the spelling of technical terms spoken in the video, and make it possible to generate an interactive transcript where users can click anywhere in the transcript to watch the video where the text is spoken.

There are two general approaches to captioning video that *Content Developers and Approvers*, and other appropriate staff producing or delivering video can consider:

➢ **Outsource.** Companies such as Automatic Sync Technologies, 3PlayMedia, cielo24, and many other captioning service providers will caption videos for a fee. Consult webmasters prior to contacting these companies for additional information.
➢ **Do it Yourself.** There are free tools available online that make it possible and easy to caption video. See captioning your own video for free (*See Appendix D*).

The end product generated by the above two options is a caption file. Most caption files are plain text files with time codes indicating the start and stop times. However, there are various types of caption files with slight variations in their syntax. Once a caption file has been created, the final step is to add this file to the video. How *Content Developers and Approvers* accomplish this depends on where the video is hosted. For specific instructions, select one of the following options:

➢ Adding captions to YouTube videos (link to…
➢ Adding captions to videos on web pages (link to…
➢ Adding captions to videos in Panopto (link to…
➢ Adding captions to videos in Canvas (link to…
➢ Adding captions to videos in MediaAMP (link to…

References:

➢ WCAG 2.0 Success Criterion 1.2.1 Audio=only and Video-only (Prerecorded) (Level A)
➢ WCAG 2.0 Success Criterion 1.2.2 Cations (Prerecorded) (Level A)

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- WCAG 2.0 Success Criterion 1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A)
- WCAG 2.0 Success Criterion 1.4.2 Audio Control (Level AA)
- WCAG 2.0 Success Criterion 1.2.4 Captions (Live) (Level AA)
- WCAG 2.0 Success Criterion 1.2.5 Audio Description (Prerecorded) (Level AA)

B.1.22.2. *Audio Description*

Audio description is a separate narrative audio track that describes important visual content, making it accessible to individuals who are unable to see the video. Individuals who are blind can understand much of a video's content by listening to its audio. However, if a video includes content that is only presented visually (e.g., on-screen text or key actions that are not obvious from the audio), this visual information must be described in order to be accessible to individuals who are unable to see it.

Like captions, there are two general approaches to producing audio description for video that *Content Developers and Approvers*, and other appropriate staff producing or delivering audio shall consider:

- **Outsource.** The American Council of the Blind has compiled a comprehensive list of commercial services for producing audio description. If the video contains a lot of visual information, this may be the best option since describing visual content effectively requires specialized skills. Typically, service providers will produce a new video that has the descriptive narration mixed in with the program audio. *Content Developers and Approvers*, and other appropriate staff producing or delivering audio can then provide a video in two formats: one with audio description and one without.
- **Do it Yourself.** For videos that have very little visual information, the same free online tools that are used for creating closed caption tracks can be used for creating description tracks. Description tracks are essentially the same as caption tracks—short blocks of text with timestamps that synchronize the text with the video—but their function is different. They are intended to be read aloud by screen readers, rather than voiced by a human narrator. Playing video with text-based audio description requires a media player that supports this feature, such as Able Player, the open source media player developed at the University of Washington.

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B.1.22.3. *Live Captioning and Description.*

If live events are simulcast over the web, live captioning is needed in order to provide access to the audio content for audience members who are deaf or hard of hearing. Similarly, live description may be needed if key visual content is not otherwise verbalized, such as in a dramatic production. At the CAHELP, these services are coordinated through the Professional Learning team with the assistance of Content Developers and Approvers, and the ADA compliance team.

B.1.22.4. *Transcript*

A transcript is a text version of the media content. A transcript should capture all the spoken audio, plus on-screen text and descriptions of key visual information that wouldn't otherwise be accessible without seeing the video. Transcripts make video content accessible to everyone, including individuals who are unable to view the video due to accessibility problems or technical limitations. They are also helpful for individuals who want to quickly scan or search a video's content but do not have the time to watch the entire video.

If *Content Authors* have captioned the video, a transcript is available as one of the optional output formats produced by the closed captioning process. This is true of both the free online tools and the commercial service providers. To make the transcript available simply link to it from the the web page, wherever it is linked to or display the associated video.

Content Developers and Approvers, webmasters, procurement officials, and all others responsible for developing, loading, maintaining, or auditing web content and functionality, may consider using Able Player, the accessible open source media player developed at the University of Washington, which generates an interactive transcript automatically using the caption and/or description tracks.

B.1.22.5. *Choosing an Accessible Media Player*

When choosing how to deliver video, it is important that *Content Developers and Approvers*, webmasters, procurement officials, and all others responsible for developing, loading, maintaining, or auditing web content and functionality, consider options that are

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fully accessible. Whether selecting a media player plugin or module for the CAHELP website or selecting a service to host videos, the following questions should be answered about the available options:

➢ Does the media player support close captions?
➢ Does the media player support audio description in a way that enables users to toggle the narration on and off?
➢ Can the media player's buttons and controls be operated without a mouse?
➢ Are the media player's buttons and controls properly labeled so they can be operated by a blind person using a screen reader?
➢ Is the media player fully functional, including all of its accessibility features, across platforms and in all major browsers?

Able Player, the accessible open source media player developed at the University of Washington satisfies all of the above criteria. It is a free, open-source media player developed with accessibility in mind. For additional information on Able Player, see Able Player on Github (*link to http://ableplayer.github.io/ableplayer/*).

B.1.23. Procuring Accessible IT

The CAHELP strives to ensure that IT products developed at, purchased by, or used at the CAHELP are accessible to all individuals. To reach this aspirational goal, the ADA compliance team shall be responsible for making decisions about which products to procure and must consider accessibility as one of the criteria for acquisition. This is especially critical for enterprise-level systems and other technologies that affect a large number of students, teachers, and/or staff. The following three steps provide an example of how accessibility can be considered in the procurement process.

For additional information and guidance on procurement of products accessible to all, consult IT services or the ADA compliance team with any of these steps.

B.1.23.1. *Ask vendors to provide information about the accessibility of their products.*

The following is an example of accessibility language that could be used in requests for proposals (RFPs):

Mandatory Scored Requirement:

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➢ Bidder must describe how their IT products or services are accessible to users in accordance with CAHELP guidelines;
➢ CAHELP refers to the WCAG 2.0 developed by W3C Level AA for guidance in meeting its IT accessibility commitments.

If there are issues that prevent a bidder's IT product or service from meeting these requirements, the bidder must describe efforts underway to address these issues, including anticipated timelines for completion.

B.1.23.2. *Validate information provided by bidders and evaluate the product for accessibility*

Consult ADA compliance team for assistance. Vendors should provide detailed information about the accessibility of their product or services. One common method is by providing a Voluntary Product Accessibility Template (VPAT). This is a standard form developed to assist federal agencies in fulfilling their Section 508 requirements. VPATs can sometimes be informative, but they have limitations since they are self-reports completed by the vendors. Some vendors do not have adequate technical expertise to accurately assess their products' accessibility. Others skillfully complete their VPATs in ways that trivialize the significance of accessibility shortcomings. Therefore, VPAT claims should be independently verified and not accepted at face value. A VPAT could provide a good starting point, but ultimately vendors, particularly those whose products are selected as finalists, should be engaged in a thorough discussion about accessibility of their products.

Few IT products are fully accessible. However, vendors should at a minimum be willing to make a commitment to address their accessibility problems. Without this commitment, using the product may place the CAHELP at risk for discriminating against some of its users and/or employees.

The CAHELP procured and/or contracted web host shall provide detailed information about the accessibility of their web product or services, and may provide a Voluntary Product Accessibility Template (VPAT) for consideration.

B.1.24. Include Accessibility Assurances in Contracts with Vendors

If ultimately the best product for meeting a particular need is one that fails to fully meet accessibility requirements, vendors should be asked to make a

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commitment to improving accessibility over a specified timeline, perhaps working with the JPA Virtual Compliance and ADA compliance team.

After procurement officials discuss accessibility issues with a vendor, the procurement contract should include language that specifically documents the agreement between vendor and procurer as to how satisfactory progress on accessibility will be measured. The vendor might provide a roadmap as an addendum to the contract with a prioritized list of accessibility issues and a timeline for addressing each issue. Contract extensions might be contingent upon satisfactory progress toward resolving the issues identified in the roadmap.

Even if the product is currently accessible, the contract should include language that assures continued accessibility as the product is updated. This is especially important for products that are developed on an ongoing rapid release cycle.

B.1.25. Managing Projects for Accessibility

It shall be the responsibility of the CAHELP JPA Virtual Compliance Supervisor ADA compliance team to ensure that all projects related to accessibility be prioritized. All areas of the CAHELP website will be reviewed annually using the processes described at WCAG 2.0. Reviews are the responsibility of the JPA Virtual Compliance Supervisor in collaboration with the ADA compliance team. Accessibility checks will be incorporated into the publishing workflow for all new content.

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STRATEGIC PLAN FOR WEB ACCESSIBILITY

1.0   ORGANIZATIONAL STATEMENT

The California Association of Health and Education Linked Professions, a Joint Powers Authority (CAHELP JPA), values diverse experiences and perspectives and strives to fully include everyone who engages with the organization. Therefore, CAHELP is committed to ensuring that individuals with disabilities have an opportunity equal to that of nondisabled peers accessing CAHELP programs, benefits, and services, including those delivered through information technology (IT). The CAHELP Strategic Plan for Web Accessibility, hereinafter referred to as "SPWA" establishes a foundation for equality of opportunity and provides guidance to ensure equal access to IT the CAHELP purchases, creates, and uses, such as websites, software, hardware, and media in accordance with applicable state and federal laws including, but not limited to, Sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act as amended (ADA).

The SPWA shall apply to all new, updated, and existing online web content and functionality. The goal of the CAHELP is that all web content will meet WCAG 2.0 Level AA conformance.

2.0   DEFINITIONS

Accessible: Refers to the concept that individuals with disabilities are able to access and use a product or system, including with the help of assistive technologies. For example, an "accessible" web site may be designed so that the text can be enlarged by the user, rather than having a fixed font size, or may be designed so that it can be interpreted and "read out loud" by screen reader software used by blind or low-vision individuals.

Accessible Information Technology: Information technology that has been designed, developed, or procured to be usable by, and therefore accessible to individuals with disabilities, including those who use assistive technologies.

Assistive Technologies: Adaptive, rehabilitative devices that promote greater independence for individuals with disabilities by changing how these individuals interact with technology. Examples include special input devices (e.g., head or foot mouse, speech recognition), screenreading software, and screen magnifiers.

Usability: Refers to how easily, effectively, and efficiently users can use a product or system to achieve their goals, and how satisfied they are with the experience.

3.0   REGULATORY REQUIREMENTS (SECTIONS 504/508; TITLE II ADA)

Accessibility awareness is an important aspect of the CAHELP's underlying legal obligation to ensure that individuals with disabilities have equal access to programs, services, and information within the same timeframe as nondisabled peers. No individual shall be excluded from participation in, deny the benefits of, or otherwise be subjected to

discrimination from any of the CAHELP programs, services, and activities, including those delivered through information technology. The regulatory requirements in Sections 504 and 508 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act (ADA), as amended in 1990, provide the basis for equal access and governs the overall responsibility of CAHELP Content Developers and Approvers, webmasters, procurement officials, and all others responsible for content management, to ensure that online content and functionality are equally accessible to all.

Section 504 and Title II of the ADA are implicit and require public agencies to make web pages accessible. ADA prohibits discrimination against individuals with disabilities by any state or local government and any of its department, agencies, or other instrumentalities. Section 504 prevents intentional or unintentional discrimination based on an individual's disability and applies to employers and organizations that receive federal financial assistance. Section 508 is limited to federal agencies but is extremely influential because its compliance standards require federal agencies to provide software and website accessibility to individuals with disabilities.

> Title II Americans with Disabilities Act (ADA). *"...Protect qualified individuals with disabilities from discrimination on the basis of disability in the services, programs, or activities of all State and local governments. It additionally extends the prohibition of discrimination on the basis of disability established by section 504 of the Rehabilitation Act of 1973, as amended, to all activities of State and local governments, including those that do not receive Federal financial assistance. By law, the Department of Justice's Title II regulation adopts the general prohibitions of discrimination established under section 504, and incorporates specific prohibitions of discrimination from the ADA.*

> Section 504, Title 29 of the United States Code § 794. *"No otherwise qualified individual with a disability in the United States...shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."*

> Section 508, Title 29 of the United States Code § 1194.1. *"...Section 508 also requires that individuals with disabilities, who are members of the public seeking information or services from a Federal agency, have access to and use of information and data that is comparable to that provided to the public who are not individuals with disabilities, unless an undue burden would be imposed on the agency."*

Refer to Appendix D for Section 508 Checklist produced by Web Accessibility in Mind (WebAIM).

3.1   Legal Guidance:

> ➢ Department of Justice (DOJ) Guidance (June 2003)

CAHELP JPA STRATEGIC PLAN FOR WEB ACCESSIBILITY

> ➢ ADA/504 "generally require" equal access unless fundamental alteration or undue burden
> ➢ OCR Dear Colleague Letter (June 2010)
> Colleges and universities must make book readers and other educational technologies equally accessible
> ➢ OCR FAQs (May 11)
> ➢ Follow-up from June 2010 Dear Colleague letter – legal requirements articulated in letter apply to elementary and secondary schools
> ➢ DOJ Notice of Proposed Rulemaking (May 2016)
> ➢ Proposed rulemaking for state and local governments with regard to web accessibility

NOTE: Effective January 18, 2017, the U.S. Access Board published a final rule updating accessibility requirements for information and communication technology (ICT) covered by Section 508 of the Rehabilitation Act of 1973. Major changes in the revised Section 508 Standards include the incorporation of the web standards in WCAG 2.0 developed by the W3C and clarifies applicability to websites, electronic documents and software. The final rule also requires all public-facing official agency business content, as well as specific categories of non-public-facing content that is official agency business, to be accessible, and that software and operating systems must interoperate with assistive technology. Compliance/Responsibilities

4.0   COMPLIANCE/RESPONSIBILITIES

Under this strategic plan, CAHELP personnel shall:

- Adhere to the CAHELP strategic plan for web accessibility;
- Develop, purchase and/or acquire, to the extent feasible, hardware and software products that are accessible to individuals with disabilities; and
- Promote awareness of this strategic plan to all members of the CAHELP community, particularly those in roles that are responsible for creating, selecting, or maintaining electronic content and applications.

4.1   Implementation of the Policy

CAHELP management in collaboration with the JPA Virtual Compliance Supervisor and designated ADA compliance team is responsible for facilitating and ensuring implementation of this strategic plan for web accessibility with fidelity.

The CAHELP JPA Virtual Compliance Supervisor in collaboration with the designated ADA compliance team is responsible for issuing and updating any requirements, standards or guidelines that support this strategic plan and shall facilitate regular communication among organizational departments to address consistent implementation of this strategic plan throughout CAHELP.

CAHELP JPA STRATEGIC PLAN FOR WEB ACCESSIBILITY

4.2   Revisions to the Strategic Plan

The CEO is the approver of the strategic plan for web accessibility and has the authority to approve revisions upon recommendation by the CAHELP JPA Virtual Compliance Supervisor and ADA compliance team.

The CAHELP JPA Virtual Compliance Supervisor in collaboration with the ADA compliance team has the authority to initiate revisions to the strategic plan and is responsible for regular reviews and updates.

All revisions substantive in nature to the strategic plan will be presented for approval to the CEO and subsequently presented to the CAHELP Governance Council for review and adoption.

4.3   Oversight and Responsibilities

The JPA Virtual Compliance Supervisor is responsible for online web accessibility and functionality and is a member of the ADA compliance team. He/she shall be responsible for establishing systems of audit, accountability, corrective action of accessibility of all online content and functionality on an ongoing basis. he Virtual Compliance Supervisor and ADA compliance team shall work towards ensuring equal access and opportunity to organizational programs and services for all individuals, including those delivered online. The ADA team shall be comprised of the following:

> ➢ Chief Operations Officer, CAHELP
> ➢ JPA Virtual Compliance Supervisor, CAHELP
> ➢ Representative from IT Department, as needed
> ➢ Representative from Web Programmer/Host, as needed
> ➢ Representative from Desert/Mountain Children's Center
> ➢ Representative from Desert/Mountain Special Education Local Plan AreaJPA Virtual Compliance Program Technician, CAHELP

Membership to the ADA compliance team shall be at the discretion and determination of the CEO, CAHELP.

4.3.1   Responsibilities of ADA Compliance Team

The ADA compliance team responsibilities shall include, but not be limited to, all of the following:

> ❖ Report accessibility issues and recommended solutions;
> ❖ Review and recommend changes and/or modifications to the strategic plan for web accessibility;
> ❖ Evaluate effectiveness of accessibility training(s) and provide recommendations for modifications to improve training and to ensure organizational compliance;

> ❖ Participate in audit of website, web developer meetings (contract renewal, web redesign, etc.); Evaluate needs of compliance team; and
> ❖ Attend regularly scheduled team meetings, appropriate accessibility workshops, trainings, etc.

    4.3.2   Responsibilities of the JPA Virtual Compliance Supervisor

The JPA Virtual Compliance Supervisor shall work in collaboration with the designated ADA team in support of the organization's accessibility requirements and shall:

> ❖ Create workflow and approval process for online content;
> ❖ Develop, coordinate, implement, and facilitate one-to-one and/or annual training regarding online content accessibility and functionality for Content Developers and Approvers, and other staff as needed;
> ❖ Develop, review, revise, and implement strategic plan for web accessibility;
> ❖ Provide recommendations for implementation, or modification to establish compliance;
> ❖ Contract for services (i.e., auditor, web developer, training, etc.);
> ❖ Develop long range plan for addressing problems, taking into account identified priorities, with all proposed remedies to be completed within a reasonable timeframe;
> ❖ Set up systems of accountability and verify claims of accessibility by vendors, open sources;
> ❖ Set up a system of testing and accountability to maintain the accessibility of all online content and functionality on an ongoing basis;
> ❖ Maintain appropriate records;
> ❖ Develop, implement, and manage CAHELP strategic plan for web accessibility;
> ❖ Develop long range content management and accessibility plans and priorities for CAHELP in conjunction with accessibility requirements under federal and state law, and best practices;
> ❖ Analyze, plan, and coordinate the needs for training and educational development in designing and creating accessible materials;
> ❖ Develop, implement, and maintain a process for public input and reporting on inaccessible virtual content;
> ❖ Investigate, research, analyze, and respond to inquiries and complaints of accessibility-related issues regarding the functionality of the website and virtual content;

❖ Perform regular accessibility audit of CAHELP website, applications, and external platforms hosting CAHELP content;
❖ Perform accessibility evaluations for website and applications under consideration for purchase and/or use;
❖ Manage, monitor, and evaluate budget and expenditure-related activities;
❖ Supervise, evaluate, and train personnel assigned to the JPA Virtual Compliance team; and
❖ Attend regularly scheduled team meetings, appropriate accessibility workshops, trainings, etc.

4.3.3   Responsibilities of JPA Virtual Compliance Technician

The JPA Virtual Compliance Technician performs specialized technical work in assisting, training and advising CAHELP employees regarding virtual regulations, compliance, policies, and procedures. The JPA Virtual Compliance Technician:

❖ Advises on virtual compliance issues, regulations and procedures;
❖ Resolves complex virtual compliance issues;
❖ Reviews and makes recommendations for the procurement of software programs to ensure virtual accessibility;
❖ Performs monthly audits of virtual compliance;
❖ Attends and conducts accessibility and compliance training workshops;
❖ Prepares and disseminates virtual compliance reports, materials, forms, correspondence, and other written information; and
❖ Interprets and applies laws, regulations and procedures affecting virtual compliance.

4.3.4   Responsibilities of Designated Content Developers and Approvers, Webmaster, and Procurement Officials

The Virtual Compliance Supervisor in collaboration with the ADA compliance team shall provide and/or procure appropriate training necessary to ensure that individuals as defined below are knowledgeable and appropriately trained to create and/or develop accessible online content, maintain functionality, and procurement of appropriate IT software, hardware, and media.

❖ *JPA Virtual Compliance Technician:* Primary support technician to the Virtual Compliance team responsible for assisting in resolving compliance issues, auditing of website

and functionality, and providing accessibility support services and training to CAHELP staff;

❖ *Content Developers:* Individuals responsible for uploading, modifying, maintaining, and updating content on web pages;

❖ *Content Approvers:* Individuals responsible for review of online content and ensuring content meets principles of accessibility and WCAG guidelines;

❖ *Procurement Officials:* Individuals responsible for the research and procurement of IT equipment; and

❖ *Webmaster:* Individual(s) responsible for the overall accountability and compliance of online content and functionality.

An accessibility checklist (Appendix B) based on WCAG 2.0 Level AA is available to assist Content Developers and Approvers, web designers, and purchasing agents in creating and procuring accessible IT. This checklist can also be used by procurement officials as a reference for vendors and contractors providing products and services to CAHELP. Many of the items in the checklist apply to web pages and web-based applications as well as electronic documents in Microsoft Word, Adobe PDF, and other formats, and other products and services that are not specifically web-based.

Refer to Appendix B for a simple checklist for implementing HTML-related principles and techniques for seeking WCAG 2.0 conformance produced by Web Accessibility in Mind (WebAIM).

4.3.5 Workflow for Creating/Publishing Online Content

To ensure efficiency, accountability, and implementation, designated Content Developers and Approvers shall upload content to the CAHELP website and/or web pages in the following manner:

4.3.5.1 *Content Developers shall:*

- o Receive and review proposed online content;
- o Log in to CAHELP website;
- o Enable "design mode" feature to edit or add content to a page;
- o Create and/or develop content per accessibility checklist (i.e., headings, subheadings, text, images, video, etc.);
- o Save content (Note: Web system will automatically forward an e-mail notification to the Content Auditor to review saved content);
- o Review returned content and complete revisions as needed; and

        o   Publish and maintain approved online content.

    4.3.5.2   *Content Approvers shall:*

- o   Log in to CAHELP website;
- o   Receive and review all e-mail notifications of pending online content for review;
- o   Review proposed online content;
- o   Approve or reject propose online content based on accessibility checklist and accessibility standards; and
- o   Return content to Content Developer for modifications.

Content Developers and Approvers are responsible for ensuring accurate and up-to-date information are published on the website.

Questions regarding content development and management, and accessibility requirements shall be submitted to accessibility@cahelp.org. Staff may also complete and submit a helpdesk ticket to the IT support desk. Requests for assistance shall be completed without unreasonable delay.

5.0   ACCESSIBILITY STANDARDS

The following is a set of accessibility standards provided by the World Wide Web Consortium (W3C) Web Accessibility Initiative (WAI) that are commonly recognized by governments and organizations:

- *Web Content Accessibility Guidelines (WCAG) 2.0* (applicable to all web content and applications, including on mobile, television, and other delivery channels);
- *Authoring Tool Accessibility Guidelines (ATAG) 2.0* (applicable for websites that provide users the opportunity to generate content, such as adding comments, posting to forums, or uploading image or videos; also relevant if an organization provides tools, such as content management systems (CMS), for staff or customers to manage websites and content); and
- *User Agent Accessibility Guidelines (UAAG) 2.0* (applicable when additional plug-ins, such as media players, are provided to deliver content or when custom controls are developed to provide nonstandard functionality. UAAG may also be relevant where mobile applications deliver web content as part of the application, and to the procurement process if your organization provides browsers for staff).

Given the CAHELP's commitment to providing accessible opportunities and environments, it looks to the W3C WCAG 2.0 Level AA and Web Accessibility Initiative Accessible Rich Internet Applications (WAI-ARIA) 1.0 as a target for meeting these commitments. The most current version of the WCAG 2.0 includes success criterion

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(WCAG guidelines) organized under four general principles, which provide the foundation of web accessibility. The four principles have been adopted by the CAHELP.

5.1   Principles of Accessibility (P.O.U.R.)

➢ Perceivable: Information and user interface components must be presented to users in ways they can perceive;
➢ Operable: User interface components and navigation must be operable;
➢ Understandable: Information and the operation of user interface must be understandable; and
➢ Robust: Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies.

CAHELP online content shall be Perceivable, Operable, Understandable, and Robust. Content Developers and Approvers, webmasters, procurement officials, and all others responsible for developing, loading, maintaining, or auditing web content and functionality shall implement the accessibility standards to ensure compliance with the CAHELP's underlying legal obligation to ensure individuals with disabilities are not excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any of the CAHELP's programs, services, and activities delivered online.

5.2   12 WCAG Guidelines

Under the four principles of accessibility there are 12 WCAG guidelines that provide the framework and overall objectives to help Content Developers and Approvers, webmasters, procurement officials, and all others responsible for developing, loading, maintaining, or auditing web content and functionality, understand the success criteria and better implement the techniques to meet accessibility standards. In its adoption of the four principles of accessibility, the CAHELP ensures that online content and functionality shall be developed in accordance to the 12 WCAG guidelines in each principle of accessibility.

5.2.1   Perceivable

❖ *Guideline 1.1. Text Alternatives:* Provide text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, braille, speech, symbols or simpler language;
❖ *Guideline 1.2. Time-based Media:* Provide alternatives for time-based media;
❖ *Guideline 1.3 – Adaptable:* Create content that can be presented in different ways (i.e., simpler layout) without losing information or structure; and
❖ *Guideline 1.4 – Distinguishable:* Make it easier for users to see and hear content including separating foreground from background.

5.2.2   Operable

- ❖ *Guideline 2.1 – Keyboard Accessible:* Make all functionality available from a keyboard;
- ❖ *Guideline 2.2 – Enough Time:* Provide users with enough time to read and use content;
- ❖ *Guideline 2.3 – Seizures:* Do not design content in a way that is known to cause seizures; and
- ❖ *Guideline 2.4 – Navigable:* Provide ways to help users navigate, find content, and determine where they are.

5.2.3   Understandable

- ❖ *Guideline 3.1 – Readable:* Make text content readable and understandable;
- ❖ *Guideline 3.2 – Predictable:* Make web pages appear and operate in predictable ways; and
- ❖ *Guideline 3.3 – Input Assistance:* Help users avoid and correct mistakes.

5.2.4   Robust

- ❖ *4.0.1   Guideline 4.1 – Compatible:* Maximize compatibility with current and future user agents, including assistive technologies.

5.3   Levels of Conformance (Priority Levels)

W3C WAI guidelines provide three levels of conformance: Levels A, AA, and AAA:

1. *Level A:* Establishes a baseline level of conformance, and covers a basic set of core accessibility issues (such as alternate text on images and captions and videos);
2. *Level AA:* Includes additional success criteria such as providing a visible focus indicator for keyboard users, and ensuring sufficient color contrast; or
3. *Level AAA:* The highest level of conformance. Conforming to WCAG 2.0 at Level AAA would mean all 63 success criteria have been met.

Level AA shall be the designated benchmark for measuring accessibility of CAHELP online content and functionality. Conformance to Level AA requires that CAHELP meet all Levels A and AA success criterion. Levels of conformance are based on impact on individuals with disabilities, feasibility, and other factors. Each of the success criteria under each principle of accessibility is identified with a conformance level. CAHELP shall ensure that all of its websites and web applications, both customer-facing and for internal use, conform to all Level AA success criterion.

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Example of conformance Level AA required:

Principle: UNDERSTANDABLE

Guideline 3.2 - Predictable:
Make web pages appear and operate in predictable ways.

Success Criteria	Recommendation
3.2.3 Consistent Navigation	Navigation links that are repeated on web pages do not change order when navigating through the site.
Level AA	

Refer to Appendix B for WCAG 2.0 Checklist produced by Web Accessibility in Mind (WebAIM) for list of success criteria at Level A and Level AA.

5.3.1   Third Party Content

Sometimes, web pages are created that will later have additional content added to them. For example, an email program, a blog, an article that allows users to add comments, or applications supporting user-contributed content. Another example would be a page, such as a portal or news site, composed of content aggregated from multiple contributors, or sites that automatically insert content from other sources over time, such as when advertisements are inserted dynamically.

In these cases, it is not possible to know at the time of original posting what the uncontrolled content of the pages will be. It is important to note that the uncontrolled content can affect the accessibility of controlled content as well. Two options are available:

1. A determination of conformance can be made based on best knowledge. If a page of this type is monitored and repaired (non-conforming content is removed or brought into conformance) within two business days, then a determination or claim of conformance can be made since, except for errors in externally contributed content which hare corrected or removed when encountered, the page conforms. No conformance claim can be made if it is not possible to monitor or correct non-conforming content; OR

2. A "statement of particle conformance" may be made that the page does not conform but could conform if certain parts were removed. The form of that statement would be, "This page does not conform, but would conform to WCAG 2.0 at Level X if the following parts from uncontrolled sources were removed." In addition, the following would also be true of uncontrolled content that is described in the statement of partial conformance:

a. It is not content that is under the author's control.

b. It is described in a way that users can identify (e.g., they cannot be described as "all parts that we do not control" unless they are clearly marked as such).

A "statement of partial conformance due to language" may be made when the page does not conform but would conform if accessibility support existed for (all of) the language(s) used on the page. The form of that statement would be, "This page does not conform, but would conform to WCAG 2.0 at level X if accessibility support existed for the following language(s)."

5.3.2   Authoring Tool Accessibility Guidelines (ATAG) 2.0

Authoring Tools Accessibility Guidelines (ATAG) 2.0 provides guidelines for designing web content authoring tools that are both more accessible to authors with disabilities, and designed to enable, support, and promote the production of more accessible web content by all authors. Authors are individuals who use authoring tools to create or modify content. Authors include roles such as content authors, designers, programmers, publishers, testers, etc. ATAG is primarily for developers of authoring tools. An authoring tool is any web-based or non-web-based application(s) that can be used by authors (alone or collaboratively) to create or modify web content for use by other authors or end users.

Examples of software that are generally considered authoring tools under ATAG 2.0:

❖ What-you-see-is-what-you-get (WYSIWYG) HTML editor;
❖ Software for directly editing source code; software for converting to web technologies (e.g., "Save as HTML" features in office document applications);
❖ Integrated development environments (e.g., for web application development);
❖ Software that generates web content on the basis of templates, scripts, command-line input or "wizard" type processes;
❖ Software for rapidly updating portions of web pages (e.g., blogging, wikis, online forums);
❖ Software for generating/managing entire websites (e.g., content management systems, courseware tools, content aggregators);
❖ Email clients that send messages using web content technologies;
❖ Multimedia authoring tools; and
❖ Software for creating mobile web applications.

CAHELP shall consider authoring tools that web developers, designers, writers use to produce CAHELP web content (i.e., static web pages, dynamic web applications, etc.) based on their accessibility conformance claims and ATAG 2.0 accessibility standards.

Refer to the following for additional information:

❖ ATAG http://www.w3.org/TR/ATAG/
❖ WCAG http://www.w3.org/TR/WCAG/
❖ WAI-ARIA http://www.w3.org/TR/wai-aria/

5.3.3   User Agent Accessibility Guidelines (UAAG)

User Agent Accessibility Guidelines (UAAG) 2.0 is part of a series of accessibility guidelines. The core target audience of UAAG are the developers of the authoring tools, but policy makers and procurement decision makers within CAHELP can equally use UAAG criteria to determine whether the user agent technologies are accessible, or UAAG can be given to other developers to use to enhance the accessibility features of the tools. User agents are defined as any software that retrieves, renders and facilitates end user interaction with web content. UAAG 2.0 identifies the following user agent architectures:

❖ *Platform-based user agent, native user agent.* User agents that run on non-web platforms (operating systems and cross-OS platforms, such as Java) and perform content retrieval, rendering and end-user interaction facilitation themselves (e.g., Firefox, Internet Explorer, Chrome, Opera, Windows Media Player, QuickTime Pro, RealPlayer);
❖ *Embedded user agent, plug-in.* User agents that "plug-in" to other agents or applications (e.g., media player plug-in for a web browser, web view component). Embedded user agents can establish direct connections with the platform (e.g., communication via platform accessibility services);
❖ *Web-based user agent.* User agents that have user interfaces that are implemented using web content technologies and are accessed by users via a user agent. Web-based user agents transform content into web content technologies that the host user agent can render (e.g., web-based e-Pub reader, web-based video player).

UAAG provides guidance in designing user agents that make the web more accessible to individuals with disabilities. The goal of UAAG 2.0 is to ensure that all users, including users with disabilities, have equal control over the environment they use to access the web. A user agent that follows UAAG 2.0 will improve accessibility through its own user

interface and its ability to communicate with other technologies, including assistive technologies (software that some individuals with disabilities use to meet their requirements). All users, not just users with disabilities, will benefit from user agents that follow UAAG 2.0.

Like WCAG, UAAG offers three layers of guidance: (1) principles, (2) guidelines; and (3) testable success criteria. Five principles provide a foundation for accessible user agents. Three of the five principles are parallel to WCAG 2.0, and two are specific to user agents. For each principle, there is a set of guidelines for making user agents more accessible to users with disabilities. These guidelines provide the framework to help individuals who use authoring tools to create or modify content, content authors, designers, programmers, publishers, testers, etc., understand the objectives for success criteria so they can better implement them. Under each guideline is also a set of testable success criteria that can be used wherever conformance testing is necessary, including design application, purchasing, regulation, and contractual agreements. Each success criterion is assigned a level of conformance, which are designed to meet the needs of different groups and different situations. The recommended conformance for UAAG is AA. Much of the value of the UAAG stems from the harmonious integration of the WCAG 2.0 and the ATAG 2.0.

CAHELP will recommend that developers of authoring tools, policy makers, and procurement officials ensure that user agents utilized to support CAHELP web content and web applications meet the W3C recommended UAAG 2.0 version Level AA conformance.

Refer to the following for additional information:

- ❖ UAAG http://www.w3.org/TR/UAAG/
- ❖ WCAG http://www.w3.org/TR/WCAG/
- ❖ WAI-ARIA http://www.w3.org/TR/wai-aria/

5.3.4   Accessibility Evaluation Tools (Testing Sites and Applications)

Evaluating the extent to which the CAHELP conforms to WCAG 2.0 Level AA is a process involving several steps. The activities carried out within these steps are influenced by many aspects such as the type of website (e.g., static, dynamic, responsive, mobile, etc.); its size; complexity; technologies used to create the website (e.g., HTML, WAI-ARIA, PDF, etc.); how much knowledge the auditors have about the process used to design and develop the website; and the main purpose for the audit (e.g., to issue an accessibility statement, to plan a redesign process, to perform research, etc.).

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To ensure CAHELP meets established benchmarks for accessibility, it shall implement an audit of online content and functionality as specified herein to ensure compliance with W3C WCAG 2.0 Level AA and WAI-ARIA 1.0. Auditors shall utilize the Techniques for WCAG 2.0 documented by W3C/WAI (link to https://www.w3.org/TR/WCAG20-TECHS/), and may also refer to the W3C Website Accessibility Conformance Evaluation Methodology (WCAG-EM) 1.0 to assist in providing a comprehensive evaluation of online content and functionality. The WCAG-EM highlights considerations for auditors to apply during the evaluation process, but does not replace the need for quality assurance measures that are implemented throughout the design, development, and maintenance of the website and web applications to ensure their accessibility conformance. WCAG-EM does not in any way add to or change the requirements defined by the normative WCAG 2.0 standards, and can be used in conjunction with techniques for meeting WCAG 2.0 success criteria. To access WCAG-EM 1.0, go to https://www.w3.org/TR/WCAG-EM/.

Outside of the WCAG-EM, there are also a number of website evaluation tools available online to assist Content Developers and Approvers, webmasters, procurement officials, and all others responsible for developing, loading, maintaining, or auditing web content and functionality, in determining whether or not the website meets accessibility standards. However, because these tools are limited in being able to uncover the majority of accessibility issues, the CAHELP shall procure the services of an external auditor in addition to conducting accessibility testing online, and internal auditing.

The CAHELP shall employ the following accessibility evaluation methods to audit all online content and functionality.

1. *Accessibility Audit:* An external accessibility auditor shall review the website, highlighting any accessibility issue(s) and provide recommendations to the ADA compliance team. The auditor shall utilize assistive software used by disabled web users (e.g., screen reader) to effectively carry out the audit, along with the free Web Accessibility Toolbar (WAT) developed by The Paciello Group. WAT aids manual examination of web pages for a variety of aspects of accessibility. To download a copy of WAT, go to:
   http://www.download3.co/ic/github/index.php?k2=github)

   The auditor can be a hired external accessibility consultancy, or an in-house member who is knowledgeable

of the W3C accessibility guidelines who is appropriately trained in web accessibility.

2. *Accessibility Testing:* The ADA compliance team shall coordinate testing with real users with disabilities to complete common tasks on the website while a designated moderator notes all problems the user experiences. Regular usability testing will uncover more usability issues as users with disabilities may require additional time to complete tasks.

3. *Automated Accessibility Testing:* Both internal and external auditor may utilize automated programs to evaluate the website against accessibility guidelines.

   For a list of online accessibility testing resources, see Appendix C (e.g., Useablenet, Web Accessibility Versatile Evaluator (WAVE), AChecker, etc.).

The external auditor shall carry out the accessibility audit. After the findings from an accessibility audit has been implemented, the CAHELP shall initiate accessibility testing, as needed. The ADA compliance team shall further coordinate testing sessions with the assistance of county-operated programs and/or inviting a group of users living with visual, auditory, physical, and/or cognitive disabilities, to participate.

5.3.5   Qualifications of Accessibility Auditor

The external auditor shall have the requisite experience and knowledge to carry out an appropriate audit and to develop a proposed Corrective Action Plan. The external auditor shall meet the approved qualifications of an auditor as specified by the Office of Civil Rights (OCR) and shall:

❖ Audit all content and functionality of the CAHELP website to identify any online content or functionality that is inaccessible to individuals with disabilities, including online content and functionality developed by, maintained by, or offered through a third-party vendor or an open source;
❖ Use W3C WCAG 2.0 Level AA and WAI-ARIA 1.0 as the benchmarks for measuring accessibility, unless the CAHELP receives prior permission to use a different standard as a benchmark; and
❖ Develop a proposed Corrective Action Plan.

During the accessibility audit, the CAHELP may also seek input from members of the public with disabilities, including parents, students, employees, and others associated with the CAHELP, and other persons

knowledgeable about website accessibility, regarding the accessibility of its online content and functionality.

The ADA compliance team shall have overall responsibility for establishing systems of audit, accountability, corrective action of accessibility of all online content, and functionality on an ongoing basis (Section 4.0 Oversight and Responsibility).

Refer to Appendix C for list of Accessible Testing resources (e.g., Useablenet, Web Accessibility Versatile Evaluator (WAVE), AChecker, etc.)

6.0   PROCEDURES

See Appendix A: Getting Started with Accessibility.

7.0   IT ACCESSIBILITY CHECKLIST

The following is a simple reminder checklist for Content Developers and Approvers, web designers and developers, and purchasing agents to consider when developing and/or procuring accessible information technology that the CAHELP purchases, creates, and uses, such as websites, software, hardware, and media. Many of the items in this checklist apply to web pages and web-based applications as well as electronic documents in Microsoft Word, Adobe PDF, and other formats, and other products and services that are not specifically web-based.

REMEMBER

7.1   Make content and controls Perceivable by all users

- ➢ Do images have alternative text?
- ➢ Does video have captions and does audio have a transcript?
- ➢ Does the web page or document include headings, lists, ARIA landmarks, and other semantic elements to communicate document structure?
- ➢ Is the tab order and read order logical and intuitive?
- ➢ Do form fields within web pages and documents have appropriately coded labels and prompts?
- ➢ Have you avoided using visual characteristics to communicate information (e.g., "click the circle on the right" or "required fields are in red")?
- ➢ Does the interface have sufficient contrast between text color and background color?
- ➢ Does the content scale well when text is enlarged up to 200 percent?

7.2   Make content and controls Operable by all users

- ➢ Can all menus, links, buttons, and other controls be operated by keyboard, to make them accessible to users who are unable to use a mouse?

> ➢ Does the web page include a visible focus indicator so all users, especially those using a keyboard, can easily track their current position?
> ➢ Do features that scroll or update automatically (e.g., slideshows, carousels) have prominent accessible controls that enable users to pause or advance these features on their own?
> ➢ Do pages that have time limits include mechanisms for adjusting those limits for users who need more time?
> ➢ Have you avoided using content that flashes or flickers?
> ➢ Does the web page or document have a title that describes its topic or purpose?
> ➢ Are mechanisms in place that allow users to bypass blocks of content (e.g., "skip to main content" link on a web page or bookmarks in a PDF)?
> ➢ Does the website include two or more ways of finding content, such as a navigation menu, search feature, or site map?
> ➢ Is link text meaningful, independent of context?

    7.3   Make content and user interfaces Understandable to all users

> ➢ Has the language of the web page or document (or individual parts of a multilingual document) been defined?
> ➢ Have you avoided links, controls, or form fields that automatically trigger a change in context?
> ➢ Does the website include consistent navigation?
> ➢ Do online forms provide helpful, accessible error and verification messages?

    7.4   Make content Robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies

> ➢ Is the web page coded using valid HTML?
> ➢ Do rich, dynamic, web interfaces, such as modal windows, drop-down menus, slideshows, and carousels, include ARIA markup?

8.0 TRAINING

CAHELP shall provide and/or procure website accessibility training for all appropriate personnel, including, but not limited to Content Developers and Approvers, webmasters, procurement officials, and all others responsible for developing, loading, maintaining, or auditing web content and functionality. Training shall continue on a schedule designed to maintain website accessibility consistent with, or superior to, that which is required under federal law.

9.0 RELATED INFORMATION

    9.1   Resources and Support for IT Accessibility

> ➢ Accessible Technology at the CAHELP

> ➢ IT Accessibility Checklist
> ➢ Access Technology Center
> ➢ World Wide Web Consortium (W3C) Web Content Accessibility Guidelines 2.0

9.2 Legal and Policy Requirements

> ➢ Section 504 of the Rehabilitation Act of 1973 (http://www2.ed.gov/about/offices/list/ocr/504faq.html)
> ➢ Americans with Disabilities Act as amended (https://www.ada.gov/2010_regs.htm)
> ➢ Department of Justice (DOJ) Guidance (June 2003)
>> ❖ ADA/504 "generally require" equal access unless fundamental alteration or undue burden
> ➢ OCR Dear Colleague Letter (June 2010)
>> ❖ Colleges and universities must make book readers and other educational technologies equally accessible
> ➢ OCR FAQs (May 11)
>> ❖ Follow-up from June 2010 Dear Colleague letter – legal requirements articulated in letter apply to elementary and secondary schools
> ➢ DOJ Notice of Proposed Rulemaking (May 2016)
>> ❖ Proposed rulemaking for state and local governments with regard to web accessibility

10.0 REVISION HISTORY

Version Number	Revised	Governance Approval
1.0	10/27/16	4/7/2017
2.0	08/24/18	

A. GETTING STARTED WITH ACCESSIBILITY

To ensure accessibility standards are met, *Content Developers and Approvers* must have an understanding of web accessibility, online content, and functionality, and an understanding of the terminology provided in Section 2.0 of this document. In designing web accessibility, *Content Developers and Approvers* should consider these user characteristics in designing web accessibility:

A.1. Characteristics for Consideration

(1) Unable to see. Individuals who are blind use either audible output (products called screen readers that read web content using synthesized speech) or tactile output (a refreshable Braille device).

(2) Has dyslexia. Individuals with learning disabilities such as dyslexia may also use audible output, along with software that highlights words or phrases as they are read aloud using synthesized speech.

(3) Has low vision. Individuals with low vision may use screen magnification software that allows them to zoom in all or a portion of the visual screen. Many others with less-than-perfect eyesight may enlarge the font on websites using standard browser functions, such as Ctrl + in Windows browsers or Command + in Mac browsers.

(4) Has a physical disability. Individuals with physical disabilities that effect their use of hands may be unable to use a mouse, and instead may rely exclusively on keyboard or use assistive technologies such as speech recognition, head pointers, mouth sticks, or eye-gaze tracking systems.

(5) Unable to hear. Individuals who are deaf or hard of hearing are unable to access audio content, so video needs to be captioned and audio needs to be transcribed.

(6) Using a mobile device. Individuals who are accessing the web using a compact mobile device such as a phone, face accessibility barriers, just like individuals with disabilities do. They're using a small screen and may need to zoom in or increase the font size, and they are likely to be using a touch interface rather than a mouse. Also, Apple's iPhone and iPad do not support Adobe Flash.

(7) Limited bandwidth. Individuals may be on slow internet connections if they are located in a rural area or lack the financial resources to access high-speed internet. These users benefit from pages that load quickly (use graphics sparingly) and transcripts for video.

(8) Limited time. Very busy individuals may have too little time to watch an entire video or audio recording but can quickly access its content if a transcript is available.

Accessible technology works for all of these users, and countless others not mentioned.

A.2.   Essential Components of Web Accessibility

Web accessibility depends on several different components of web development and interactions working together and how improvements in specific components could substantially improve web accessibility. These components include:

- Content (information in a web page or web application, including (1) natural information such as text, images, and sounds, or (2) code or markup that defines structure, presentation etc.);

- Web browsers, media players, and other user agents;

- Assistive technology, in some cases, screen readers, alternative keyboards, switches, scanning software, etc.;

- User's knowledge, experiences, and in some cases, adaptive strategies using the web;

- Developers, designers, coders, authors, etc., including developers with disabilities and users who contribute content;

- Authoring tools – software that creates web sites; and

- Evaluation tools – web accessibility evaluation tools, HTML validators, Cascading Style Sheets (CSS) validators, etc.

Authoring tools and evaluation tools are used by web developers to create web content. Individuals ("users") use web browsers, media players, assistive technologies, or other means to get and interact with content. It's important to note that there are significant interdependencies between the components. Components must work together in order for the web to be accessible. When accessibility features are effectively implemented in one component, the other components are more likely to implement them.

A.2.1. Examples

- When web browsers, media players, assistive technologies, and other user agents support an accessibility feature, users are more likely to demand it and developers are more likely to implement it in their content;

- When developers want to implement an accessibility feature in their content, they are more likely to demand that their authoring tool make it easy to implement;

- When authoring tools make a feature easy to implement, developers are more likely to implement it in their content; or

- When an accessibility feature is implemented in most content, developers and users are more likely to demand that user agents support it.

If an accessibility feature is not implemented in one component, there is little motivation for the other components to implement it when it does not result in an accessible user experience. If one component has poor accessibility support, sometimes other components can compensate through "work-arounds" that require much more effort and are not good for accessibility overall.

A.3.   Guidelines for Different Components:

The different components were briefly covered in Section 3.0 – Accessibility Standards: WCAG, ATAG, and UAAG. *Content Developers and Approvers*, web developers, and other individuals involved in the creation and maintenance of online content and functionality may refer to the following W3C WAI accessibility guidelines for additional information on the different components:

- Authoring Tool Accessibility Guidelines (ATAG) addresses authoring tools (link to https://www.w3.org/WAI/intro/atag.php)

- Web Content Accessibility Guidelines (WCAG) addresses web content, and is used by developers, authoring tools, and accessibility evaluation tools (link to https://www.w3.org/WAI/intro/wcag.php)

- User Agent Accessibility Guidelines (UAAG) addresses web browsers and media players, including some aspects of assistive technologies (link to https://www.w3.org/WAI/intro/uaag.php)

B. HOW TO MAKE TECHNOLOGY ACCESSIBLE

The following information will provide *Content Developers and Approvers and webmasters* how-to-pages with step-by-step guides for making particular types of content accessible. For additional information about accessibility of particular technologies, please refer to the pages that are most relevant for the technologies to be used. *Webmasters* and *Content Developers and Approvers* shall be familiar with:

(1)   Creating Accessible Documents

(2)   Developing Accessible Websites

(3)   Creating Accessible Videos

(4)   Procuring Accessible IT

(5)   Managing Projects for Accessibility

Content Developers and Approvers, and webmasters shall consider accessibility throughout the design and creation process of online content. The following are tips for creating accessible content and conducting simple accessibility tests:

- **Useable without a mouse:** Ensure all links, buttons, menus, and controls in web pages and applications can be used without a mouse, but instead can be navigated using only the keyboard. Whether an interface is functional using a keyboard alone is often a reliable indicator of overall accessibility;

- **Document structure:** Create web pages, Word documents, and PDF files that have good structure, including the use of headings, sub-headings, and lists that make these documents easier for users to understand and navigate;

- **Accessible images:** Include alternative text for graphics and avoid images of text. Individuals who cannot see an image rely on alternate text to access its content; and

- **Test with accessibility checker tools:** As stated in Section 3.0, subdivision F, CAHELP will employ accessibility testing using online accessibility checkers. *Webmasters* may use accessibility checkers and/or web browser plug-ins to identify common accessibility problems and report them to the ADA compliance team. A list of online accessibility checkers is available in *Appendix B* to assist with accessibility efforts.

Accessibility issues shall be reported to the ADA compliance team for accountability. Issues that exceed the parameters and scope of responsibility of the ADA compliance team shall be referred to an accessibility expert for review and recommendation for corrective action.

B.1.   Creating Accessible Documents

The core steps needed for accessibility are the same regardless of whether the document is developed in HTML (web), Microsoft Word, Adobe PDF, or another document format. The following are the required basic steps to assist *Content Developers and Approvers* in creating accessible documents:

- Use headings;

- Use lists;

- Add alternate text to images;

- Use tables wisely; and

- Understand how to export from one format to another.

B.1.1. Headings

Identify headings and subheadings using the built-in heading features of the authoring tool. Headings (e.g., h1, h2, h3, etc.) form an outline of the page content and enable screen reader users to understand how the page is organized, and to quickly navigate to content of interest. Screen readers have features that enable users to jump quickly between headings with a single key stroke.

B.1.2. Use Lists

Use the list controls provided in the document authoring software. Content that is organized as a list should be created using the list controls. Authoring software provides one or more controls for adding unordered lists (with bullets) and ordered lists (with numbers). When lists are explicitly created as lists, this helps screen readers to understand how the content is organized. When screen reader users enter a list, their screen reader informs them that they're on a list and may also inform them of how many items are in the list, which can be very helpful information when deciding whether to continue reading.

B.1.3. Add Alternate Text for Images

Users who are unable to see images depend on content developers to supplement their images with alternate text, which is often abbreviated "alt text." The purpose of alt text is to communicate the content of an image to individuals who can't see the image. The alt text should be succinct, just enough text to communicate the idea without burdening the user with unnecessary detail. When screen readers encounter an image with alt text, they typically announce the image then read the alt text.

Authoring tools provide a means of adding alt text to images, usually in dialog that appears when an image is added, or later within an image properties dialog.

If images are purely decorative and contain no informative content, they do not require a description. However, they may still require specific markup so screen readers know to skip them. Also, images that require a lengthier description, such as charts and graphs, may require additional steps beyond adding alt text.

B.1.4. Use Tables Wisely

Tables should not be used to control content layout. Tables in documents are useful for communicating relationships between data, especially where those relationships can be best expressed in a matrix of rows and columns. Authoring tools have other means of doing this, including organizing content into columns.

If the data is best presented in a table, try to keep the table simple. If the table is complex, consider whether it could be divided into multiple simpler tables with a heading above each.

A key to making data tables accessible to screen reader users is to clearly identify column and row headers. Also, if there are nested in columns and rows with multiple headers for each cell, screen readers need to be explicitly informed as to which headers relate to which cells.

B.1.5. When Exporting to PDF, Understand How to Preserve Accessibility

In order for an Adobe PDF document to be accessible, it must be a "tagged" PDF, with an underlying tagged structure that includes all of the features already described herein. There are right ways and wrong ways to export documents to PDF. Some authoring tools do not support tagged PDF at all, while others provide multiple ways of exporting to PDF, some that produce tagged PDF and some that do not. The CAHELP utilizes Adobe Acrobat Pro which provides accessible tags.

B.1.6. Creating High Quality Scanned Documents

When documents are in electronic form, they are easier to distribute and can be more accessible than print documents. However, in order to be fully accessible, certain steps must be followed to be sure a scanned document is of high quality. Even if a document is not needed for an individual with a disability, a poor scan often negatively impacts the end user's experience.

B.1.7. Using Conversion Service

There are resources available to help *Content Developers* produce alternative versions of documents quickly and easily (*link to tinyurl.com/uw-doc-convert*). There are limitations, however, with this conversion service as follows:

- The source file needs to be of good quality in order to maximize conversion accuracy.

- Some file outputs may require additional editing after conversion.

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- This service is intended to provide a quick temporary solution, but is not the final solution for accessibility. For staff who are producing documents, please consult the above link for information on how to create accessible documents in various document formats.

- Students requesting alternative materials as an accommodation should contact the ADA compliance team.

B.1.8. Developing an Accessible Website

In order to assure that the CAHELP website and web applications are accessible to and usable by everyone, web designers and developers must follow accessibility guidelines. The following topics address issues that are especially common on the website:

Features of an Accessible Website:

- Good structure in web pages and documents

- Good use of HTML headings

- Accessible with keyboard

- Accessible images

- Accessible menus

- Accessible forms

- Accessible tables

- Effective use of color

- Meaningful link text

- ARIA landmark roles

- ARIA for web applications

- Avoiding reliance on visual characteristics

B.1.9. Structure in Web Pages and Documents

In order to understand a document, everyone depends on understanding its structure. Screen reader users need to understand this structure and are dependent on *Content Developers* clearly identifying the headings, paragraphs,

lists, tables, banners, menus, and other features as exactly what they are. In the world of web design this is called semantics, building a page using web elements that define the role of the object. For example, when adding a top-level heading to a web page, *Content Developers* shall use the built-in h1 feature that the authoring software provides. Simply making the text big and bold may look like a heading but it really is not a heading.

B.1.10. HTML headings

As discussed in Section 5.0, subdivision C, section 1.0, the core steps needed for accessibility are the same whether the document is developed in HTML (web), Microsoft Word, Adobe PDF, or another document format. The use of HTML headings is essential in developing an accessible website.

HTML headings service two purposes for non-sighted users:

- They provide an outline of the page, so users can understand how the page is structured, and how all the sections relate to one another; and

- They provide a target so users can jump from heading to heading with a single keystroke, e.g., the letter "H" in some screen readers.

Content Developers shall utilize built-in heading feature in authoring tools.

B.1.11. Accessible with Keyboard

Because many users are physically unable to use a mouse and might be navigating through a web page using a keyboard alone, conducting a simple accessibility test using the keyboard will help determine whether users can (1) access all features, (2) operate all controls, and (3) easily tell where they are on the web page. *Content Developers* test this feature by using the tab key to navigate between features, and other keys of doing so would seem to make sense (e.g., enter or space to "click" the element that currently has focus), arrow keys to move within a widget such as a menu or slider, and escape to close a pop-up window.

B.1.12. Testing HTML Web Pages

Content Developers should navigate through the web page using a keyboard alone. Using the tab key, *Content Developers* should be able to access all links and controls in a predictable order based on their visual position on the page. The success of this test can also be affected by whether there is sufficient visual indication of focus.

- WCAG 2.0 Success Criterion 1.3.2 Meaningful Sequence (Level A)

- WCAG 2.0 Success Criterion 2.4.3 Focus Order (Level A)

If users are unable to tell where they are on a web page when navigating with keyboard, *Content Developers and Approvers*, and webmasters can typically fix this with some very simple cascading style sheets (CSS). *Content Developers and Approvers* should consult the webmaster and/or developer of authoring tools.

Movement through a web page or application should follow a logical order. It should mirror the visual order of navigation and controls on the page. Users who are navigating by keyboard (e.g., using the tab key) expect to move sequentially from left to right and top to bottom through the focusable elements on the page.

When creating web pages, be sure the order of items in the source code matches the visual order.

B.1.13. Accessible Images

If web pages include images, the content of those images is, by default, inaccessible to individuals who are unable to see the images. Whether and how to address this issue depends on the purpose of the image within the context of the web page.

- **Simple Informative Images.** If images are designed to communicate information to the user, they must be described. Images that convey simple information must be described with alternative text, or "alt text." Alt text is a short description of the content of the image, added in such a way that is typically invisible to individuals who can see the image but is exposed to individuals who are using assistive technologies such as screen readers or Braille displays. Browsers also display alt text visibly if an image fails to load. Such simple images include logos, buttons, and photographs. The description should describe the content and functionality of the image as concisely as possible to provide access to the content of the image without burdening the user with superfluous details.

- **Adding Alt Text in Word Processing Programs or Rich Text Editors.** Word processing applications such as Microsoft Word and Google Docs; as well as online rich text editors such as those used for adding content to Canvas, WordPress, or Drupal; all include support for alt text on images. When adding an image to a web page or document, simply look for a tab or field labeled "alt text" or equivalent, and enter a short description into the field. If you are not prompted for alt text when adding the image, right click on the image after it has been added and select "Image Properties" or equivalent, then look around in the image properties dialog for an "Alt text" prompt.

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- **Complex Informative Images.** Complex images, such as graphs, charts, or diagrams, may contain too much information to be effectively described using alt text. Instead, these images must be described with a long description. Long description is a more detailed description that provides equivalent access to the information of the image. The question *Content Developers* should ask is: Given the current context, what information is this image intended to communicate? That same information must be provided to individuals who are unable to see the image. A long description can include any structure necessary to communicate the content of the image, including heading list and data tables.

- **Adding Long Description in HTML.** In HTML, long description can be added either on a separate web page or on the same page in a <div> with id attribute. The latter can be hidden from sighted users, although *Content Developers* should consider whether it might be of value to some sighted users too, particularly individuals who have difficulty understanding visually symbolic content such as charts and graphs. Once the long description is in place, add a longdesc attribute to the <img> element, pointing to the URL of the long description.

- For assistance on providing accessible images and what constitutes alt text verses longdesc, consult the webmaster and/or developer of authoring tools.

- **Decorative Images.** If images are used solely for decorative purposes and does not convey meaning, they should be added to the page using CSS, not with the HTML <img> element. If for some reason an image needs to be added using HTML, the <img> element must have an empty alt attribute (alt=""). This is a standard technique for communicating to screen readers that the image should be ignored. The following are a few methods that *Content Developers* can tell screen readers to ignore the decorative image:

  - Avoid using the HTML <img> element for decorative images; instead present the image as a background image using cascading style sheets (CSS)
  - If using the HTML <img> element, add an empty alt attribute (alt="")
  - If using the HTML <img> element, add the following attribute: role="presentation"

References:

- HTML5: Techniques for providing useful text alternatives
- National Center for Accessible Media (NCAM) guidelines for describing complex images: Effective Practices for Description of Science Content within Digital Talking Books

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- National Center on Accessible Media (NCAM): Effective Practices for Describing STEM Images
- WCAG 2.0. Success Criterion 1.1.1 Non-text Content (Level A)

B.1.14. Accessible Menus

Website navigation menus often include dropdown or fly-out menus, where submenus are hidden by default and appear visibly when mouse users hover over or click a top-level menu item. These types of menus can present major accessibility challenges for many groups of users unless they are coded properly.

For assistance and information on creating accessible menus, consult the webmaster and/or developer of authoring tools. The webmaster and/or developer shall explore this problem in depth and provide recommendations to the ADA compliance team.

B.1.15. Accessible Forms

To create an accessible Online Form, *Content Developers* shall ensure that all form fields have accurate labels or prompts so screen reader users know what each field is asking for. Forms typically have labels or prompts that are obvious to sighted users, but their association with particular form fields is made based on visual cues, such as relative position and proximity to the field. Since screen reader users do not have access to these same visual cues, labels and prompts must be explicitly associated with form fields within the HTML (web).

The following should be used by *Content Developers* or form developers:

B.1.15.1. *Use Label Element*

The prompt "Last name" precedes the input field, but its relationship to the field is not explicitly defined. Therefore, some screen readers will simply announce this as an "edit" field, but will not prompt the user to enter "Last name" into that field. Other screen readers will guess at the label, and in the example provided below, the user will probably guess accurately. However, as forms grow in complexity, screen readers that guess at labels are more likely to guess incorrectly, which means users are more likely to complete the form incorrectly. *Content Developers* or form developers shall properly label form elements.

EXAMPLE OF INCORRECT FIELD:

<div>

Last name:

<input type="text" name="last_name" id="last_name">

</div>

CORRECT LABEL:

<div>

<label for="last_name">Last name:</label>

<input type="text" name="last_name" id="last_name">

</div>

B.1.15.2. Use <fieldset> and <legend> Elements

For groups of related fields such as radio buttons and checkboxes, each form field must have a label as described in the previous section. However, that prompt alone can be meaningless if the user does not know the question. *Content Developers* or form developers shall address this problem by grouping these elements together using a <fieldset> element then use a <legend> element to markup the question.

EXAMPLE:

<fieldset>

<legend>What is your favorite color?</legend>

<div>

<input type="radio" name="color" value="Red" id="color_red">

<label for="color_red">Red</label>

</div>

<div>

      <input type="radio" name="color" value="green" id="color_green">

</div>

<div>

      <input type="radio" name="color" value="blue" id="color_blue">

      <label for="color_blue">Blue</label>

</dvi>

</fieldset>

For additional assistance regarding appropriate use of labels, field sets, and legend elements, consult the webmaster and/or developer of authoring tools.

B.1.15.3. *Making PDF Forms Accessible*

Interactive forms in Adobe PDF have many of the same issues as those described in developing online forms (HTML). Labels and prompts must all be created in a way that explicitly associates them with their corresponding form fields. It is also important to note that PDF form fields have a tendency to be out of order, so *Content Developers* or form developers must be sure to test the tab order of the PDF form, to be sure that users will move through the form in a logical sequence when jumping between fields using the keyboard.

Testing PDF Documents. In Adobe Acrobat Pro, go to View > Tools > Accessibility, and select "Touch Up Reading Order." This feature provides a visual indication of the approximate order in which content will appear if automatically re-purposed for display on a small screen.

To test an interactive PDF form, open the form in any desktop PDF reader and move through the form fields by pressing the tab key. Fields will be highlighted as they receive focus. If fields are not arranged in the expected sequence, this can be fixed in Adobe Acrobat Pro. Go to View > Tools > Forms > Edit. All form fields will be listed in tab order in a sidebar panel. Simply drag fields to their correct position in the tab order.

References:

➢ WCAG 2.0 Success Criterion 1.3.1 Info and Relationships (Level A)
➢ WCAG 2.0 Success Criterion 1.3.2 Meaningful Sequence (Level A)
➢ WCAG 2.0 Success Criterion 2.4.3 Focus Order (Level A)

B.1.15.4. *Avoiding CAPTCHA*

CAPTCHA (an acronym that stands for "Completely Automated Public Turing Test to tell Computers and Humans Apart") is a type of form field that is sometimes used to determine whether a user is human, in an effort to prevent computers from automatically submitting online forms. Often CAPTCHAs assume the form of distorted characters.

CAPTCHA is inaccessible to many groups of users, including individuals who are blind or dyslexic. If audio CAPTCHA is provided as an alternative for these users, that still is not a solution for individuals who are deaf-blind. Also, CAPTCHAs are burdensome for everyone, and increase the likelihood that individuals will fail to submit the form or complete the task. *Content Developers* should consider other creative alternative solutions that do not burden the user.

B.1.16. Accessible Tables

Data tables should not be used to force content into visible columns. Multi-column layouts can now be attained using CSS to handle layout and positioning. Data tables are useful for presenting data in rows and columns. A few specific HTML tags are required in order to ensure that data tables are accessible to screen readers. Without these tags, users who are unable to see the table can find it very difficult or impossible to understand the relationship between table headers and the cells within their scope.

Content Developers should determine whether the table will be simple or complex and apply the specific tags as noted below.

B.1.16.1. *Simple Table*

A simple table has a single header at the top of each column, and optionally a single header in the first column of each row. It has no nested columns or rows. To make a simple table accessible, apply the following techniques:

➢ Markup all column headers or row headers as table headers using the <th> element.
➢ Define the scope of each <th> using the scope attribute (the value of scope can be either "col" or "row")

B.1.16.2. *Complex Table*

A complex table is any table that is not a simple table, as defined in the preceding section. There might be nested rows or columns, or headers might be located in places other than the first row or column. These sorts of tables can be very challenging for screen reader users to understand. To ensure their accessibility, apply the following techniques:

➢ Markup all column headers or row headers as table headers using the <th> element
➢ Add a unique id attribute to each <th> element
➢ For every table data cell (<th>), add a headers attribute that lists the id's of all headers that apply to that particular cell. If more than one header applies to a cell, separate id's with a space

For additional assistance and guidance regarding the use and development of accessible tables, consult the webmaster and/or developer of authoring tool.

B.1.17. Effective Use of Color

There are two accessibility issues related to choice of color:

B.1.17.1. *Avoid Using Color to Communicate Information*

Because some users are unable to perceive color differences, or may not perceive color the same way others do, it is important to avoid using color alone to communicate information. For example, if link text is blue, *Content Developers* should also enabled underline feature so users who are unable to perceive color differences can distinguish links from surrounding text.

B.1.17.2. *Choose Colors with Ample Contrast.*

Because some users have difficulty perceiving text if there is too little contrast between foreground and background, *Content Developers* must use color combinations that meet clearly defined contrast ratios per W3C WCAG 2.0. CAHELP applies Level AA for contrast success criteria. In order to meet Level AA, *Content Developers* must ensure that text or images of text must have a contrast ratio of at least 4.5:1 (or 3:1 for large text). In order to meet the guidelines at the stricter Level AAA, the contrast ratio must be at least 7:1 (or 4.5:1 for large text).

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Several free tools have been developed that make it easy to check color combinations for WCAG 2.0 compliance. *Content Developers* may utilize the following resources to determine Level AA compliance for color contrast:

➢ Colour Contrast Analyser (for Windows or Mac) (Link to *https://www.paciellogroup.com/resources/contrastanalyser/*)
➢ WebAIM Color Contrast Checker (Link to http://webaim.org/resources/contrastchecker/)

B.1.18. Meaningful Link Text

Screen reader users navigate websites using a variety of techniques. One of those is to pull up a list of links (a feature on most screen readers) and navigate through that list. Given this, link text should be able to stand alone independently of its context. For example, links like "click here" and "more" are meaningless out of context. Also, speech recognition users can click links with a voice commence like "click" followed by the link text. Therefore, *Content Developers* should keep link text short and easy to say.

For both of these reasons long URLs should be avoided as link text (short URLs like cahelp.org) are okay since they are easy to say and stand-alone independently of context.

B.1.19. ARIA Landmark Roles

ARIA is a new W3C specification that stands for "Accessible Rich Internet Applications." It consists of markup that can be added to HTML in order to clearly communicate the roles, states, and properties of user interface elements. User interface includes both the "user agent user interface," i.e., the controls (e.g., menus, buttons, prompts, etc.) and mechanisms (e.g., selection and focus) provided by the user agent that are not created by content; and the "content user interface," i.e., the enabled elements that are part of content, such as form elements, links, applets, etc. This information helps screen readers and other assistive technologies to better understand the elements on a web page, and to provide a user interface that enables their users to effectively interact with those elements.

One of the easiest ARIA features to implement, and one that provides significant immediate benefits to screen reader users, is landmark roles. There are eight of these roles, each representing a block of content that occurs commonly on web pages. To use them, webmasters and/or developers of authoring tools simply add a relevant role attribute to an appropriate container

within the HTML. Then, screen reader users can quickly jump to that section of the page. The eight ARIA landmark roles are:

- Role="banner"

- Role"navigation" (e.g., a menu)

- Role="main" (the main content of the page)

- Role="complementary" (e.g., a sidebar)

- Role="contentinfo" (meta data about the page, e.g., a copyright statement)

- Role="search"

- Role="form"

- Role="application" (a web application with its own keyboard interface)

If a role is used more than once on a page, the aria-label attribute should also be used in order to distinguish between the two regions. For example, a web page might have the following two navigation regions:

- <div role="navigation" aria-label="Main-menu">

- <div role="navigation" aria-label="User_menu">

When role="application" is used, there is an exception that the application has its own model for navigating and operating all controls by keyboard, and help text is easily available so users can learn the keystrokes. When assistive technologies encounter content that's marked up with role="application", they stop listening for users' keystrokes and hand off all functionality to the application. This can be problematic as it defies users' expectations. Keys that normally perform certain functions when using their assistive technology suddenly stop providing that functionality.

Therefore, webmasters and/or developers of authoring tools should use role="application" only when an application has been carefully developed with accessibility in mind, and steps have been taken to inform users of what to expect.

For additional clarification and guidance on Aria landmark roles, consult the webmaster and/or developer of authoring tool.

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B.1.20. ARIA for Web Application

Like ARIA for Landmark Roles, ARIA for web applications is W3C specification that consists of markup that can be added to HTML in order to clearly communicate the roles, states, and properties of user interface elements. This information helps screen readers and other assistive technologies to better understand the elements on a web page, and to provide a user interface that enables their users to effectively interact with those elements.

For example, imagine a web page where a user is able to click a button to trigger some action on the page. When the user clicks the button, a message appears at the top of the page informing the user of their success or failure. Using HTML alone, screen reader users would have no idea that this message has appeared, and even if they suspected it had appeared, they might not be able to easily find it. With ARIA, webmasters and/or developers of authoring tools could simply add role="alert" to the container where the message will appear. Then, when the content of that container changes, screen readers will interrupt the user by announcing the message content. The user's focus will remain in their original location so they can resume their work.

Webmasters and/or developers of authoring tools creating dynamic, rich, interactive user interface elements for web pages must include ARIA markup or there is very little possibility of their being accessible.

Testing ARIA:

- Use the W3C Markup Validation Service to check HTML against current web standards. This tool includes checks for valid use of ARIA markup.

- Test website or web application with multiple browser/screen reader combinations. Support for ARIA is a moving target, and even if the code is valid, there might be problems in the way its rendered with assistive technologies. There is no substitute for testing, especially if the website has rich, interactive content.

For additional assistance and guidance, consult the webmaster and/or developer of authoring tool. For help with testing with assistive technologies, please contact accessibility@cahelp.org.

References:

- WCAG 2.0 Success Criterion 4.1.2 Name, Role, Value (Level A)

B.1.21. Avoiding Reliance on Visual Characteristics

Content that flashes or flickers can trigger seizures in susceptible individuals. Therefore, flashing or flickering content should be avoided.

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The best technique for addressing this issue is to avoid using content that flashes or flickers. Not only can it cause seizures, but it is likely to be annoying or distracting for users in general. If *Content Developers* must use content that flashes or flickers, test the content using methods described below to be sure the content flashes or flickers at a safe level.

Testing:

The W3C WCAG 2.0 includes specific technical requirements for determining whether content flashes or flickers at an unsafe level. In general, if content flashes more than three times per second, it is unsafe. However, the W3C provides a more precise technical formula for calculating general flash and red flash thresholds. The Trace Center at the University of Wisconsin has developed a Photosensitive Epilepsy Analysis Tools (PEAT) for measuring whether web or computer applications are likely to cause seizures.

References:

- WCAG 2.0 Success Criterion 2.3.1 Three Flashes or Below Threshold (Level A)

B.1.22. Creating Accessible Videos

Videos and audio content can help make web pages and course curriculum provided by the CAHELP Professional Learning more engaging. However, they can also erect barriers unless delivered with accessibility in mind. Videos should be produced and delivered in ways that ensure that all members of the audience can access their content. An accessible video includes captions, a transcript, audio description, and is delivered in an accessible media player. When delivering video content, the following accessibility issues must be considered by *Content Developers and Approvers*, and other designated staff producing or delivering video:

- **Some people are unable to hear audio.** Audio content such as audio-recorded lectures or podcasts must be accompanied by a transcript, and videos must be provided with closed captions.

- **Some people are unable to see video.** Video must be carefully scripted or edited in a way that ensures all important content is accessible through the audio track. If this is not the case, any important information that is presented visually must be described in a separate narration track using a technique called audio description.

- **Some people are unable to operate a mouse.** Multimedia content should be delivered in a player that can be operated with keyboard alone, has controls that are properly labeled so that they are announced properly to screen reader users, and can be operated effectively by speech input users.

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B.1.22.1. *Captions*

Captions are text versions of the audio content, synchronized with the video. They are essential for ensuring a video is accessible to members of the public who are deaf or hard of hearing. Captions also help non-native English speakers to understand the video, make it possible to search for content within the video, help with the spelling of technical terms spoken in the video, and make it possible to generate an interactive transcript where users can click anywhere in the transcript to watch the video where the text is spoken.

There are two general approaches to captioning video that *Content Developers and Approvers*, and other appropriate staff producing or delivering video can consider:

➢ **Outsource.** Companies such as Automatic Sync Technologies, 3PlayMedia, cielo24, and many other captioning service providers will caption videos for a fee. Consult webmasters prior to contacting these companies for additional information.
➢ **Do it Yourself.** There are free tools available online that make it possible and easy to caption video. See captioning your own video for free (*See Appendix D*).

The end product generated by the above two options is a caption file. Most caption files are plain text files with time codes indicating the start and stop times. However, there are various types of caption files with slight variations in their syntax. Once a caption file has been created, the final step is to add this file to the video. How *Content Developers and Approvers* accomplish this depends on where the video is hosted. For specific instructions, select one of the following options:

➢ Adding captions to YouTube videos (link to…
➢ Adding captions to videos on web pages (link to…
➢ Adding captions to videos in Panopto (link to…
➢ Adding captions to videos in Canvas (link to…
➢ Adding captions to videos in MediaAMP (link to…

References:

➢ WCAG 2.0 Success Criterion 1.2.1 Audio=only and Video-only (Prerecorded) (Level A)
➢ WCAG 2.0 Success Criterion 1.2.2 Cations (Prerecorded) (Level A)

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- ➤ WCAG 2.0 Success Criterion 1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A)
- ➤ WCAG 2.0 Success Criterion 1.4.2 Audio Control (Level AA)
- ➤ WCAG 2.0 Success Criterion 1.2.4 Captions (Live) (Level AA)
- ➤ WCAG 2.0 Success Criterion 1.2.5 Audio Description (Prerecorded) (Level AA)

B.1.22.2. *Audio Description*

Audio description is a separate narrative audio track that describes important visual content, making it accessible to individuals who are unable to see the video. Individuals who are blind can understand much of a video's content by listening to its audio. However, if a video includes content that is only presented visually (e.g., on-screen text or key actions that are not obvious from the audio), this visual information must be described in order to be accessible to individuals who are unable to see it.

Like captions, there are two general approaches to producing audio description for video that *Content Developers and Approvers*, and other appropriate staff producing or delivering audio shall consider:

- ➤ **Outsource.** The American Council of the Blind has compiled a comprehensive list of commercial services for producing audio description. If the video contains a lot of visual information, this may be the best option since describing visual content effectively requires specialized skills. Typically, service providers will produce a new video that has the descriptive narration mixed in with the program audio. *Content Developers and Approvers*, and other appropriate staff producing or delivering audio can then provide a video in two formats: one with audio description and one without.
- ➤ **Do it Yourself.** For videos that have very little visual information, the same free online tools that are used for creating closed caption tracks can be used for creating description tracks. Description tracks are essentially the same as caption tracks— short blocks of text with timestamps that synchronize the text with the video—but their function is different. They are intended to be read aloud by screen readers, rather than voiced by a human narrator. Playing video with text-based audio description requires a media player that supports this feature, such as Able Player, the open source media player developed at the University of Washington.

B.1.22.3. *Live Captioning and Description.*

If live events are simulcast over the web, live captioning is needed in order to provide access to the audio content for audience members who are deaf or hard of hearing. Similarly, live description may be needed if key visual content is not otherwise verbalized, such as in a dramatic production. At the CAHELP, these services are coordinated through the Professional Learning team with the assistance of Content Developers and Approvers, and the ADA compliance team.

B.1.22.4. *Transcript*

A transcript is a text version of the media content. A transcript should capture all the spoken audio, plus on-screen text and descriptions of key visual information that wouldn't otherwise be accessible without seeing the video. Transcripts make video content accessible to everyone, including individuals who are unable to view the video due to accessibility problems or technical limitations. They are also helpful for individuals who want to quickly scan or search a video's content but do not have the time to watch the entire video.

If *Content Authors* have captioned the video, a transcript is available as one of the optional output formats produced by the closed captioning process. This is true of both the free online tools and the commercial service providers. To make the transcript available simply link to it from the the web page, wherever it is linked to or display the associated video.

Content Developers and Approvers, webmasters, procurement officials, and all others responsible for developing, loading, maintaining, or auditing web content and functionality, may consider using Able Player, the accessible open source media player developed at the University of Washington, which generates an interactive transcript automatically using the caption and/or description tracks.

B.1.22.5. *Choosing an Accessible Media Player*

When choosing how to deliver video, it is important that *Content Developers and Approvers*, webmasters, procurement officials, and all others responsible for developing, loading, maintaining, or auditing web content and functionality, consider options that are

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fully accessible. Whether selecting a media player plugin or module for the CAHELP website or selecting a service to host videos, the following questions should be answered about the available options:

➢ Does the media player support close captions?
➢ Does the media player support audio description in a way that enables users to toggle the narration on and off?
➢ Can the media player's buttons and controls be operated without a mouse?
➢ Are the media player's buttons and controls properly labeled so they can be operated by a blind person using a screen reader?
➢ Is the media player fully functional, including all of its accessibility features, across platforms and in all major browsers?

Able Player, the accessible open source media player developed at the University of Washington satisfies all of the above criteria. It is a free, open-source media player developed with accessibility in mind. For additional information on Able Player, see Able Player on Github (*link to http://ableplayer.github.io/ableplayer/*).

B.1.23. Procuring Accessible IT

The CAHELP strives to ensure that IT products developed at, purchased by, or used at the CAHELP are accessible to all individuals. To reach this aspirational goal, the ADA compliance team shall be responsible for making decisions about which products to procure and must consider accessibility as one of the criteria for acquisition. This is especially critical for enterprise-level systems and other technologies that affect a large number of students, teachers, and/or staff. The following three steps provide an example of how accessibility can be considered in the procurement process.

For additional information and guidance on procurement of products accessible to all, consult IT services or the ADA compliance team with any of these steps.

B.1.23.1. *Ask vendors to provide information about the accessibility of their products.*

The following is an example of accessibility language that could be used in requests for proposals (RFPs):

Mandatory Scored Requirement:

APPENDIX A

> ➢ Bidder must describe how their IT products or services are accessible to users in accordance with CAHELP guidelines;
> ➢ CAHELP refers to the WCAG 2.0 developed by W3C Level AA for guidance in meeting its IT accessibility commitments.

If there are issues that prevent a bidder's IT product or service from meeting these requirements, the bidder must describe efforts underway to address these issues, including anticipated timelines for completion.

B.1.23.2. *Validate information provided by bidders and evaluate the product for accessibility*

Consult ADA compliance team for assistance. Vendors should provide detailed information about the accessibility of their product or services. One common method is by providing a Voluntary Product Accessibility Template (VPAT). This is a standard form developed to assist federal agencies in fulfilling their Section 508 requirements. VPATs can sometimes be informative, but they have limitations since they are self-reports completed by the vendors. Some vendors do not have adequate technical expertise to accurately assess their products' accessibility. Others skillfully complete their VPATs in ways that trivialize the significance of accessibility shortcomings. Therefore, VPAT claims should be independently verified and not accepted at face value. A VPAT could provide a good starting point, but ultimately vendors, particularly those whose products are selected as finalists, should be engaged in a thorough discussion about accessibility of their products.

Few IT products are fully accessible. However, vendors should at a minimum be willing to make a commitment to address their accessibility problems. Without this commitment, using the product may place the CAHELP at risk for discriminating against some of its users and/or employees.

The CAHELP procured and/or contracted web host shall provide detailed information about the accessibility of their web product or services, and may provide a Voluntary Product Accessibility Template (VPAT) for consideration.

B.1.24. Include Accessibility Assurances in Contracts with Vendors

If ultimately the best product for meeting a particular need is one that fails to fully meet accessibility requirements, vendors should be asked to make a

commitment to improving accessibility over a specified timeline, perhaps working with the JPA Virtual Compliance and ADA compliance team.

After procurement officials discuss accessibility issues with a vendor, the procurement contract should include language that specifically documents the agreement between vendor and procurer as to how satisfactory progress on accessibility will be measured. The vendor might provide a roadmap as an addendum to the contract with a prioritized list of accessibility issues and a timeline for addressing each issue. Contract extensions might be contingent upon satisfactory progress toward resolving the issues identified in the roadmap.

Even if the product is currently accessible, the contract should include language that assures continued accessibility as the product is updated. This is especially important for products that are developed on an ongoing rapid release cycle.

B.1.25. Managing Projects for Accessibility

It shall be the responsibility of the CAHELP JPA Virtual Compliance Supervisor to ensure that all projects related to accessibility be prioritized. All areas of the CAHELP website will be reviewed annually using the processes described at WCAG 2.0. Reviews are the responsibility of the JPA Virtual Compliance Supervisor in collaboration with the ADA compliance team. Accessibility checks will be incorporated into the publishing workflow for all new content.

6.7 Introduction to Educator Portal
Verbal report, no materials

Desert / Mountain Children's Center
17800 Highway 18
Apple Valley, CA 92307-1219

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F   760-946-0819
W   www.dmchildrenscenter.org

MEMORANDUM

DATE: August 23, 2018

TO: Special Education Directors

FROM: Linda Llamas, Director   *μ.*

SUBJECT: Desert/Mountain Children's Center Client Reports

Attached are the opened and closed cases for the following services:

- Screening, Assessment, Referral and Treatment (SART)
- Early Identification Intervention Services (EIIS)
- School-Age Treatment Services (SATS)
- Therapeutic Behavioral Services (TBS)
- Student Assistance Program (SAP)
- Children's Intensive Services (CIS)
- Speech and occupational therapy

If you should have any questions, please contact me at (760) 955-3606 or by email at
linda.llamas@cahelp.org

HIPAA and FERPA

*Excerpts taken from California Association of Marriage and Family Therapists, The Therapist Magazine (2017), titled "Practice Guidelines for psychotherapists who work in schools".

Family Educational Rights and Privacy Act (FERPA)	Health Insurance Portability and Accountability Act (HIPAA)
- Whether a school must comply with FERPA or HIPAA depends on how a counseling program is structured. - FERPA limits disclosure of information in education records that are maintained by schools. - FERPA is a federal law that protects the privacy of students' "education records" and parents' rights or students' rights to access that specific type of record. - The law applies to all education records that are created and maintained by schools, whether public or private, that receive funds under the programs of the U.S. Department of Education. - Under FERPA, education records are defined as records that are: - Directly related to the student AND - Maintained by an educational agency or institution or by a party acting on behalf of the agency or institution. - Records created and maintained by school-based counselors will often, if not always, relate to the students whom they serve. And, school-based counselors, whether employees of the school district or contracted providers, can often accurately be categorized as parties acting on behalf of the agency or institution. - EXCEPTION: FERPA law excludes records which are: - Kept in the sole possession of the maker AND - Are not accessible or revealed to any other person, except a	- HIPAA only applies to individuals and organizations which qualify as "covered entities" under the law. - A covered entity is defined as: - A health plan - A healthcare clearinghouse OR - A health care provider who transmits health information in electronic form in connection with certain administrative and financial transactions, also known as "covered transactions". - Core component of HIPAA is the "privacy rule" which requires covered entities to protect individuals' private health information (PHI) by requiring appropriate safeguards to protect client's privacy, and defines conditions which govern the uses and disclosures of PHI without client authorization. - A provider must provide a written Notice of Privacy Practices which describe how a client's PHI is protected under the Privacy Rule. - Whomever consents to treatment has a right of access to the healthcare record with a few exceptions: - If the minor (over 12 years old) provides consent to treatment, and the minor refuses the parent/guardian to have access. - If the provider declines to provide access under certain circumstances: - Access to client records requested by the representative would have a detrimental effect on the provider's professional relationship

• The record keeping practices of school-based counselors, and any policies related to access of student's counseling records, determine whether those records are education records or whether they fall outside of that definition and beyond the reach of FERPA.
• FERPA law gives parent the right to inspect and review their children's education records which are maintained by the school. Once the student reaches the age of 18, that right to inspect and review those education records transfers to the student.
• Counseling records that have not been shared do not fall under FERPA.
	
	• A therapist may not release confidential information in the absence of an authorization, unless otherwise mandated or permitted by law. Such as:
	   o Suspected child, elder, or dependent adult abuse.
	   o Serious threat of physical violence against a reasonably identifiable victim.
	• Confidential communications between a client and his or her therapist and any advice give to the client, is also protected from disclosure unless the therapist has a release of the confidential information being sought. The person providing authorization for disclosure must understand that this information can become apart of the educational record held by the school if it is shared during an IEP team meeting.

Sharing Confidential Information with School Staff

Introduction

The Desert/Mountain Children's Center (DMCC) provides mental health and Educationally Related Mental Health Services (ERMHS) and is considered a Health Insurance Portability and Accountability Act (HIPAA) governed entity. Any information provided to the school in written and/or verbal format is subject to be a part of the cumulative file, which the school holds, and such charts fall under the guidelines of Family Educational Rights and Privacy Act (FERPA).

If DMCC Counseling Services are Listed or Added to the Individual Education Plan (IEP) or IEP Addendum

A. DMCC is required to provide documentation directly to the school and parent which goes into the school's cumulative file. Such documents include:

1. Assessment Summaries
2. Progress of Goals

B. DMCC also provides verbal information to the IEP team such as how the client is progressing in treatment, behavioral information, symptomology and interventions used in counseling.

C. DMCC is permitted to provide information indicated in A 1. and A 2. to the IEP team without a Release of Information (ROI) form if, and only if, the parent/legal guardian/educational rights holder or caregiver, with a DMCC Caregiver Affidavit on file signs the IEP.

D. If DMCC has a ROI form with the appropriate signatures, DMCC can provide more detailed information if it is in the client's best interest.

E. If the IEP team requests the client's diagnosis, DMCC is permitted to provide, if the parent/legal guardian/educational rights holder or caregiver with a DMCC Caregiver Affidavit on file agrees to allow the clinical staff to release such information AND if releasing the diagnosis is in the client's best interest.

F. If the parent/legal guardian/educational rights holder or caregiver with a DMCC Caregiver Affidavit on file requests the client's diagnosis be provided to the school outside of the IEP team meeting, DMCC will offer a letter addressed to the parent so the parent can provide the letter to the school. The DMCC clinical staff will explain to the parent that the diagnosis may be put into the client's cumulative file.

If DMCC does not have a (ROI) form for a student due to parent/legal guardian/educational rights holder or caregiver with a DMCC Caregiver Affidavit on file declining to sign it, the following information can be shared. For example, DMCC does not have a ROI form signed by the parent/legal guardian/educational rights holder or caregiver with a DMCC Caregiver Affidavit on file to speak with the school regarding Student A but a teacher asks about Student A's behaviors. The DMCC clinical staff is allowed to state the following:

> *"As a practice, DMCC attempts to gather signatures at the time of the assessment on the releases of information for the school, but the parent can refuse to sign it. If you believe Student A may be a client of DMCC, you (the school staff) can ask the parent to confirm Student A is a client and ask the parent to sign a release of information. Unfortunately, I cannot confirm or deny if Student A is a client, but I want to make sure I help you with your question. Can you tell me about Student A's behaviors, so I can provide you with general information about those behaviors with general recommendations?"*

If DMCC Has a Signed ROI to Speak with the School:

DMCC may provide verbal information to school staff who have direct contact with the client such as how the client is progressing in treatment, treatment planning, behavioral information, symptomology and interventions used in counseling.

Model Youth Suicide Prevention Policy

Introduction

California *Education Code* (*EC*) Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

For more information on AB 2246 Pupil Suicide Prevention Policies, go to the California Legislative Information Web page at https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB2246.

For resources regarding youth suicide prevention, go to the State Superintendent of Public Instruction (SSPI) letter regarding Suicide Prevention Awareness Month on the California Department of Education (CDE) Web page at http://www.cde.ca.gov/nr/el/le/yr16ltr0901.asp and the Directing Change For Schools Web page at http://www.directingchange.org/schools/.

Additionally, the CDE encourages each LEA to work closely with their county behavioral health department to identify and access resources at the local level.

While the mandate does not apply to private schools or students below grade seven, we do encourage them to consider adopting a suicide prevention policy as a safety net for all students. This is particularly important since suicide is the second leading cause of death for youth ages fifteen to twenty-four. Students in earlier grades are also known to consider, attempt, and die by suicide—which is also a leading cause of death among ten to twelve-year-olds. Research demonstrates that suicidal ideation may start as early as preschool (however, suicide deaths are very rare among children nine years of age and younger). Although elementary and private schools are not legally required to adhere to AB 2246, they may want to consult with their legal staff about the advisability of adopting such a policy.

[Insert Name of LEA] Youth Suicide Prevention Policy

The Governing Board of [Insert Name of LEA] recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind."

In an attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or Designee [LEA to Insert Superintendent/Designee Name] shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The Superintendent or Designee [LEA to Insert Superintendent/Designee Name] shall develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

The Superintendent or Designee [LEA to Insert Superintendent/Designee Name] shall involve school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members,

parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention and intervention. Districts must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources. [==LEA to List Representatives by Name, Sector, and Title Here==]

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the district shall appoint an individual (or team) to serve as the suicide prevention point of contact for the district. In addition, each school shall identify at least one staff member to serve as the liaison to the district's suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

  Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at http://www.heardalliance.org/.

Prevention

A. Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, [==Insert Name of LEA==] along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Resources:

- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/

- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0

- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at http://resource-center.yourvoicecounts.org/content/how-use-social-media

B. Suicide Prevention Training and Education

The [Insert Name of LEA] along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and expanded learning [afterschool] staff).

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

- All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training (LEA to Insert Training Options). Core components of the general suicide prevention training shall include:

  o Suicide risk factors, warning signs, and protective factors;

  o How to talk with a student about thoughts of suicide;

  o How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;

  o Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;

- Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;

- Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at http://cal-schls.wested.org/.

- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:

  - The impact of traumatic stress on emotional and mental health;

  - Common misconceptions about suicide;

  - School and community suicide prevention resources;

  - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);

  - The factors associated with suicide (risk factors, warning signs, protective factors);

  - How to identify youth who may be at risk of suicide;

  - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;

  - District-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;

  - District-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);

  - Responding after a suicide occurs (suicide postvention);

  - Resources regarding youth suicide prevention;

  - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;

- Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:

  - Youth affected by suicide;

  - Youth with a history of suicide ideation or attempts;

  - Youth with disabilities, mental illness, or substance abuse disorders;

  - Lesbian, gay, bisexual, transgender, or questioning youth;

  - Youth experiencing homelessness or in out-of-home settings, such as foster care;

  - Youth who have suffered traumatic experiences;

  - [LEA To Insert Local Youth Populations Vulnerable to Depression and Suicide].

Resources:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/

- Free YMHFA Training is available on the CDE Mental Health Web page at http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp

- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at http://www.qprinstitute.com/
- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at https://www.livingworks.net/programs/safetalk/

- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at https://www.livingworks.net/programs/asist/

- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at https://www.kognito.com/products/pk12/

C. Employee Qualifications and Scope of Services

Employees of the [Insert Name of LEA] and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

D. Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists, social workers, and nurses) employed by [Insert Name of LEA].

Resource:

- Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at http://www.sprc.org/training-events/amsr

E. Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the [Insert Name of LEA] suicide prevention policy and procedures.

- This suicide prevention policy shall be prominently displayed on the [Insert Name of LEA] Web page and included in the parent handbook.

- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:

  - Suicide risk factors, warning signs, and protective factors;

  - How to talk with a student about thoughts of suicide;

  - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Resource:

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at https://www.save.org/product/parents-as-partners/

F. Student Participation and Education

The [Insert Name of LEA] along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;

- Receive developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures.

- The content of the education shall include:

  o Coping strategies for dealing with stress and trauma;

  o How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;

  o Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;

  o Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

The [Insert Name of LEA] will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs, and National Alliance on Mental Illness on Campus High School Clubs).

Resources:

- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at https://afsp.org/our-work/education/more-than-sad/

- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at http://www.childrenshospital.org/breakfree

- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at http://www.reconnectingyouth.com/programs/cast/

- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their

school's needs. See the SAVE Web page at https://www.save.org/what-we-do/education/smart-schools-program-2/

- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at https://www.save.org/what-we-do/education/leads-for-youth-program/

Intervention, Assessment, Referral

A. Staff

Two [Insert Name of LEA] staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

- Under normal circumstances, the primary and/or secondary contact persons shall notify the principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school and district Web sites. [LEA to Insert Primary and Secondary Suicide Prevention Liaisons].

  The principal, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.

- Students experiencing suicidal ideation shall not be left unsupervised.

- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

- The Superintendent or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

B. Parents, Guardians, and Caregivers

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

C. Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt. (LEA to include crisis intervention procedures, including counseling and other support systems).

D. Parental Notification and Involvement

Each school within the [Insert Name of LEA] shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.

- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth. (LEA to Insert CPS Contact Information).

E. Action Plan for In-School Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;

- Move all other students out of the immediate area;

- Immediately contact the administrator or suicide prevention liaison;

- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;

- If needed, provide medical first aid until a medical professional is available;

- Parents/guardians/caregivers should be contacted as soon as possible;

- Do not send the student away or leave them alone, even if they need to go to the restroom;

- Listen and prompt the student to talk;

- Review options and resources of people who can help;

- Be comfortable with moments of silence as you and the student will need time to process the situation;

- Provide comfort to the student;

- Promise privacy and help, and be respectful, but do not promise confidentiality;

- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

F. Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of [Insert Name of LEA] property, it is crucial that the LEA protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;

- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;

- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;

- Designate a staff member to handle media requests;

- Provide care and determine appropriate support to affected students;

- Offer to the student and parents/guardians/caregivers steps for re-integration to school.

G. Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;

- Listen actively and non-judgmental to the student. Let the student express his or her feelings;

- Acknowledge the feelings and do not argue with the student;

- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;

- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;

- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

H. Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide

and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;

- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;

- Inform the student's teachers about possible days of absences;

- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);

- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;

- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

I. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. LEA to Insert Primary and Secondary Suicide Prevention Liaisons] for the [Insert Name of LEA] shall ensure that each school site adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall:

- Identify a staff member to confirm death and cause (school site administrator);

- Identify a staff member to contact deceased's family (within 24 hours);

- Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;

- Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).

- Coordinate an all-staff meeting, to include:

  - Notification (if not already conducted) to staff about suicide death;

  - Emotional support and resources available to staff;

  - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);

  - Share information that is relevant and that which you have permission to disclose.

- Prepare staff to respond to needs of students regarding the following:

  - Review of protocols for referring students for support/assessment;

  - Talking points for staff to notify students;

  - Resources available to students (on and off campus).

- Identify students significantly affected by suicide death and other students at risk of imitative behavior;

- Identify students affected by suicide death but not at risk of imitative behavior;

- Communicate with the larger school community about the suicide death;

- Consider funeral arrangements for family and school community;

- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;

- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at

www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.

- Utilize and respond to social media outlets:

    o Identify what platforms students are using to respond to suicide death

    o Identify/train staff and students to monitor social media outlets

- Include long-term suicide postvention responses:

    o Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed

    o Support siblings, close friends, teachers, and/or students of deceased

    o Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at http://www.sprc.org/comprehensive-approach/postvention

- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss

- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp

- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Ne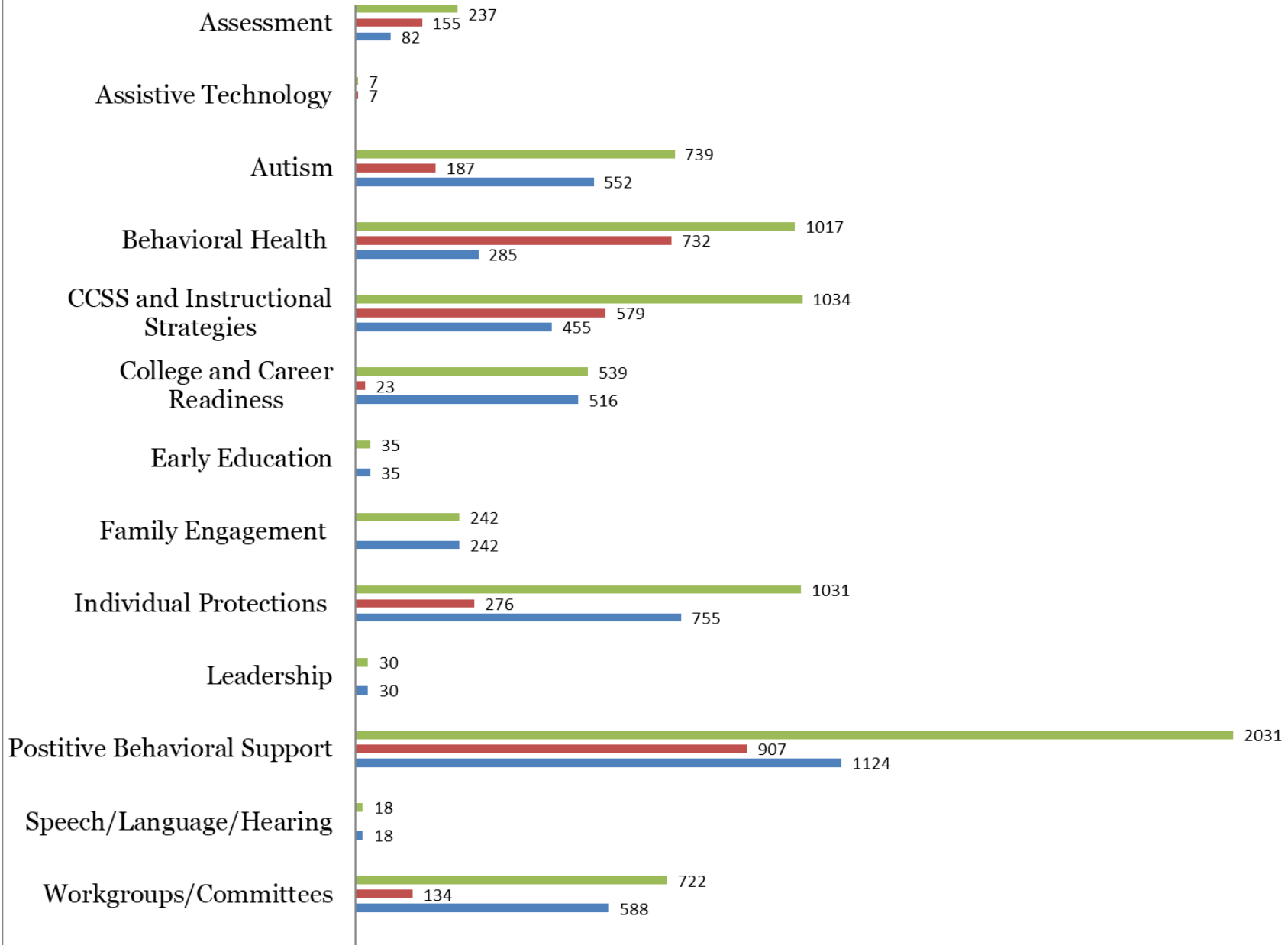eds in School Safety Planning at http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp.

Note: This model policy is considered exemplary and is not prescriptive, per *EC* Section 33308.5:

(a) Program guidelines issued by the State Department of Education shall be designed to serve as a model or example, and shall not be prescriptive. Program guidelines issued by the department shall include written notification that the guidelines are merely exemplary, and that compliance with the guidelines is not mandatory.

(b) The Superintendent of Public Instruction shall review all program guidelines prepared by the State Department of Education prior to issuance to local education agencies. The superintendent shall approve the proposed guidelines only if he or she determines that all of the following conditions are met:

(1) The guidelines are necessary.

(2) The department has the authority to issue the guidelines.

(3) The guidelines are clear and appropriately referenced to, and consistent with, existing statutes and regulations.

D/M SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY
2017-18 YEAR END TOTALS
7,682 YEAR-TO-DATE PARTICIPANTS

Legend: ■ Total Participants by Content Area ■ On-Site Trainings ■ Regional Trainings

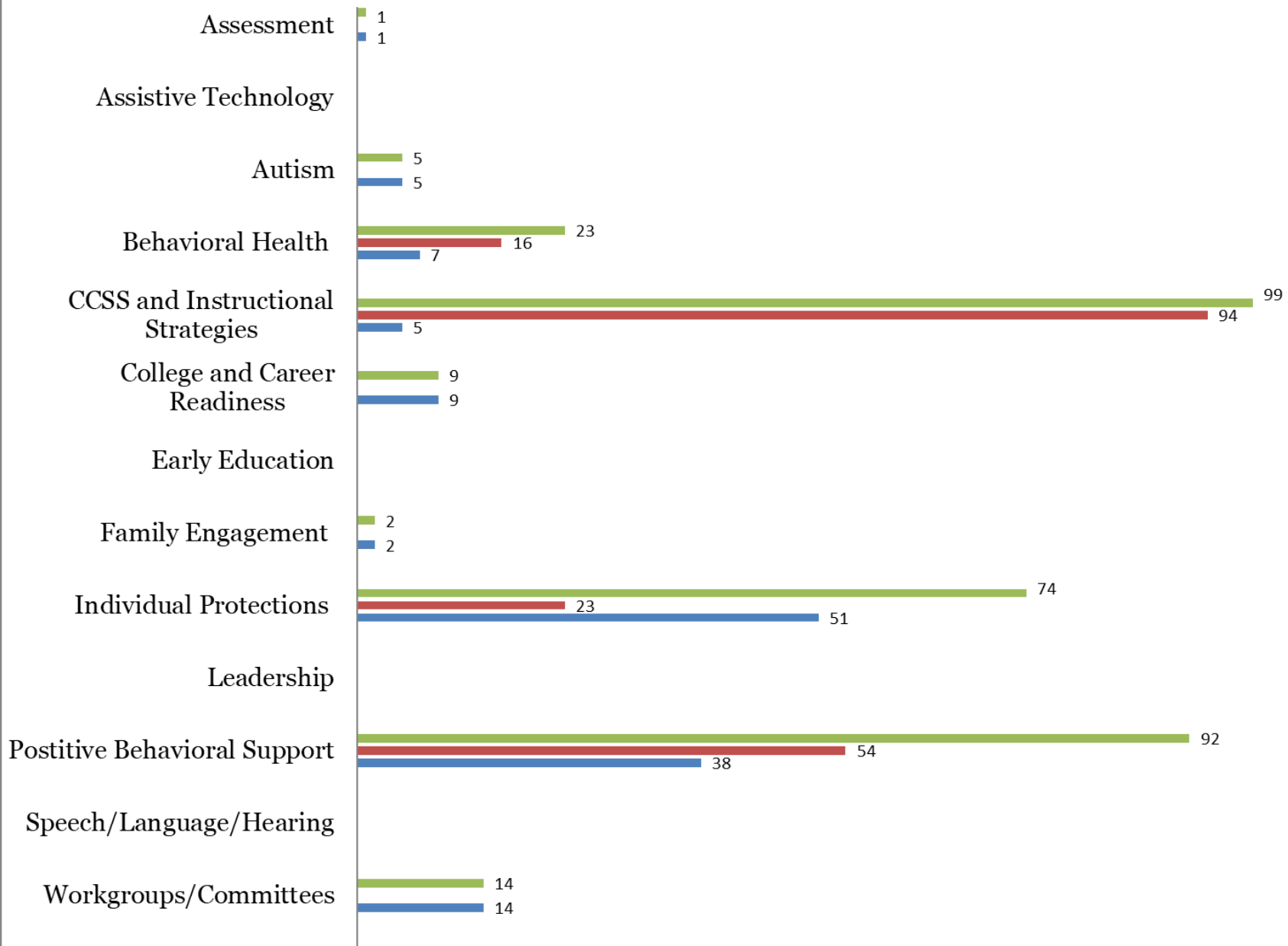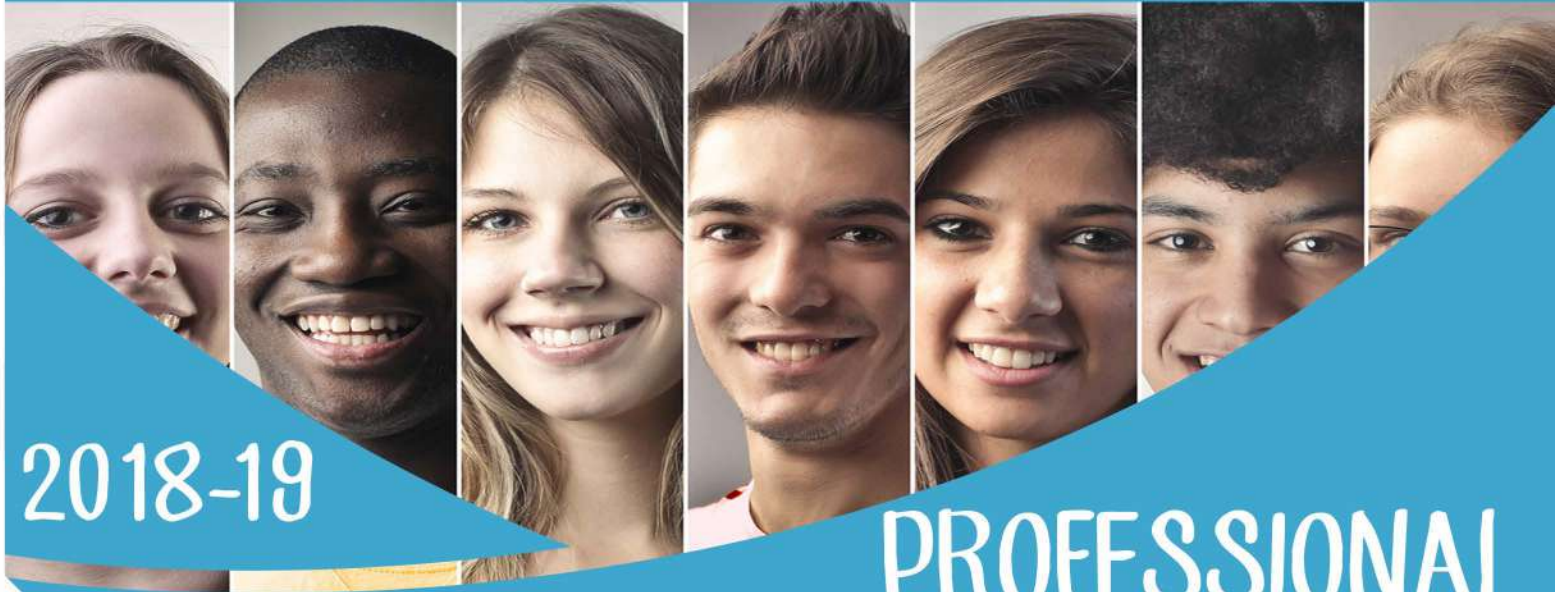| Content Area	Total Participants by Content Area	On-Site Trainings	Regional Trainings
Assessment	237	155	82
Assistive Technology	7	7	
Autism	739	187	552
Behavioral Health	1017	732	285
CCSS and Instructional Strategies	1034	579	455
College and Career Readiness	539	23	516
Early Education	35		35
Family Engagement	242		242
Individual Protections	1031	276	755
Leadership	30		30
Postitive Behavioral Support	2031	907	1124
Speech/Language/Hearing	18		18
Workgroups/Committees	722	134	588

D/M CHARTER SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY
2017-18 YEAR END TOTALS
319 YEAR-TO-DATE-PARTICIPANTS

Legend: ■ Total Participants by Content Area ■ On-Site Trainings ■ Regional Trainings

Content Area	Total Participants by Content Area	On-Site Trainings	Regional Trainings
Assessment	1		1
Assistive Technology			
Autism	5		5
Behavioral Health	23	16	7
CCSS and Instructional Strategies	99	94	5
College and Career Readiness	9		9
Early Education			
Family Engagement	2		2
Individual Protections	74	23	51
Leadership			
Postitive Behavioral Support	92	54	38
Speech/Language/Hearing			
Workgroups/Committees	14		14

2018-19

PROFESSIONAL LEARNING and SERVICES GUIDE

CAHELP

CALIFORNIA ASSOCIATION OF HEALTH AND EDUCATION LINKED PROFESSIONS

DESERT/MOUNTAIN SELPA • DESERT/MOUNTAIN CHILDREN'S CENTER • DESERT/MOUNTAIN CHARTER SELPA

CALIFORNIA ASSOCIATION OF HEALTH AND EDUCATION LINKED PROFESSIONS
17800 Highway 18 ● Apple Valley, CA 92307 ● (760) 552-6700 Main ● (760) 242-5363 Fax

PROFESSIONAL LEARNING OPPORTUNITY

Director's Training – Overview of The Resilience Breakthrough

Christian Moore, Why Try Founder, Author, Speaker, and Social Worker

Date(s)/Time: November 9, 2018, following the Steering Committee meeting.

Location: Desert Mountain Educational Service Center
17800 Highway 18, Apple Valley, CA 92307

Intended Audience: Directors of special education, administrators and anyone interested in learning more about the new workshop from the Why Try Organization, The Resilience Breakthrough.

Description: Christian Moore is an internationally-renowned author, speaker, licensed clinical social worker, and nation's leading expert on practical, everyday resilience. For over a decade, Christian has combined his life and work experience to create a unique resilience model aimed at changing the lives of participants worldwide. This session will be an overview of this work.

The Resilience Breakthrough staff development workshop introduces participants to the key concepts and skills from the Why Try founder's new book, "The Resilience Breakthrough." This one-day workshop provides tangible tools that will help anyone convert life's adversities and setbacks into powerful action. Other programs have taught the attributes of resilience, but few have been able to teach the skills.

Come experience:

- An in-depth self-assessment to help you reflect on your personal strengths and weaknesses
- Experiential activities illustrating specific concepts in the training
- Coaching on how to put several "resilience boosters" into action
- Powerful videos of real-life resilience

Cost: $0.00

Registration: Please register online on the Organizational Management System (OMS) (https://sbcss.k12oms.org) in the appropriate calendar month/year for the event by November 2, 2018. For registration assistance, contact Caryn Fraley at (760) 955-3552 or email her at caryn.fraley@cahelp.org. For additional information regarding the meeting content, please contact Renee Garcia at (760) 955-3586.

Where to Register: OMS Registration (https://sbcss.k12oms.org/52-152237)

Special Accommodations: Please submit any special accommodation requests at least fifteen working days prior to the training by notating your request when registering for the event on OMS Registration (https://sbcss.k12oms.org/52-152237)
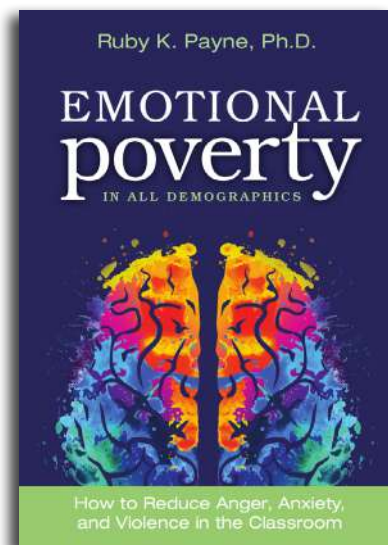

SAVE ⟵ the ⟹ DATE

THE BEHAVIOR DOCTOR IS IN!

A Day With...

DR. LAURA RIFFEL

I-MTSS SYMPOSIUM
INTERCONNECTED MULTI-TIERED SYSTEMS OF SUPPORT

February **01** 2019

DESERT MOUNTAIN EDUCATIONAL SERVICE CENTER
APPLE VALLEY, CA 92307

You are Invited

Emotional Poverty In All Demographics

How to Reduce Anger, Anxiety, and Violence in the Classroom

Presented By

Ruby Payne, Ph.D.

Description

- Provides understandings of origins of anger, anxiety, and avoidance.
- Gives a language to talk about brain regulation, integration, and emotional competence.
- Provides tools for educators to address and reduce anger, anxiety, avoidance, and violence.
- Helps educators manage the "emotional classroom dance."
- Provides tools to motivate good behavior.
- Identifies some of the differences in male and female emotional processing.

Date

Thursday, February 21, 2019

Time

8:30 a.m. - 3:30 p.m.
Registration 8:00 - 8:30 a.m.

Where

National Orange Show Events Center
690 S. Arrowhead Gate 9, San Bernardino, CA 92408

Price includes Dr. Payne's book valued at $30, continental breakfast, and lunch!

Cost

$185 Early Bird prior to December 1, 2018
$225 After Early Bird Special

Special Accommodations

Please submit any special accommodation requests at least 15 working days prior to the training by notating your request when registering for the event on OMS Registration (https://sbcss.k12oms.org/52-154534).

Registration

https://sbcss.k12oms.org/52-154534

Deadline to register is January 13, 2019.

To ensure that we provide enough materials for everyone, please register online on the Organizational Management System (OMS) (https://sbcss.k12oms.org) in the appropriate calendar month/year for the event, by January 13, 2019. For registration assistance, contact Caryn DeLaTorre at (760) 955-3552. For additional information regarding the training content, please contact Corinne Foley at (760) 955-3569. There are no refunds for no-shows or cancellations after the registration deadline.

Ruby K. Payne, Ph.D.

EMOTIONAL poverty
IN ALL DEMOGRAPHICS

How to Reduce Anger, Anxiety, and Violence in the Classroom

CAHELP

CALIFORNIA ASSOCIATION OF
HEALTH AND EDUCATION LINKED PROFESSIONALS

MEMORANDUM

Date: September 14, 2018

To: Directors of Special Education

From: Corinne Foley, Program Manager

Subject: Audiological Procedures

Thank you in advance for your ongoing support with audiological procedures. Attached is the calendar for the hearing van dates. Below is a list of procedures to follow to ensure students are seen and appointments run smoothly.

For initial evaluations, an Initial Request for Audiological Services (DM108), Assessment Plan (DM66), and Authorization for Use and /or Disclosure of Information (DM63) are required.

Once a student is receiving services, an Annual Request for Audiological Evaluations/Services (DM108A) and an Assessment Plan (DM66) are needed.

-Assessments Plans (DM66) are required two times a year.

-Authorization for Use and/or Disclosure of Information (DM63) is necessary on a yearly basis.

-Referrals should be submitted at least 10 days before the van is scheduled to be in your district.

-When scheduling students to be seen, please allow 30 minutes for initials, 20 minutes for annuals, 15 minutes for equipment checks, and 30 minutes for an annual with equipment check.

-Once the report is received, schedule an addendum meeting to review the report.

-Students need to be on an IEP to receive Audiological services and to request Low Incidence Funding.

If you have any questions concerning these reports, please contact Corinne Foley, Program Manager at (760) 955-3587 or via email at Corinne.foley@cahelp.org.

AUDIOLOGICAL SERVICES CALENDAR
2018 - 2019 Round 1

EVALUATION DATE	DISTRICT/PROGRAM	REFERRAL DUE DATE
September 10, 2018	SBCSS D/M Operations – Hollyvale #1 (County DHH Classes)	August 30, 2018
September 12, 2018	SBCSS D/M Operations – Del Rey (DHH & M/M Classes)	September 3, 2018
September 17, 2018	SBCSS D/M Operations – Hollyvale #2 (County DHH Classes)	September 7, 2018
September 18, 2018	Trona Joint Unified School District	September 10, 2018
September 20, 2018	Silver Valley Unified School District #1 (Fort Irwin)	September 13, 2018
September 25, 2018	Apple Valley Unified School District #1	September 17, 2018
September 26, 2018	Bear Valley Unified School District	September 18, 2018
October 2, 2018	Apple Valley Unified School District #2	September 24, 2018
October 4, 2018	SBCSS D/M Operations – Sitting Bull Academy (DHH Class)	September 26, 2018
October 10, 2018	Snowline Joint Unified School District	October 2, 2018
October 11, 2018	Hesperia Unified School District #1	October 3, 2018
October 16, 2018	Barstow Unified School District	October 8, 2018
October 18, 2018	Baker Valley Unified School District	October 10, 2018
October 23, 2018	Silver Valley Unified School District (Yermo Area) #2	October 15, 2018
October 25, 2018	Hesperia Unified School District #2	October 17, 2018
October 30, 2018	Oro Grande School District & Helendale School District	October 22, 2018
November 1, 2018	Hesperia Unified School District #3	October 24, 2018
November 2, 2018	Charters at 1 site (Hesperia Encore, La Verne Prep, Desert Trails, AAE, Excelsior, High Desert Taylion)	October 25, 2018
November 6, 2018	Victor Valley Union High School District	October 29, 2018
November 8, 2018	High Tech High Charter	October 31, 2018
November 13, 2018	Lucerne Valley Unified School District	November 5, 2018
November 15, 2018	Needles Unified School District	November 7, 2018
November 29, 2018	Hesperia Unified School District #4	November 21, 2018
December 4, 2018	Victor Elementary School District #1	November 26, 2018
December 5, 2018	Adelanto School District #1	November 27, 2018
December 11, 2018	Victor Elementary School District #2	December 3, 2018
December 13, 2018	Adelanto School District#2	December 5, 2018
January 23, 2019	Make-up Day	January 15, 2019

Desert/Mountain SELPA
AUDIOLOGICAL SERVICES CALENDAR
2018 - 2019 Round 2

EVALUATION DATE	DISTRICT/PROGRAM	REFERRAL DUE DATE
February 5, 2019	Apple Valley Unified School District #1	January 28, 2019
February 7, 2019	Trona Joint Unified School District	January 30, 2019
February 13, 2019	SBCSS D/M Operations – Del Rey (DHH & M/M Classes)	February 5, 2019
February 19, 2019	Apple Valley Unified School District #2	February 12, 2019
February 21, 2019	Silver Valley Unified School District #1 (Fort Irwin)	February 13, 2019
March 7, 2019	Hesperia Unified School District #1	February 27, 2019
March 11, 2019	SBCSS D/M Operations – Hollyvale #1 (County DHH Classes)	March 1, 2019
March 14, 2019	Hesperia Unified School District #2	March 6, 2019
March 19, 2019	Silver Valley Unified School District (Yermo Area) #2	March 11, 2019
March 26, 2019	Barstow Unified School District	March 18, 2019
March 28, 2019	SBCSS D/M Operations – Hollyvale #2 (County DHH Classes)	March 20, 2019
March 29, 2019	Hesperia Unified School District #3	March 21, 2019
April 4, 2019	Hesperia Unified School District #4	March 27, 2019
April 8, 2019	SBCSS D/M Operations – Sitting Bull Academy (DHH Class)	April 1, 2019
April 9, 2019	Oro Grande School District & Helendale School District	April 1, 2019
April 10, 2019	Snowline Joint Unified School District	April 2, 2019
April 16, 2019	Lucerne Valley Unified School District	April 8, 2019
April 17, 2019	Baker Valley Unified School District	April 9, 2019
April 18, 2019	Needles Unified School District	April 10, 2019
April 23, 2019	Victor Valley Union High School District	April 15, 2019
April 24, 2019	Bear Valley Unified School District	April 16, 2019
April 25, 2019	Adelanto School District #1	April 17, 2019
April 30, 2019	Victor Elementary School District #1	April 22, 2019
May 2, 2019	Adelanto School District #2	April 24, 2019
May 7, 2019	Victor Elementary School District #2	April 29, 2019
May 9, 2019	High Tech High Charter	May 1, 2019
May 10, 2019	Charters at 1 site (Hesperia Encore, La Verne Prep, Desert Trails, AAE, Excelsior, High Desert Taylion)	May 2, 2019
May 15, 2019	Adelanto School District #3 (if needed)	May 7, 2019
May 21, 2019	Make-up Day	May 13, 2019

DMSELPA and
CHARTERSELPA

Desert / Mountain Special Education Local Plan Area
17800 Highway 18
Apple Valley, CA 92307-1219

☎ 760-552-6700
🖶 760-242-5363
🌐 www.dmselpa.org

August 9, 2018

Dear Parents,

The Desert/Mountain SELPA provides **Audiological Services** for students who have or are suspected of having hearing problems. Each year our contract audiologists from Pacific Hearing Services visit numerous school sites once in the fall and once in the winter-spring. During these visits, they evaluate students who have been previously identified with hearing loss or who are being referred to determine if they have a hearing loss.

The evaluation consists of a thorough audiological work up. The audiologist uses an otoscope to look in the child's ears to check for excessive wax, infection, tubes, and the occasional "odd thing" a child has put in his/her ear. A pure tone-hearing test using both air and bone conduction is done in conjunction with a specific test to determine how well the student can differentiate speech sounds in a quiet environment. To test for middle ear functioning, impedence audiometry is also used.

If the student has his/her own hearing aids, the audiologist checks to see if those are working properly. If the student is using a classroom amplification system, the system is checked for its effectiveness.

Generally, within three weeks after the evaluation, a report is sent to the school district, special services office for the district, teacher, Speech-Language Pathologist, nurse, and parent. **The school district sends the copies to the appropriate people.**

Typically, if students have been seen in previous years, the Round 1 date is reserved for the annual evaluation. The Round 2 date is reserved for a quick otoscopic evaluation and for checking hearing aids and/or classroom amplification systems. New referrals are seen during both dates.

We have found that our annual evaluations and equipment checks have been beneficial to our students and we work hard to be sure all students who need our services can be included in the program.

Please note every time a student has an Audiological Evaluation, a new **Assessment Plan Form** (see attached) must be signed giving us permission to evaluate the student. It will also be necessary for you to sign and return the enclosed **Release of Information,** so that the SELPA and your child's doctor or personal audiologist can share information regarding ear health and hearing. Please return these forms to your child's teacher.

Should you have any questions or concerns about our program, please call Corinne Foley, Program Manager at (760) 955-3569.

Sincerely,

Jenae Holtz
Chief Executive Officer
Desert/Mountain SELPA
Desert/Mountain Charter SELPA

Desert / Mountain Special Education Local Plan Area
17800 Highway 18
Apple Valley, CA 92307-1219

📞 760-552-6700
🖨 760-242-5363
🌐 www.dmselpa.org

9 de agosto 2018

Estimados padres de familia:

Desert / Mountain SELPA proporciona **Servicios de Audiología** para estudiantes que tienen o se sospecha que tienen problemas auditivos. Cada año nuestro audiologo contratada de *Pacific Hearing Services*, visita varios sitios escolare (Servicios de Audiología del Pacifico) para que visiten numerosas entidades escolares, una vez en el otoño y una vez en el invierno y primavera. Durante estas visitas ellos evalúan a los estudiantes que han sido previamente identificados con pérdida de audición o que están siendo remitidos para determinar si tienen una pérdida auditiva

La evaluación consiste de un examen audiológico completo. El Audiólogo utiliza un otoscopio para ver los oídos del niño y verificar si hay exceso de cera, infección interna y ocasionalmente "algún objeto extraño" que el niño o niña ha colocado en su oído. La prueba puro tono-oído que utiliza ambas conducciones de aire y hueso es hecha en unión con una prueba específica para determinar en conjunción con una prueba específica para determinar qué tan bien puede el (la) estudiante diferenciar los sonidos del habla en un ambiente tranquilo. También se hacen pruebas para revisar el funcionamiento del oído medio con audiometría de impedancia.

Si el (la) estudiante tiene sus propios audífonos, el Audiólogo los revisa para ver si funcionan correctamente. Si el (la) estudiante está utilizando un sistema de amplificación en clase, se revisa el sistema para comprobar su efectividad.

Por lo general a las tres semanas después de la evaluación, se envía un reporte al distrito escolar, a la oficina de servicios especiales para el archivo del distrito, maestro, Especialista en Lenguaje, Habla y Audición (LSH), enfermera, y padres. **El distrito escolar envía las copias a las personas apropiadas**.

Típicamente si los estudiantes han sido evaluados en años anteriores, se reserva la fecha de Ronda 1 para la evaluación anual. La fecha de Ronda 2 se reserva para una evaluación rápidas con el otoscopio y para revisar audífonos y / o sistemas de amplificación en el aula. Nuevas referencias son vistas en ambas fechas.

Hemos encontrado que nuestras evaluaciones anuales y verificaciones de equipos han sido beneficiosas para nuestros estudiantes y trabajamos arduamente para asegurar que todos los estudiantes que necesitan nuestros servicios sean incluidos en el programa.

Tenga en cuenta que cada vez que un estudiante tiene una evaluación audiológica, se debe firmar un nuevo formulario de **Plan de Evaluación** que nos da permiso para evaluar al estudiante. También es necesario que firme y devuelva la forma anexa de **Divulgación de la información** para que SELPA y el audiólogo de su hijo(a) puedan compartir la información médica sobre la pérdida auditiva de su hijo(a) o cualquier problema relacionado con su sistema auditivo.

Si tiene alguna pregunta o inquietud acerca de nuestro programa, por favor llame a Corinne Foley director del programa al teléfono (760) 955-3569.

Sincerely,

Jenae Holtz
Chief Executive Officer
Desert/Mountain SELPA
Desert/Mountain Charter SELPA

Desired Results Access Project

Fall 2018 Training Schedule
Using the DRDP (2015) for Special Education

Beginning in August, 2018, the requirement for training special educators to use the DRDP (2015) will follow a new procedure. Mandatory training will be delivered by the Desired Results Access Project directly to all special education teachers and service providers who administer the DRDP (2015).

Participants have two ways to complete training:

1. **In-person session:** A half-day training session held in each of the 11 California County Superintendents Educational Services Association (CCSESA) regions. OR

2. **Online course:** A self-paced course consisting of seven brief modules offered in the Learning Center.

After completing either training option, all participants must complete an online Demonstration of Rating Skills Exercise in the Desired Results Access Project's Learning Center to receive a Certificate of Training Completion.

Take **Online Course** *or* Go to **Training** *then* Do Online **Demonstration** Get **Certificate**

COMPLETE

To register for an in-person training session, create an account through our Learning Center: DRAccessLearn.org

There is no cost to attend.

Registration opens Aug. 1st

Date	County
August 22	Santa Clara
August 28	Sacramento
September 4	Sonoma
September 5	San Diego
September 6	Humboldt
September 6	Riverside
September 14	South Los Angeles
September 18	Fresno

Date	County
September 19	Stanislaus
September 21	North Los Angeles
September 25	Kern
September 26	Orange
October 2	Shasta
October 3	Contra Costa
October 9	Monterey

Questions? Email: sarah.hughes@draccess.org or call (800) 673-9220 Ext. 2

Contents

> This is a partial version of the User's Manual. For the complete Manual, create an account at DRAccessReports.org

Introduction

The Desired Results Access Project Reports online system (DRAccessReports.org) is a secure online database in which assessors can enter, review and generate reports from assessment data from the DRDP (2015) Information Pages and Rating Records. This resource is provided by the Desired Results Access Project to support Special Education teachers and providers who use or have used the DRDP instrument to assess children.

Who can/should use the DRAccessReports online system?

DRAccessReports.org is open to all users of the DRDP (2015) assessment tool, including:

- Special Education providers who assess children on the DRDP (2015) instrument
- SELPA Administrators and District Administrators

What are the benefits of using the DRAccessReports online system?

- 24-hour access to your DRDP (2015) assessment data from any internet connected device.
- Information Page and Rating Record data is validated against CDE specified reporting requirements.
- Export feature packages data for reporting to CASEMIS.

What do I do if I have any trouble accessing the system?

For assistance, contact the Desired Results Access Project:

- Phone: (800) 673-9220 ext. 4
- Email: reports@draccess.org

Create an Account

This section will help you create a new account in the Desired Results Access Project Reports online system.

1) Go to DRAccessReports.org and select "Create an account."

2) Complete the registration form. The email address that you provide will become your DRAccessReports login name.

For security reasons, your password:

➔ Must be at least 8 characters

➔ Must contain characters from 3 of the 4 categories:

- Uppercase letters (A to Z)
- Lowercase letters (a to z)
- Numbers (0 to 9)
- Special characters (e.g., #, %, &)

➔ Must not be the same as your email/ username

Provide your SELPA and District information in order to auto-populate these fields on each child assessment.

3) Once you complete the registration form, you will receive an email verifying your account. You must verify your account before you will be able to access the DRAccessReports system via the email verification link.

4) After verifying your account, you may log into your account at any time by going to DRAccessReports.org and providing your registered email address and password.

Be sure to logoff when you have finished your session to ensure that your data is secure.

Program Specialist
Primary District Contact 2018-2019

Danielle Côté

Board Certified Behavior Analyst,
Multi-Tiered Systems of Support-
Behavior

Direct Line: (760) 955-3584
Support: Jennifer Holbrook (760) 955-3559
- Academy for Academic Excellence
- Hesperia USD
- Norton Science and Language Academy
- VVUHSD
- High Tech High

Bonnie Garcia

Education and Multi-Cultural Settings,
Multi-Tiered Systems of Support-
Academic

Direct Line: (760) 955-3572
Support: Cruz Gustafson (760) 955-3551
- Bear Valley USD
- Health Sciences High & Middle College
- Snowline JUSD
- VVUHSD
- Baker Valley USD

Renée Garcia

Educational Psychology,
Multi-Tiered Systems of Support- Behavior
and Academic

Direct Line: (760) 955-3586
Support: Julie Wheeler (760) 955-3592
- Adelanto Elementary SD
- Barstow USD
- Encore Charter Schools

Veronica Rousseau

Early Childhood
Multi-Tiered Systems of Support-
Early Childhood Academic

Direct Line: (760) 955-3587
Support: April Hatcher (760) 955-3581
- D/M Operations
- Needles USD
- Pathways to College
- Allegiance STEAM

Sheila Parisian

Assistive Technology, Inclusion and Co-Teaching,
Multi-Tiered Systems of Support-
Behavior and Academic

Direct Line: (760) 955-3567
Support: Judith Loera (760) 955-3573
- Helendale SD
- Desert Trails Prep Academy
- Lucerne Valley USD
- Victor Elementary SD
- Julia Lee Charter School

Karina Quezada

Assessments, Alternative Dispute
Resolution, Multi-Tiered Systems of
Support- Academic

Direct Line: (760) 955-3567
Support: Cruz Gustafson (760) 955-3551
- Ballington Academy
- Bright Futures Academy
- Oro Grande SD
- Desert View NPS
- Frosting NPS

Linda Rodriguez

Multi-Tiered Systems of Support-
Academic

Direct Line: (760) 955-3581
Support: Judith Loera (760) 955-3573
- Aveson Charter Schools
- Excelsior Charter Schools
- Odyssey Charter Schools
- Trona JUSD

Jennifer Rountree

Autism,
Multi-Tiered Systems of Support-
Behavior

Direct Line: (760) 955-3585
Support: Julie Wheeler (760) 955-3592
- Apple Valley USD
- Silver Valley USD
- Taylion Academy
- Pasadena Rosebud

Vacant

Occupational Therapy District/Site Distribution

Janet Ray (94)	Lori Gonzales (94)	Lisa Sutton (99)	Jessica Marfia (85)	Crystal Aden (73)	Suzan Raymond (80)	Michael Brooksby (84)	Marisa DiDonato (87)	Toni Griffin (78)	Karen Khong (84)	Pattie Overduin (105)
Mo. Treatment	Mo. Treatment	Mo. Treatment	Mo. Treatment	Mo. Treatment	Mo. Treatment	Mo. Treatment	Mo. Treatment	Mo. Treatment	Mo. Treatment	Mo. Treatment
Leslie Wright 8/7/18-5/24/19	Terry Helin D/M SELPA / Tina Rapley 8/1/18-6/7/19	Lori Engel 8/1/18-6/7/19	Julie Shively 8/1/18-6/7/19	Mindy Warfford 8/13/18-6/7/19 / Matt Osborn 8/1/18-6/7/19	Crystal Rivas D/M SELPA / Pam Jackson 8/27/18-11/16/18	Anthony Simpkins 8/1/18-6/7/19	Matt Osborn 8/1/18-6/7/19	Tina Rapley 8/1/18-6/7/19	Tara Douglas 8/1/18-6/7/19	Anna Su D/M SELPA

Janet Ray (94)

Site	
Bear Valley	52
Baldwin Lane	5/8
Big Bear Elem	3/2
Big Bear MS	7
Big Bear HS	3
North Shore	7/17
Hesperia	26
Mesa Grande	1/25
Lucerne Valley	14
Lucerne V Elem	4/7
L.V. MS & HS	2
Mtn View	1
Path to Coll	2
Path to Coll	1/1

Lori Gonzales (94)

Site	
AAE	12
AAE	5/7
VESD	16
Park View	1/15
Barstow	23
Lenwood	23
Apple Valley	43
AV Alternative	1
Desert Knolls	1/2
Rio Vista	1/10
Yucca Loma	3/15
Sycamore Rocks	10

Lisa Sutton (99)

Site	
Apple Valley	17
AVHS	17
VVUHSD	1
Adelanto HS	1
Encore Char	18
Encore	18
Hesperia	63
Cottonwood	29
Maple	34

Jessica Marfia (85)

Site	
Hesperia	27
Carmel	14
Juniper	2/11
Excelsior Main C	6
Excelsior	6
Taylion	1
Taylion	1
VESD	51
Endeavour	3/7
Gaileo	1/14
Grn Tree East	1/6
Lomitas	1/10
Mojave Vista	7
Mtn View Mont	1

Crystal Aden (73)

Site	
AAE/Norton	18
Norton	4/14
Apple Valley	18
Mariana	2/7
Sandia	1/8
Excelsior North	2
Excelsior	2
Hesperia	35
Lime Street	4/21
Topaz (Matt)	1/9

Suzan Raymond (80)

Site	
Helendale SD	13
Helendale Elem	1/12
Oro Grande SD	3
Oro Grande PreK	0
Riverside Prep	3
Helendale Ind Char	2
Helen Ind Char	2
Hesperia	62
Cedar	3/1
Cypress	3
Eucalyptus	2
Hesperia Jr.	2/4
Mesquite Trails	5/14
Mission Crest	12
Oak Hills HS	9/5
Hesp HS	1/1

Michael Brooksby (84)

Site	
Apple Valley	59
Granite Hills	2/2
Phoenix	1/15
Rancho Verde	17
SBA	1/19
Vanguard	2
Barstow	25
Montara	1/9
Skyline	1/14

Marisa DiDonato (87)

Site	
Victor Elem	49
Brentwood	13
Challenger	1/7
Discovery	2/3
Liberty	1/7
West Palms	3/12
VVUHSD	26
Adelanto HS	2/7
Silverado HS	9/8
Hesperia	12
Topaz (Matt)	2/10

Toni Griffin (78)

Site	
Barstow	78
Barstow Jr HS	8/8
Barstow High	7
Cameron	4/26
Central HS	1
Crestline	20
Henderson	2
STEM	2

Karen Khong (84)

Site	
Hesperia	58
Hollyvale	6
Joshua Circle	1
Kingston	7
Krystal	8
Ranchero MS	4/10
Sultana HS	7/12
Hesperia HS	3
Laverne Prep	1
Laverne Prep	1
VESD	25
Del Rey	1/5
Irwin Acad	7
Puesta Del Sol	5
Village Elem	2/5

Pattie Overduin (105)

Site	
Excelsior	1
Excelsior	1
Hesperia	16
Mesa Grande	2/14
Snowline	88
Baldy Mesa	1/15
Baldy St PreK	0
Eagle Summit	1
Heritage	1/4
Phelan Elem	3/14
Pinon Hills	14
Pinon Mesa	1/3
Quail Valley	1/12
Serrano HS	1
Vista Verde	2/10
Wrightwood	1/4

TOTAL CASELOAD: 963

7/31/2018

Desert/Mountain Charter SELPA
Due Process Summary
July 1, 2017 - June 30, 2018

D = Complaint Dismissed   W = Complaint Withdrawn

DISTRICT	13/14	14/15	15/16	16/17	17/18				Total		D /W	Resolution	Mediation	Settled	Hearing
										CASE ACTIVITY FOR CURRENT YEAR					
Aveson Global Leadership Acad	N/A	N/A	2	1	5				8		3	0	0	2	0
Aveson School of Leaders	N/A	N/A	0	3	1				4		1	0	0	0	0
Desert Trails Prep Academy	0	0	0	0	0				0		0	0	0	0	0
Encore Junior/Senior High School	0	0	0	0	0				0		0	0	0	0	0
Encore High School, Riverside	N/A	N/A	0	0	0				0		0	0	0	0	0
LaVerne Elem Preparatory	0	0	0	0	0				0		0	0	0	0	0
Odyssey Charter School	N/A	N/A	0	0	0				0		0	0	0	0	0
Pathways to College	0	0	0	0	0				0		0	0	0	0	0
Taylion High Desert Academy	0	0	0	0	0				0		0	0	0	0	0
5															
SELPA-WIDE TOTALS	0	0	2	4	6				12		4	0	0	2	0

Desert/Mountain Charter SELPA
Due Process Activity Summary
July 1, 2017 – June 30, 2018

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
1. Aveson School of Global Leaders Case No. 2017090125	1. Refusal to retain 2. Assessments 3. ESY	09/18/17 09/07/17 A 01/12/18	09/18/17 held 01/29/18	10/10/17 10/31/17 02/13/18	10/28/17 10/23/17 03/02/18	10/31/17 12/05-07/17 01/23-25/18 03/08/18 & 03/13-15/18	11/27/17 – OAH continued hearing to 1/23-25/18 01/12/18 - complaint amended parent requested consolidation of cases 1&3 03/08-15/18 – hearing rescheduled 03/08/18 – first day of hearing dark 03/13/18 – parent withdrew the case without prejudice on the first day of hearing - CLOSED
2. Aveson School of Leaders Case No. 2017100576	1. Retention 2. Placement	10/13/17	10/17/17	11/16/17	12/01/17	12/07/17	10/26/17 - case withdrawn by parent - CLOSED
3. Aveson Global Leadership Academy Case No. 2017120695	1. IEE provider does not meet agency criteria	12/15/17		02/13/18	01/08/18 03/05/18	01/17/18 03/13-14/18	01/08/18 - hearing continued 03/13-14/18 - hearing continued 03/06/18 - Parent withdrew request 03/07/18 - Aveson withdrew complaint without prejudice – CLOSED
4. Aveson Global Leadership Academy Case No. 2018030992	1. Appropriate goals 2. Appropriate services	03/20/18	04/03/18	05/21/18	05/11/18	05/17/18 06/13-14/18	06/11/18 – parent withdrew without prejudice – CLOSED
5. Aveson Global Leadership Academy Case No. 2018060085	1. ERMHS RTC assessment 2. LRE 3. Related services 4. Interventions 5. Predetermination 6. Parent's private experts 7. IEEs	05/25/18	06/07/18	TBD	07/09/18	07/18/18	06/20/18 – settlement agreement signed - CLOSED

Desert/Mountain Charter SELPA
Due Process Activity Summary
July 1, 2017 – June 30, 2018

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
6. Aveson Global Leadership Academy Case No. 2018060565	1. Appropriate goals 2. Appropriate services	06/13/18	06/26/18	TBD	07/30/18	08/07/18	06/20/18 – settlement agreement signed - CLOSED

Desert /Mountain Charter SELPA
Legal Expense Summary
As of June 30, 2018

Year	Amount
2000-2001	$ -
2001-2002	$ -
2002-2003	$ -
2003-2004	$ -
2004-2005	$ -
2005-2006	$ -
2006-2007	$ -
2007-2008	$ -
2008-2009	$ -
2009-2010	$ -
2010-2011	$ -
2011-2012	$ -
2012-2013	$ -
2013-2014	$ -
2014-2015	$ -
2015-2016	$ 7,378.00
2016-2017	$ 33,886.61
2017-2018	$ 70,994.67

Desert/Mountain SELPA
Due Process Summary
July 1, 2017 - June 30, 2018

D = Complaint Dismissed   W = Complaint Withdrawn

DISTRICT	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	Total		CASE ACTIVITY FOR CURRENT YEAR				
													D /W	Resolution	Mediation	Settled	Hearing
Adelanto SD	4.5	0	2	0	3	6	5.5	2.5	5	3	31.5		1	0	0	2	0
Apple Valley USD	7	2	1.33	0	0	2	1	1.5	1.5	0	16.33		0	0	0	0	0
Baker USD	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0
Barstow USD	0	0	1	0	0	0	0	1	3.5	0	5.5		0	0	0	0	0
Bear Valley USD	0	0	0	1	0	0	0	0	1	2	4		0	0	0	2	0
Helendale SD	0	0	0	0	0	0	0	0	0	1	1		1	0	0	0	0
Hesperia USD	3	2.5	1	5.5	4	3	5	7.5	7	6	44.5		0	0	0	6	0
Lucerne Valley USD	0	0	4	0	1	2	1	1	2	0	11		0	0	0	0	0
Needles USD	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0
Oro Grande SD	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0
Silver Valley USD	0	0	0	1	0	0	0	0	0	0	1		0	0	0	0	0
Snowline USD	1	0	0	2	1	1	5	4.5	6.5	2	23		1	0	0	1	0
Trona USD	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0
Victor Elementary SD	0	1	1	1	1	4.33	3.33	1.83	2.5	6.5	22.49		1	0	0	5.5	0
Victor Valley Union High SD	1.5	2.5	0	2	4	3.33	4.3	7.83	4	4	33.46		2	0	0	1.5	0.5
Academy for Academic Excellence	0	0	1.33	0	0	4	2	0	1	2	10.33		0	0	0	2	0
CA Charter Academy	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0
Desert/Mountain OPS	0	0	0.34	0.5	1	1.33	0.83	4.33	3	1.5	12.83		0	0	0	1.5	0
Excelsior Education Center	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0
Explorer Elementary	0	0	0	0	0	0	0	0	0	1	1		0	0	0	1	0
High Tech Elementary P. L.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	0		0	0	0	0	0
High Tech Middle	0.5	0	0	0	0	0	0	0	0	1	1.5		1	0	0	0	0
High Tech High	0.5	0	0	2	2	0	1	0	0	0	5.5		0	0	0	0	0
High Tech High International	0	0	0	0	1	2	0	0	0	0	3		0	0	0	0	0
High Tech High Media Arts	0	0	2	0	0	2	0	0	0	0	4		0	0	0	0	0
High Tech Middle Media Arts	0	0	0	0	0	0	0	0	0	2	2		0	0	0	2	0
High Tech High Statewide Benefit	1	0	1	2	0	2	1	1	3	2	13		0	0	0	2	0
SELPA-WIDE TOTALS	19	8	15	17	18	33	29.96	33	40	34	247		7	0	0	26.5	0.5

Districts showing a value of .50 above indicates that the district is a co-respondent with another district.

Districts showing a value of .25 above indicates that the district is a co-respondent with 3 other districts.

1

Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2017 – June 30, 2018

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
1. Hesperia USD Case No. 2017070103	1. Placement and supports 2. Levels, types, frequency & duration of related services 3. Measurable goals 4. Positive behavioral interventions	07/08/17	07/14/17 & 07/28/17	08/09/17	08/21/17	08/29/17	Settlement agreement pending from resolution on 07/28/17 Settlement agreement executed 8/17/17 - CLOSED
2. Victor Elem SD/ D/M Operations Case No. 2017070334	1. Placement 2. Timeline for assessments 3. Appropriate BIP	07/11/17	07/26/17	08/15/17	08/23/17	09/06/17	Settlement agreement signed 08/22/17 CLOSED
3. Snowline JUSD 2015070529	District filed to defend district assessments against IEE request	07/12/17	N/A	07/27/17	08/14/17	08/24/17	Case consolidated with 2016-17 Case #27 on 07/31/17 Case withdrawn without prejudice 09/12/17 - CLOSED
4. Hesperia USD Case No. 2017070493	1. Placement & supports 2. Levels, type, frequency & duration of related services 3. Measurable goals 4. Positive behavioral interventions	07/13/17	07/26/17 08/09/17	08/17/17 cancelled	09/01/17	09/06/17	Settlement agreement signed 08/31/17 - CLOSED
5. Adelanto SD Case No. 2017070651	1.Appropriate educational program 2. Placement in LRE 3. Psychological assessment in 2016	07/18/17	08/01/17 08/09/17 09/12/17	08/22/17 10/04/17	09/01/17 10/16/17 12/01/17	09/12/17 10/24/17 12/05-07/17	Motion to dismiss denied 12/01/17 – withdrawn without prejudice – CLOSED

Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2017 – June 30, 2018

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
6. Victor Valley UHSD Case No. 2017080190	1.Appropriate placement and services 2. Assessments = FBA & BIP 3. No triennial assessments 4. Behavior Support 5. Transition Plan not appropriate\	08/04/17	08/17/17 08/28/17	09/07/17	09/18/17	09/27/17	Settlement agreement signed 09/15/17 - CLOSED
7. Helendale SD Case No. 2017080884	1.Assess in all areas of suspected disability 2. Provide appropriate supports & services	08/21/17	08/29/17	09/21/17	10/03/17	10/11/17	08/29/17 - case withdrawn by parent attorney without prejudice - CLOSED
8. Snowline JUSD Case No. 2017080979	1.Placement 2. Support services 3. Appropriate PLOPs and Goals	08/23/17	09/05/17	09/26/17 Cancelled by parent	10/09/17	10/17/17	Settlement agreement signed 10/17/17 – CLOSED
9. Bear Valley USD Case No. 2017090022	1.Interdistrict denial to attend neighborhood school	08/31/17	09/14/17	10/05/17	10/16/17	10/25/17	10/05/17 - Settlement agreement signed at mediation – CLOSED

Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2017 – June 30, 2018

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
10. Victor Elem SD Case No. 2017100188	1.Inappropriate supports in the current placement	10/02/17	10/16/17 11/06/17	11/07 /17	11/20/17	11/28/17	10/17/17 – NOI FILED 10/24/17 – Case withdrawn by parent Attorney without prejudice – CLOSED
11. Hesperia USD Case No. 2017100347	1.Child Find	10/05/17	10/17/17 11/09/17	11/09/17	11/20/17	11/29/17	11/09/17 – settlement agreement signed at resolution - CLOSED
12. High Tech High Middle Case No. 2017100645	1.IEP programming 2. Bullying 3. Parent Participation 4. Assessments	10/12/17	10/25/17 11/07/17	11/16/17	11/27/17	12/06/17	11/20/17 – case withdrawn without prejudice by parent attorney - CLOSED
13. Hesperia USD Case No. 2017110963	1.Placement 2. Transition Plan	11/27/17	12/08/17 12/20/17	01/23/18	01/05/18	01/11/18 03/06/18	01/23/18 - settlement agreement signed at mediation – CLOSED
14. Victor Elem SD Case No. 2017110998	1.Child Find	11/28/17	12/08/17 12/13/17	TBA	01/12/18	01/23/18	01/12/18 - settlement agreement signed – CLOSED
15. Adelanto Elem SD Case No. 2017120848	1. Program does not meet individual needs 2. Assess in all areas of suspected disability	01/03/18	01/11/18 01/29/18	03/01/18	02/16/18 03/23/18	02/22/18 04/11-12/18	10-day offer pending 04/06/18 - settlement agreement signed CLOSED

Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2017 – June 30, 2018

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
16. Adelanto Elem SD Case No. 2017121032	1. Failure to provide sufficient and appropriate goals and services 2. Failure to provide progress towards goals 3. Failure to have general education teacher attend IEP meeting 4. Failure to hold transition meeting	01/03/18 01/17/18	01/11/18 01/17/18		02/02/18 04/27/18	02/15/18 05/08-10/18	Settlement agreement pending 03/19/18 – settlement agreement signed - CLOSED
17. VVUHSD Case No. 2017120839	1. Baselines and goals 2. Goals and services in all areas of need 3. Manifestation Determination 4. Assessment for behavior	01/08/18	01/11/18	E 01/18/18 U 03/22/18	E 01/22/18 U 02/02/18 U 04/06/18	E 01/31/18 U 02/14/18 U 04/16-18/18	01/31/18 – 02/02/18 - expedited hearing completed 02/14/18 – district prevailed in expedited hearing 03/22/18 – settlement agreement signed at mediation - CLOSED
18. High Tech High Chula Vista Case No. 2018010904	1. Failure to assess in all areas 2. Failure to provide services and supports 3. Failure to provide annual measurable goals 4. Manifestation Determination 5. Failure to make a clear offer of FAPE 6. Failure to consider parent's input	01/19/18	01/25/18 01/30/18 02/07/18 02/13/18	E 02/01/18 U 03/06/18	E 02/12/18 U 03/09/18	E 02/13-15/18 U 03/15/18	02/13/18 – settlement agreement signed at resolution - CLOSED

Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2017 – June 30, 2018

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
19. Victor Elem SD Case No. 2018020278	1.Child Find	02/06/18	02/20/18 03/02/18	04/26/18	03/26/18 05/07/18	04/03/18 05/15-17/18	04/26/18 – settlement agreement signed CLOSED
20. Hesperia USD Case No. 2018020368	1.Child Find 2.PWN 3.Assessments	02/07/18	02/21/18		03/26/18	04/03/18	02/21/18 – settlement agreement signed at resolution - CLOSED
21. High Tech High Middle Media Arts Case No. 2018020985	1.Reduction in services 2.Translation of IEPs and assessments	02/27/18	03/12/18		04/16/18	04/24/18	03/12/18 – settlement agreement signed at resolution - CLOSED
22. High Tech High North County Case No. 2018030769	1.Services 2.Meaningful participation 3. Assessments 4. Child Find	03/19/18	04/27/18		05/07/18	05/15/18	04/27/18 – settlement agreement signed CLOSED
23. Desert/Mountain Operations Case No. TBA	1.The LEA is requesting an order to implement their offer of FAPE	03/28/18	N/A		TBD	TBD	04/23/18 – case closed by OAH order CLOSED
24. High Tech High Explorer Case No. 2018030822	1.Assessments 2.Goals 3. Services and placement 4. Translation of IEPs	03/21/18	04/05/18 04/18/18		05/07/18	05/15/18	05/03/18 - settlement agreement signed CLOSED

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
25. Academy of Academic Excellence Case No. 2018031214	1.Appropriate offers of FAPE 2. Placement and services	03/22/18	04/04/18		05/04/1 05/14/18	05/15/18 05/24/18 06/04/18	Consolidated with Case #32 05/30/18 - Settlement agreement signed CLOSED
26. Victor Valley Union HSD Case No. 2018040006	1. Child Find	04/02/18	04/12/18		05/14/18	05/22/18	Consolidated with Case #33 05/09/18 - Case withdrawn without prejudice - CLOSED
27. Victor Elem SD Case No. 2018040087	1. Bullying 2. 1:1 aide 3. Assessments 4. PLOPs & Goals	04/10/18	04/20/18 05/08/18		05/04/18	05/24/18	05/09/18 – settlement agreement signed CLOSED
28. Victor Elem SD Case No. 2018040559	1. PLOPs & Goals 2. Assessments	04/13/18	04/26/18 05/09/18		05/25/18	06/06/18	05/09/18 – settlement agreement signed CLOSED
29. Victor Elem SD Case No. 2018040558	1. Exit from service without assessment 2. Assessments 3. PLOPs & Goals 4. Translation 5. Behavior logs	04/13/18	04/26/18 05/09/18		05/25/18	06/07/18	05/09/18 – settlement agreement signed CLOSED

Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2017 – June 30, 2018

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
30. High Tech High Middle Media Arts Case No. 2018031236	1.Translations of documents 2. Assessments	03/28/18	04/18/18		05/14/18	05/22/18	05/03/18 – settlement agreement signed CLOSED
31. Bear Valley USD Case No. 2018050413	1. Placement and services 2. Assessments 3. PLOPs & Goals 4. BIP	04/26/18	05/10/18 06/21/18		06/15/18 08/24/18	06/28/18 09/04/18	05/10/18 – interim settlement agreement signed 06/21/18 – final settlement agreement signed - CLOSED
32. Academy of Academic Excellence Case No. 2018050038	1. Order to implement offer of FAPE	N/A	TBD		05/14/18	05/24/18 06/04/18	Consolidated with #25 05/30/18 – settlement agreement signed CLOSED
33. Victor Valley UHSD Case No. 2018050062	1. Order to assess for eligibility	N/A	TBD		05/14/18	05/24/18	Consolidated with #26 05/09/18 – case withdrawn without prejudice – CLOSED
34. Hesperia USD Case No. 2018050737	1. Appropriate services 2. Bullying 3. Annual goals 4. Accommodations and modifications	05/17/18	05/29/18		06/29/18	07/11/18	05/29/18 – settlement agreement signed at resolution - CLOSED

Desert /Mountain SELPA
Legal Expense Summary
As of June 30, 2018

2000-2001	$39,301.51
2001-2002	$97,094.90
2002-2003	$37,695.13
2003-2004	$100,013.02
2004-2005	$136,514.09
2005-2006	$191,605.08
2006-2007	$140,793.00
2007-2008	$171,614.04
2008-2009	$263,390.71
2009-2010	$114,076.96
2010-2011	$293,578.50
2011-2012	$567,958.10
2012-2013	$321,646.04
2013-2014	$250,372.65
2014-2015	$297,277.76
2015-2016	$204,756.26
2016-2017	$233,130.03
2017-2018	$247,459.52

Desert/Mountain Charter SELPA
Due Process Summary
July 1, 2018 - August 24, 2018

D = Complaint Dismissed   W = Complaint Withdrawn

DISTRICT	13/14	14/15	15/16	16/17	17/18	18/19			Total		D /W	Resolution	Mediation	Settled	Hearing
											CASE ACTIVITY FOR CURRENT YEAR				
Allegiance STEAM Acad - Thrive	N/A	N/A	N/A	N/A	N/A	0			0		0	0	0	0	0
Aveson Global Leadership Acad	N/A	N/A	2	1	5	0			8		0	0	0	0	0
Aveson School of Leaders	N/A	N/A	0	3	1	0			4		0	0	0	0	0
Ballington Acad for Arts & Sci	N/A	N/A	N/A	N/A	0	0			0						
Desert Trails Prep Academy	0	0	0	0	0	0			0		0	0	0	0	0
Encore Junior/Senior High School	0	0	0	0	0	0			0		0	0	0	0	0
Encore High School, Riverside	N/A	N/A	0	0	0	0			0		0	0	0	0	0
Julia Lee Performing Arts Acad	N/A	N/A	N/A	N/A	N/A	0			0						
LaVerne Elem Preparatory	0	0	0	0	0	0			0		0	0	0	0	0
Odyssey Charter School	N/A	N/A	0	0	0	0			0		0	0	0	0	0
Odyssey Charter School - South	N/A	N/A	N/A	N/A	N/A	0			0						
Pasadena Rosebud Academy	N/A	N/A	N/A	N/A	N/A	0			0						
Pathways to College	0	0	0	0	0	0			0		0	0	0	0	0
Taylion High Desert Academy	0	0	0	0	0	0			0		0	0	0	0	0
5															
SELPA-WIDE TOTALS	**0**	**0**	**2**	**4**	**6**	**0**			**12**		**0**	**0**	**0**	**0**	**0**

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Desert/Mountain Charter SELPA
Due Process Activity Summary
July 1, 2018 – August 24, 2018

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
None filed at this time							

Desert /Mountain Charter SELPA
Legal Expense Summary
As of August 24, 2018

2000-2001	$	-
2001-2002	$	-
2002-2003	$	-
2003-2004	$	-
2004-2005	$	-
2005-2006	$	-
2006-2007	$	-
2007-2008	$	-
2008-2009	$	-
2009-2010	$	-
2010-2011	$	-
2011-2012	$	-
2012-2013	$	-
2013-2014	$	-
2014-2015	$	-
2015-2016	$	7,378.00
2016-2017	$	33,886.61
2017-2018	$	70,994.67
2018-2019	$	120.00

Desert/Mountain SELPA
Due Process Summary
July 1, 2018 - August 24, 2018

D = Complaint Dismissed   W = Complaint Withdrawn

DISTRICT	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	Total		CASE ACTIVITY FOR CURRENT YEAR				
													D /W	Resolution	Mediation	Settled	Hearing
Adelanto SD	0	2	0	3	6	5.5	2.5	5	3		27		0	0	0	0	0
Apple Valley USD	2	1.33	0	0	2	1	1.5	1.5	0	1.5	10.83		0.5	0	0	1	0
Baker USD	0	0	0	0	0	0	0	0	0		0		0	0	0	0	0
Barstow USD	0	1	0	0	0	0	1	3.5	0		5.5		0	0	0	0	0
Bear Valley USD	0	0	1	0	0	0	0	1	2		4		0	0	0	0	0
Helendale SD	0	0	0	0	0	0	0	0	1		1		0	0	0	0	0
Hesperia USD	2.5	1	5.5	4	3	5	7.5	7	6	4.5	46		0	1.5	2	1	0
Lucerne Valley USD	0	4	0	1	2	1	1	2	0		11		0	0	0	0	0
Needles USD	0	0	0	0	0	0	0	0	0		0		0	0	0	0	0
Oro Grande SD	0	0	0	0	0	0	0	0	0		0		0	0	0	0	0
Silver Valley USD	0	0	1	0	0	0	0	0	0		1		0	0	0	0	0
Snowline USD	0	0	2	1	1	5	4.5	6.5	2		22		0	0	0	0	0
Trona USD	0	0	0	0	0	0	0	0	0		0		0	0	0	0	0
Victor Elementary SD	1	1	1	1	4.33	3.33	1.83	2.5	6.5		22.49		0	0	0	0	0
Victor Valley Union High SD	2.5	0	2	4	3.33	4.3	7.83	4	4		31.96		0	0	0	0	0
Academy for Academic Excellenc	0	1.33	0	0	4	2	0	1	2		10.33			0	0	0	0
CA Charter Academy	0	0	0	0	0	0	0	0	0		0		0	0	0	0	0
Desert/Mountain OPS	0	0.34	0.5	1	1.33	0.83	4.33	3	1.5	0.5	13.33		0.5	0	0	0	0
Excelsior Education Center	0	0	0	0	0	0	0	0	0	0.5	0.5		0	0.5	0	0	0
Explorer Elementary	0	0	0	0	0	0	0	0	1		1		0	0	0	0	0
High Tech Elementary P. L.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0		0		0	0	0	0	0
High Tech Middle	0	0	0	0	0	0	0	0	1		1		0	0	0	0	0
High Tech High	0	0	2	2	0	1	0	0	0		5		0	0	0	0	0
High Tech High International	0	0	0	1	2	0	0	0	0		3		0	0	0	0	0
High Tech High Media Arts	0	2	0	0	2	0	0	0	0		4		0	0	0	0	0
High Tech Middle Media Arts	0	0	0	0	0	0	0	0	2		2		0	0	0	0	0
High Tech High Statewide Benefi	0	1	2	0	2	1	1	3	2		12		0	0	0	0	0
SELPA-WIDE TOTALS	8	15	17	18	33	29.96	33	40	34	7	235		1	2	2	2	0

Districts showing a value of .50 above indicates that the district is a co-respondent with another district.

Districts showing a value of .25 above indicates that the district is a co-respondent with 3 other districts.

Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2018 – August 24, 2018

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
1. Apple Valley USD Case No. 2018070020	1. Placement and supports 2. Levels, types, frequency & duration of services 3. Assessments and additional services 4. Denial of FAPE	6/27/18	7/5/18	N/A	8/10/18	8/22/18	8/10/18 – settlement agreement signed - CLOSED
2. Hesperia USD Case No. 2018070273 **(Sibling of Case 3)**	1. Placement and supports 2. Levels, types, frequency & duration of services 3. Assessments and additional services 4. Denial of FAPE	7/3/18	7/17/18	8/21/18	10/8/18	10/16/18 – 10/18/18	Resolution was held and no settlement was reached; parents and district agreed to attend mediation – OPEN
3. Hesperia USD Case No. 2018070287 **(Sibling of Case 2)**	1. Placement and supports 2. Levels, types, frequency & duration of services 3. Failure to hold annual IEP Team meetings 4. Behavioral assessments and supports 5. Denial of FAPE	7/3/18	7/17/18	8/21/18	9/10/18	9/18/18 – 9/20/18	Resolution was held and no settlement was reached; parents and district agreed to attend mediation – OPEN
4. Apple Valley USD & SBCSS D/M Ops Case No. 2018071093	1. Lack of appropriate progress toward goals 2. Failure to provide BCBA behavior interventionist 3. Denial of FAPE	7/24/18	7/31/18; rescheduled to 8/15/18	N/A	9/7/18	9/19/18	8/15/18 – case withdrawn by parents at resolution – CLOSED

Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2018 – August 24, 2018

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
5. Hesperia USD & Excelsior Charter School Case No. 2018071045	1. Child find; failure to assess 2. Failure to assess in all areas of suspected disability/inadequate assessment 3. Goals are not meaningful or appropriate 4. Program and supports 5. Procedural safeguards; denial of parent right to meaningfully participate in education program 6. Denial of FAPE	7/25/18	8/9/18	N/A	9/10/18	9/18/18	All-day resolution was held with parent and advocate (attorney declined to attend); offer of settlement was negotiated/tendered but full settlement has not been reached - OPEN
6. Hesperia USD Case No. 2018071261	1. Program and supports 2. Placement 3. Failure to assess in all areas of suspected disability 4. FBA/ERMHS Assessments 5. Speech and language assessment 6. Assistive Technology assessment 7. Denial of FAPE	7/31/18	8/13/18	N/A	9/17/18	9/26/18	8/13/18 – case settled at resolution with written agreement – CLOSED

Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2018 – August 24, 2018

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
7. Hesperia USD Case No. 2018	1. Failure to conduct triennial assessment 2. Failure to assess in all areas of suspected disability 3. Supports and services 4. Procedural safeguards; denial of parent right to meaningfully participate in education program 5. PLPs and goals 6. Denial of FAPE	8/1/18	8/13/18	N/A	9/17/18	9/25/18	Prior to resolution, LEA learned parent had not been a resident of the district nor resided at the address listed in the complaint prior to the end of 17/18 school year; parent had not filed Inter-District Transfer for student or his five siblings. At resolution, parent admitted her address was not within district boundaries and her attorney stopped the resolution in order to address the factual inconsistencies in the complaint – OPEN

Desert /Mountain SELPA
Legal Expense Summary
As of August 24, 2018

2000-2001	$39,301.51
2001-2002	$97,094.90
2002-2003	$37,695.13
2003-2004	$100,013.02
2004-2005	$136,514.09
2005-2006	$191,605.08
2006-2007	$140,793.00
2007-2008	$171,614.04
2008-2009	$263,390.71
2009-2010	$114,076.96
2010-2011	$293,578.50
2011-2012	$567,958.10
2012-2013	$321,646.04
2013-2014	$250,372.65
2014-2015	$297,277.76
2015-2016	$204,756.26
2016-2017	$233,130.03
2017-2018	$247,459.52
2018-2019	$15,898.42

Residential Treatment Center IEP Responsibilities

Process	Responsible Agency
Schedule IEP Meeting	D/M SELPA- Jennifer Holbrook Jennifer.Holbrook@cahelp.org
Open IEP Document in WEB IEP	District of Residence
Input PLOP's & Goals	Residential Treatment Center
Facilitate IEP Meeting	District of Residence with D/M SELPA support
Input Notes & Update Information	District of Residence
Obtain All Signatures	District of Residence with D/M SELPA support
Check IEP and Close	District of Residence
Send Copies of Finalized IEP	District of Residence with D/M SELPA support
Bridge IEP & Update ISA	D/M SELPA- Jennifer Holbrook Jennifer.Holbrook@cahelp.org

Teacher Name	Teacher ID	Class Number	District of Service	District Teacher ID	School Name	Class Type
ALTUS NPS - ADELANTO DIS	05007	AAA200	ADELANTO		ALTUS NPS ADELANTO	NPS
ALTUS NPS - ADELANTO LCI/	05010	AAA100	ADELANTO		ALTUS NPS ADELANTO	NPS
ALTUS NPS - AVUSD DIST PL	05006	AA3200	AVUSD		ALTUS NPS AVUSD	NPS
ALTUS NPS - AVUSD LCI/FOS	05008	AA3100	AVUSD		ALTUS NPS AVUSD	NPS
ALTUS NPS - BARSTOW DIST	05018	AAB200	BARSTOW		ALTUS NPS BARSTOW	NPS
ALTUS NPS - BARSTOW LCI/f	05019	AAB100	BARSTOW		ALTUS NPS BARSTOW	NPS
ALTUS NPS - HELENDALE DIS	05030	AAD200	HELENDALE		ALTUS NPS HELENDALE	NPS
ALTUS NPS - HELENDALE LC	05031	AAD100	HELENDALE		ALTUS NPS HELENDALE	NPS
ALTUS NPS - HESPERIA DIST	05021	AAH200	HESPERIA		ALTUS NPS HESPERIA	NPS
ALTUS NPS - HESPERIA LCI/f	05022	AAH100	HESPERIA		ALTUS NPS HESPERIA	NPS
ALTUS NPS - SILVER VALLEY	05012	AAS200	SILVER VALLEY		ALTUS NPS SILVER VAL	NPS
ALTUS NPS - SILVER VALLEY	05013	AAS100	SILVER VALLEY		ALTUS NPS SILVER VAL	NPS
ALTUS NPS - SNOWLINE DIS	05024	AAL200	SNOWLINE		ALTUS NPS SNOWLINE	NPS
ALTUS NPS - SNOWLINE LCI/	05025	AAL100	SNOWLINE		ALTUS NPS SNOWLINE	NPS
ALTUS NPS - VICTOR DIST PI	05027	AAE200	VICTOR		ALTUS NPS VICTOR	NPS
ALTUS NPS - VICTOR DIST PI	05027	ALV200	VICTOR		ALTUS RIALTO- VESD	NPS
ALTUS NPS - VICTOR LCI/FOS	05028	AAE100	VICTOR		ALTUS NPS VICTOR	NPS
ALTUS NPS - VVUHSD DIST F	05015	71F200	VVUHSD		ALTUS RIALTO VVUHSD	NPS
ALTUS NPS - VVUHSD DIST F	05015	AAV200	VVUHSD		ALTUS NPS VVUHSD	NPS
ALTUS NPS - VVUHSD LCI/FC	05016	AAV100	VVUHSD		ALTUS NPS VVUHSD	NPS
ALTUS NPS -LUCERNE DIST	05348	ALL200	LUCERNE VALLEY		ALTUS ACADEMY-LUCERN	NPS
ALTUS NPS -LUCERNE LCI/FC	05349	ALL100	LUCERNE VALLEY		ALTUS ACADEMY-LUCERN	NPS
ALTUS NPS TRANS - ADELAN	05011	AAA001	ADELANTO		ALTUS NPS ADELANTO	NPS
ALTUS NPS TRANS - BARSTC	05020	AAB001	BARSTOW		ALTUS NPS BARSTOW	NPS
ALTUS NPS TRANS - HELENE	05032	AAD001	HELENDALE		ALTUS NPS HELENDALE	NPS
ALTUS NPS TRANS - HESPEF	05023	AAH001	HESPERIA		ALTUS NPS HESPERIA	NPS
ALTUS NPS TRANS - SNOWLI	05026	AAL001	SNOWLINE		ALTUS NPS SNOWLINE	NPS
ALTUS NPS TRANS - VICTOR	05029	AAE001	VICTOR		ALTUS NPS VICTOR	NPS
ALTUS NPS TRANS - VVUHSE	05017	AAV001	VVUHSD		ALTUS NPS VVUHSD	NPS
ALTUS RIALTO DIST- AESD	05513	AAR200	ADELANTO		ALTUS RIALTO- AESD	NPS
ALTUS RIALTO DIST- AVUSD	05514	AVR200	AVUSD		ALTUS RIALTO-AVUSD	NPS
ALTUS RIALTO DIST- BARST(	05515	ARB200	BARSTOW		ALTUS RIALTO- BARSTO	NPS
ALTUS RIALTO DIST- HESPEF	05516	ARH200	HESPERIA		ALTUS RIALTO-HESPERI	NPS
ALTUS RIALTO DIST- LUCERN	05517	ARL200	LUCERNE VALLEY		ALTUS RIALTO- LVUSD	NPS
ALTUS RIALTO DIST- SNOWL	05518	ARS200	SNOWLINE		ALTUS RIALTO-SNOWLIN	NPS
ALTUS RIALTO LCI/FOSTER -	05505	AVR100	AVUSD		ALTUS RIALTO-AVUSD	NPS
ALTUS RIALTO LCI/FOSTER -	05507	ARH100	HESPERIA		ALTUS RIALTO-HESPERI	NPS
ALTUS RIALTO LCI/FOSTER -	05508	ARL100	LUCERNE VALLEY		ALTUS RIALTO- LVUSD	NPS

Filters

Special Ed = True

ClassType = NPS

Teacher Name	Teacher ID	Class Number	District of Service	District Teacher ID	School Name	Class Type
ALTUS RIALTO LCI/FOSTER -	05509	ARS100	SNOWLINE		ALTUS RIALTO-SNOWLIN	NPS
ALTUS RIALTO LCI/FOSTER -	05510	ALV100	VICTOR		ALTUS RIALTO- VESD	NPS
ALTUS RIALTO LCI/FOSTER-.	05504	AAR100	ADELANTO		ALTUS RIALTO- AESD	NPS
AVESON SCH OF LEADERS 5	04991	FIV001	AVESON SL CHR		FIVE ACRES NPS - ASL	NPS
BFA NPS AB2726 - VVUHSD	01234	VVK300	VVUHSD		BFA NPS - VVUHSD	NPS
BFA NPS ADEL DIST PL - ADE	05761	699200	ADELANTO		BFA ADEL NPS-ADEL	NPS
BFA NPS ADEL LCI/FOSTER -	05767	699100	ADELANTO		BFA ADEL NPS-ADEL	NPS
BFA NPS BEAR LCI/FOSTER -	05771	BBV100	BEAR VALLEY		BFA NPS - BEAR VALLE	NPS
BFA NPS DIST PL - ADELANT	01266	A4K200	ADELANTO		BFA NPS - ADEL	NPS
BFA NPS DIST PL - AVUSD	01296	AVK200	AVUSD		BFA NPS - AVUSD	NPS
BFA NPS DIST PL - BEAR VAL	03824	BBV200	BEAR VALLEY		BFA NPS - BEAR VALLE	NPS
BFA NPS DIST PL - SILVER	01281	SV4200	SILVER VALLEY		BFA NPS - SILVER	NPS
BFA NPS DIST PL - SNOWLIN	01282	S4K200	SNOWLINE		BFA NPS - SNOW	NPS
BFA NPS DIST PL - VICTOR E	01273	V4K200	VICTOR		BFA NPS - VICTOR ELE	NPS
BFA NPS DIST PL - VVUHSD	01279	VVK200	VVUHSD		BFA NPS - VVUHSD	NPS
BFA NPS LCI/FOSTER - AVUS	01342	AVK100	AVUSD		BFA NPS - AVUSD	NPS
BFA NPS LCI/FOSTER - SILVE	01329	SV4100	SILVER VALLEY		BFA NPS - SILVER	NPS
BFA NPS LCI/FOSTER - SNOV	01330	S4K100	SNOWLINE		BFA NPS - SNOW	NPS
BFA NPS LCI/FOSTER - VICT(	01321	V4K100	VICTOR		BFA NPS - VICTOR ELE	NPS
BFA NPS LCI/FOSTER - VVUH	01327	VVK100	VVUHSD		BFA NPS - VVUHSD	NPS
FROSTIG NPS- SNOWLINE	05654	FRO200	SNOWLINE		FROSTIG NPS-SNOWLINE	NPS
NPS - AB2726 - DEV TX AVUS	04029	DAV300	AVUSD		DEVEREUX TEXAS LC	NPS
NPS - AB1858- ALPINE ACA- /	04581	ALA300	AVUSD		ALPINE ACADEMY NPS	NPS
NPS - AB2627 - HERITAGE SC	05059	HSU300	SBC NO COUNTY HS		HERITAGE SCH	NPS
NPS - AB2627 - OAKGROVE B	05796	BOK300	BEAR VALLEY		OAK GROVE3	NPS
NPS - AB2676 - DEV TX VIC-H	05071	DVH300	HESPERIA		DEV TX VIC - HESPER	NPS
NPS - AB2726 - ALTUS RIALT(	05079	71F300	VVUHSD		ALTUS RIALTO VVUHSD	NPS
NPS - AB2726 - CATHEDRAL-	05600	CBV300	BEAR VALLEY		CATHEDRAL-BVUSD	NPS
NPS - AB2726 - CIN HILLS - A	05096	CIA300	ADELANTO		CINNAMON HILLS - AES	NPS
NPS - AB2726 - CIN HILLS LU(	05144	CHU300	LUCERNE VALLEY		CINNAMON HILLS - LUC	NPS
NPS - AB2726 - CIN HILLS SN	03148	CSN300	SNOWLINE		CIN HILLS - SNOWLINE	NPS
NPS - AB2726 - COPPER HILL	05099	COV300	VVUHSD		COPPER HILLS VVUHSD0	NPS
NPS - AB2726 - DEV FLORIDA	03479	DVB300	BEAR VALLEY		DEV FLORIDA - BEAR V	NPS
NPS - AB2726 - DEV FLORIDA	03431	DFH300	HELENDALE		DEV FLORIDA HELEN	NPS
NPS - AB2726 - DEV TX NEED	04424	DTN300	NEEDLES		DEVEREUX TX VIC - NE	NPS
NPS - AB2726 - DEV TX SNOV	03437	DXS300	SNOWLINE		DEV TX - SNOWLINE	NPS
NPS - AB2726 - DEV TX VIC - :	03681	DSL300	SILVER VALLEY		DEVEREUX TV VIC - SI	NPS
NPS - AB2726 - DEV TX VIC V	05087	DVE300	VICTOR		DEV TX VIC - VICTOR	NPS
NPS - AB2726 - DEV TX VIC-F	04996	DTH300	HELENDALE		DEV TX VIC -HELENDAL	NPS
NPS - AB2726 - DEV TX VIC-S	04656	DVS300	SNOWLINE		DEV- TX VIC- SNOW	NPS
NPS - AB2726 - DEV TX VICT(	03468	DVI300	HESPERIA		DEVEREUX TX VICTORIA	NPS
NPS - AB2726 - DEV TX VICT(	04326	DTB300	BEAR VALLEY		DEVEREUX TX VIC - BV	NPS
NPS - AB2726 - DEVFLORIDA-	05034	DEH300	HESPERIA		DEV FL- HESPERIA	NPS

Teacher Name	Teacher ID	Class Number	District of Service	District Teacher ID	School Name	Class Type
NPS - AB2726 - EXCELSIOR C	03676	080300	AVUSD		EXCELSIOR YTH CTR AV	NPS
NPS - AB2726 - HEARTSPRIN	05112	HSP300	HESPERIA		HEARTSPRING- HESPERI	NPS
NPS - AB2726 - HERITAGE UT	03368	HUA300	AVUSD		HERITAGE SCH UT - AV	NPS
NPS - AB2726 - HERITAGE UT	03701	11A300	HESPERIA		HERITAGE SCH UT HES	NPS
NPS - AB2726 - HERITAGE UT	04236	HLU300	LUCERNE VALLEY		HERTAGE NPS - LUCERN	NPS
NPS - AB2726 - HERITAGE UT	04277	OHU300	ORO GRANDE		HERITAGE UT - ORO GR	NPS
NPS - AB2726 - HERITAGE UT	05070	HNC300	SBC NO COUNTY HS		SBC NORTH CO	NPS
NPS - AB2726 - HERITAGE UT	03032	HVV300	VVUHSD		HERITAGE SCH UT	NPS
NPS - AB2726 - HERITAGE VI	03091	VHS300	VICTOR		HERITAGE SCHOOL3	NPS
NPS - AB2726 - HILLSIDES NF	05060	HEC300	ODYSSEY CHARTER		HILLSIDES ED CTR NPS	NPS
NPS - AB2726 - JRC	05304	JRC300	VVUHSD		JRC NPS	NPS
NPS - AB2726 - LAKEMARY-V	05212	17B300	VVUHSD		LAKEMARY	NPS
NPS - AB2726 - MILHOUS BAF	05285	87D300	BARSTOW		MILHOUS NPS-BARSTOW	NPS
NPS - AB2726 - MINGUS MT N	03853	MMT300	AVUSD		MINGUS MT ACA	NPS
NPS - AB2726 - MINGUS MT N	05058	MCA300	HESPERIA		MINGUS MT ACADEMY	NPS
NPS - AB2726 - MINGUS MT N	04018	MTT300	TRONA		MINGUS NPS TRONA	NPS
NPS - AB2726 - MINGUS MTN	03623	MMA300	VVUHSD		MINGUS MOUNTAIN	NPS
NPS - AB2726 - NEW HAVEN I	05610	NHB300	BEAR VALLEY		NEW HAVEN - BVUSD	NPS
NPS - AB2726 - NEW HAVEN-I	05409	71J300	HELENDALE		NEW HAVEN NPS HELEND	NPS
NPS - AB2726 - NEW HAVEN-:	05301	NHA300	SNOWLINE		NEW HAVEN-SNOWLINE	NPS
NPS - AB2726 - NORMATIVE {	03734	NSN300	AVUSD		NORMATIVE NPS	NPS
NPS - AB2726 - OAK GROVE -	04754	OGV300	VVUHSD		OAK GROVE4	NPS
NPS - AB2726 - OAK GROVE /	05303	AVO300	AVUSD		OAK GROVE1	NPS
NPS - AB2726 - OAK GROVE {	05718	S14300	SNOWLINE		OAK GROVE2	NPS
NPS - AB2726 - OAK GROVE \	05729	OVD300	VICTOR		OAK GROVE RTC- VESD	NPS
NPS - AB2726 - OAKGROVE- {	05353	OGS300	SBC NO COUNTY HS		OAK GROVE- SBC NO CO	NPS
NPS - AB2726 - PROVO CANY	05861	PBA300	BARSTOW		PROVO CANYON -BARSTO	NPS
NPS - AB2726 - PROVO CNY {	03537	PSV300	SILVER VALLEY		PROVO CYN SIL VAL	NPS
NPS - AB2726 - PROVO CYN \	03092	PVP300	VICTOR		PROVO CYN2	NPS
NPS - AB2726 - RANCHO DAN	05211	09B300	VVUHSD		RANCHO DAMACITAS	NPS
NPS - AB2726 - WOODWARD-	05302	WWA300	AVUSD		WOODWARD-AVUSD	NPS
NPS - AB2726 -CIN HILLS BAF	03682	CIN300	BARSTOW		CINNAMON HILLS - BAR	NPS
NPS - AB2726 DEVEREUX TE:	02902	DTX300	HESPERIA		DEVEREUX TEXAS	NPS
NPS - AB2726 DEVEREUX VV	02791	DTV300	VVUHSD		DEV TX LC VVUHSD	NPS
NPS - AB2726 HERITAGE UT	03021	HUT300	SNOWLINE		HERITAGE UTAH NPS	NPS
NPS - AB2726 MT VIEW VVUF	02581	MVU300	VVUHSD		MT VIEW AES - VVUHSD	NPS
NPS - AB2726 PACIFIC SCH N	03053	PNP300	VVUHSD		PACIFIC SCH NPS	NPS
NPS - AB2726 PROVO AVUSC	02838	PAV300	AVUSD		PROVO CYN NPS	NPS
NPS - AB2726 PROVO HESPE	03076	PCH300	HESPERIA		PROVO CYN NPS 2	NPS
NPS - AB2726 PROVO SNOW	03422	PCS300	SNOWLINE		PROVO CYN SNOW	NPS
NPS - AB2726 PROVO VVUHS	03344	PVV300	VVUHSD		PROVO CYN 3	NPS
NPS - AB2726 REDROCK HES	02915	RRH300	HESPERIA		RR NPS - HESPERIA	NPS
NPS - AB2726 REDROCK VVU	02901	RRV300	VVUHSD		RED ROCK CYN VVUHSD	NPS

Teacher Name	Teacher ID	Class Number	District of Service	District Teacher ID	School Name	Class Type
NPS - AB2726- BENCHMARK \	05864	BMV300	VVUHSD		BENCHMARK- VVUHSD	NPS
NPS - AB2726- NEW HAVEN-V	05802	NHY300	VVUHSD		NEW HAVEN YOUTH NPS	NPS
NPS - AB2726- OAK GROVE -	05467	OLV300	LUCERNE VALLEY		OAK GROVE-LUCERNE	NPS
NPS - LCI/FOSTER ALTUS RI/	05080	71F100	VVUHSD		ALTUS RIALTO VVUHSD	NPS
NPS AB2726 - BENCHMARK V	05869	44D300	VVUHSD		BENCHMARK NPS	NPS
NPS AB2726 - CIN HILLS BEAI	02218	CIB300	BEAR VALLEY		CIN HILLS - BEAR VAL	NPS
NPS AB2726 - DEV FLORIDA {	04449	DSN300	SNOWLINE		DEV FLORIDA SNOWLINE	NPS
NPS AB2726 - DEV FLORIDA {	04449	NPS001	AVESON SL CHR		HILLSIDE NPS AVES SL	NPS
NPS AB2726 - DEV GEORGIA	04448	DGV300	VVUHSD		DEV GEORGIA VVUHSD	NPS
NPS AB2726 - DEV SCH OF V	02597	DEV300	ADELANTO		DEVEREUX - FLORIDA	NPS
NPS AB2726 - LIVE OAK SNO\	02596	LVS300	SNOWLINE		LIVE OAK AES SNOW	NPS
NPS AB2726 - YELLOWSTONI	02219	YBG300	HESPERIA		YELLOWSTONE NPS	NPS
NPS AB2726 CINNAMON ADE	02121	CAD300	ADELANTO		CINNAMON HILLS - ADE	NPS
NPS AB2726 CINNAMON HILL	01254	AV4300	AVUSD		CINNAMON HILLS - AVU	NPS
NPS AB2726 CINNAMON HILL	02618	HCH300	HESPERIA		CIN HILLS - HESPERIA	NPS
NPS AB2726 CINNAMON HILL	01229	VV4300	VVUHSD		CINNAMON HILLS1	NPS
NPS AB2726 DEVEREUX AVU	03490	DFA300	AVUSD		DEVEREUX FL- AVUSD	NPS
NPS AB2726 DEVEREUX VIC1	01223	VT1300	VICTOR		DEVEREUX - VICTOR	NPS
NPS AB2726 DEVEREUX VVU	01232	VV1300	VVUHSD		DEVEREUX	NPS
NPS AB2726 HERITAGE BEAF	01216	BV1300	BEAR VALLEY		HERITAGE SCHOOL1	NPS
NPS AB2726 HERITAGE SNO\	01986	HSN300	SNOWLINE		HERITAGE SCHOOL2	NPS
NPS AB2726 WOODWARD NF	04415	54B300	SNOWLINE		WOODWARD NPS SNOWLIN	NPS
NPS DIST PL - MT VIEW SILVI	02664	MSL200	SILVER VALLEY		MT VIEW - SILVER VAL	NPS
NPS DIST PLACED - DESERT	05871	DVF200	ADELANTO		DESERT VIEW - ADELAN	NPS
NPS DIST PLACED - DESERT	05872	DVM200	AVUSD		DESERT VIEW - AVUSD	NPS
NPS DIST PLACED - DESERT	05875	DVK200	BAKER VALLEY		DESERT VIEW - BAKER	NPS
NPS DIST PLACED - DESERT	05876	DVJ200	BARSTOW		DESERT VIEW - BARSTO	NPS
NPS DIST PLACED - DESERT	05879	DVU200	BEAR VALLEY		DESERT VIEW - BEAR	NPS
NPS DIST PLACED - DESERT	05880	DVZ200	HELENDALE		DESERT VIEW - HELEND	NPS
NPS DIST PLACED - DESERT	05867	DVN200	HESPERIA		DESERT VIEW- HUSD	NPS
NPS DIST PLACED - DESERT	05883	DVL200	LUCERNE VALLEY		DESERT VIEW - LUCERN	NPS
NPS DIST PLACED - DESERT	05885	DVY200	NEEDLES		DESERT VIEW - NEEDLE	NPS
NPS DIST PLACED - DESERT	05886	DVO200	ORO GRANDE		DESERT VIEW - ORO G	NPS
NPS DIST PLACED - DESERT	05889	DVX200	SILVER VALLEY		DESERT VIEW - SILVER	NPS
NPS DIST PLACED - DESERT	05891	DVW200	SNOWLINE		DESERT VIEW - SNOW	NPS
NPS DIST PLACED - DESERT	05897	DVT200	TRONA		DESERT VIEW - TRONA	NPS
NPS DIST PLACED - DESERT	05894	DVQ200	VICTOR		DESERT VIEW - VICTOR	NPS
NPS DIST PLACED - DESERT	05895	DVP200	VVUHSD		DESERT VIEW - VVUHSD	NPS
NPS DIST PLACED - HILLSIDE	05328	88E200	AVESON SL CHR		HILLSIDES NPS - ASL	NPS
NPS DIST PLACED - KEY HEL	02634	KHL200	HELENDALE		BFA NPS - HELENDALE	NPS
NPS DIST PLACED - MT VIEW	02493	MTA200	ADELANTO		MT VIEW AES-ADELANTO	NPS
NPS DIST PLACED - MT VIEW	03132	MBA200	BARSTOW		MT VIEW NPS BARSTOW	NPS
NPS DIST PLACED - MT VIEW	02663	MHE200	HELENDALE		MTN VIEW NPS HELEN	NPS

Teacher Name	Teacher ID	Class Number	District of Service	District Teacher ID	School Name	Class Type
NPS DIST PLACED - MT VIEW	02662	MTV200	VICTOR		MT VIEW NPS VICTOR E	NPS
NPS DIST PLACED - MT VIEW	02582	MVU200	VVUHSD		MT VIEW AES - VVUHSD	NPS
NPS DIST PLACED - SD CTR I	05712	78B200	HTM MEDIA ARTS		SD CTR NPS HTMMA	NPS
NPS DIST PLACED - STEM3	05708	STM200	AVESON GLA		STEM3 NPS AVES GLA	NPS
NPS DIST PLACED ALMANSO	05636	47A200	AVESON SL CHR		AVESON SL CHR	NPS
NPS DIST PLACED KEY BARS	02894	BAR200	BARSTOW		BFA NPS - BARSTOW	NPS
NPS DIST PLACED KEY VIC H	01287	H4K200	HESPERIA		BFA NPS - HESPERIA	NPS
NPS DIST PLACED KEY VIC L	02122	KLV200	LUCERNE VALLEY		BFA NPS - LUCERNE	NPS
NPS DIST PLACED LIVE OAK	01297	AV2200	AVUSD		LIVE OAK-AES3	NPS
NPS DIST PLACED LIVE OAK	01269	B22200	BARSTOW		LIVE OAK-AES	NPS
NPS DIST PLACED LIVE OAK	01288	H22200	HESPERIA		LIVE OAK-AES2	NPS
NPS DIST PLACED LIVE OAK	01274	V22200	VICTOR		LIVE OAK-AES1	NPS
NPS DIST PLACED MT VIEW I	02495	MTH200	HESPERIA		MT VIEW AES HESPERIA	NPS
NPS DIST PLACED MT VIEW S	02541	MVS200	SNOWLINE		MT VIEW AES SNOWLINE	NPS
NPS DIST PLACED MTN VIEW	01299	AV6200	AVUSD		MTN VIEW-AES	NPS
NPS LCI/FOSTER - DESERT V	05870	DVF100	ADELANTO		DESERT VIEW - ADELAN	NPS
NPS LCI/FOSTER - DESERT V	05873	DVM100	AVUSD		DESERT VIEW - AVUSD	NPS
NPS LCI/FOSTER - DESERT V	05874	DVK100	BAKER VALLEY		DESERT VIEW - BAKER	NPS
NPS LCI/FOSTER - DESERT V	05877	DVJ100	BARSTOW		DESERT VIEW - BARSTO	NPS
NPS LCI/FOSTER - DESERT V	05878	DVU100	BEAR VALLEY		DESERT VIEW - BEAR	NPS
NPS LCI/FOSTER - DESERT V	05881	DVZ100	HELENDALE		DESERT VIEW - HELEND	NPS
NPS LCI/FOSTER - DESERT V	05868	DVN100	HESPERIA		DESERT VIEW - HUSD	NPS
NPS LCI/FOSTER - DESERT V	05882	DVL100	LUCERNE VALLEY		DESERT VIEW - LUCERN	NPS
NPS LCI/FOSTER - DESERT V	05884	DVY100	NEEDLES		DESERT VIEW - NEEDLE	NPS
NPS LCI/FOSTER - DESERT V	05887	DVO100	ORO GRANDE		DESERT VIEW - ORO G	NPS
NPS LCI/FOSTER - DESERT V	05888	DVX100	SILVER VALLEY		DESERT VIEW - SILVER	NPS
NPS LCI/FOSTER - DESERT V	05890	DVW100	SNOWLINE		DESERT VIEW - SNOW	NPS
NPS LCI/FOSTER - DESERT V	05892	DVT100	TRONA		DESERT VIEW - TRONA	NPS
NPS LCI/FOSTER - DESERT V	05893	DVQ100	VICTOR		DESERT VIEW - VICTOR	NPS
NPS LCI/FOSTER - DESERT V	05896	DVP100	VVUHSD		DESERT VIEW - VVUHSD	NPS
NPS LCI/FOSTER - MT VIEW I	02494	MTH100	HESPERIA		MT VIEW AES HESPERIA	NPS
NPS LCI/FOSTER - MT VIEW V	02583	MVU100	VVUHSD		MT VIEW AES - VVUHSD	NPS
NPS LCI/FOSTER KEY VIC BA	01316	BAR100	BARSTOW		BFA NPS - BARSTOW	NPS
NPS LCI/FOSTER KEY VIC HE	01335	H4K100	HESPERIA		BFA NPS - HESPERIA	NPS
NPS LCI/FOSTER KEY VIC LU	02123	KLV100	LUCERNE VALLEY		BFA NPS - LUCERNE	NPS
NPS LCI/FOSTER LIVE OAK A	01343	AV2100	AVUSD		LIVE OAK-AES3	NPS
NPS LCI/FOSTER LIVE OAK B	01317	B22100	BARSTOW		LIVE OAK-AES	NPS
NPS LCI/FOSTER LIVE OAK H	01336	H22100	HESPERIA		LIVE OAK-AES2	NPS
NPS LCI/FOSTER LIVE OAK V	01322	V22100	VICTOR		LIVE OAK-AES1	NPS
NPS LCI/FOSTER MT VIEW AI	02489	MTA100	ADELANTO		MT VIEW AES-ADELANTO	NPS
NPS LCI/FOSTER MT VIEW SI	02540	MVS100	SNOWLINE		MT VIEW AES SNOWLINE	NPS
NPS LCI/FOSTER MTN VIEW /	01345	AV6100	AVUSD		MTN VIEW-AES	NPS
NPS LCI/FOSTER-KEY HELEN	02635	KHL100	HELENDALE		BFA NPS - HELENDALE	NPS

Teacher Name	Teacher ID	Class Number	District of Service	District Teacher ID	School Name	Class Type
NPS SPRINGALL IND COUNSI	05849	HTM014	HTM		HIGH TECH MIDDLE	NPS
NPS SPRINGALL LSH	05848	HTM013	HTM		HIGH TECH MIDDLE	NPS
NPS SPRINGALL OT	05847	HTM012	HTM		HIGH TECH MIDDLE	NPS
NPS SPRINGALL SAI	05846	HTM011	HTM		HIGH TECH MIDDLE	NPS
NPS- AB2726- AACA - ADELAI	05418	AAC200	ADELANTO		AACA	NPS
NPS- AB2726- COPPER HILLS	05659	CYS300	SNOWLINE		COPPER HILLS-SNOWLIN	NPS
NPS-AB2726 DEVEREUX FLO	02863	599300	VVUHSD		DEVEREUX FLORIDA - V	NPS
NPS-AB2726 OAK GOVE HTH	05344	HOG300	HTH		OAK GROVE NPS-HTH	NPS
NPS-AB276-DEV FLORIDA TR	03556	DFT101	TRONA		DF TRONA	NPS

GrandTotal   219

8.12 Nonpublic School Updates
Verbal report, no materials

Re: 2018-19 Nonpublic School Master Contract

Dear NPS Provider,

The California Association of Health & Education Linked Professions Joint Powers Authority (CAHELP JPA) Chief Executive Officer on behalf of the Desert/Mountain Special Education Local Plan Area (SELPA), Desert/Mountain Charter SELPA, and the Desert/Mountain Children's Center, is the authorized representative/contracting agent for our local education agencies (LEAs) for purposes of developing nonpublic school/nonpublic agency (NPS/NPA) rates and master contractual agreements.

We appreciate the services you provide to our students. The Inland Empire SELPA Administrators (IESA) have negotiated rates for Non Public Schools who provide services to multiple SELPA's in the Inland Empire. These negotiated rates are reflected on the rate sheet enclosed with the Master Contract. We are happy to pass along a cost of living increase (COLA) of 2.71% based on the Governor's proposed budget for public education next year applied to any item that was not negotiated with IESA.

Please note that we will remain with the 180-day calendar year, and the number of extended school year (ESY) days will be 20 unless additional days are authorized by the individualized education program (IEP).

Enclosed for your review is the Master Contract for 2018-19, and summary of revisions made to the agreement. In order to meet the July 1, 2018 new fiscal year requirements, signed contracts should be returned to the Desert/Mountain SELPA office no later than 5:00 p.m., June 22, 2018. If you are in agreement with the terms and conditions of the contract, please sign all three original copies of the signature page and retain one for your records. Return the other two signature pages to our office in the self-addressed stamped envelope as soon as possible and no later than June 22, 2018. We ask that you do not alter the Master Contract or Rate Sheet enclosed. If you have any questions, please feel free to contact our office at (760) 955-3559.

Additionally, we will require a copy of the following information:

NPS:

- State certification
- Certificate of insurance (with the limits as outlined in the agreement)
- Class list for 2017-18
- AB 1858 Compliance documentation:

  ➢ Daily schedule
  ➢ Copies of credentials of staff
  ➢ List of teachers and classroom assignments
  ➢ List of one-to-one aide assignments
  ➢ Copy of disciplinary policy
  ➢ List of core curriculum textbooks, material including title, edition, and copyright date
  ➢ Extra-curricular activities provided
  ➢ Description of general education program instruction

Once we receive these items along with the signed Master Contract, we will initiate the individual services agreements (ISAs) for our students.

As a reminder, NPS certification must be updated annually. NPS are required under state law to provide the SELPA, in which the NPS is located, with a written notification of intent to renew its certification to provide related services for individuals with exceptional needs. The SELPA has 30 days to respond to the application request before the NPS can submit its application packet to the California Department of Education (CDE). Renewal and/or new applications become available on August 1st and may be submitted to the CDE anytime between August 1st and October 31st. Please note that the previous application submission/process to the California Accountability & Improvement System (CAIS) was decommissioned on June 30, 2016. For additional information regarding the NPS renewal and/or new certification process, visit the CDE website http://www.cde.ca.gov/sp/se/ds/npsacrtapp.asp

Lastly, due to the number of NPS contracts, we ask that you submit your renewal application at least thirty (30) days prior to the October 31st deadline.

We greatly appreciate the services you provide to our students and look forward to working with you in the upcoming school year.

Thank you,

Jenae Holtz
Chief Executive Officer, CAHELP JPA

JH;jh
Enclosures

Nonpublic, Nonsectarian School/Agency Services

Master Contract

2018-2019

MASTER CONTRACT
GENERAL AGREEMENT FOR NONSECTARIAN,
NONPUBLIC SCHOOL AND AGENCY SERVICES

District:

Contract Year: _____

☐ Nonpublic School

☐ Nonpublic Agency

Type of Contract:

☐ Master Contract for fiscal year with Individual Service Agreement (ISA) to be approved throughout the term of this contract.

☐ Individual Master Contract for a specific student incorporating the Individual Service Agreements (ISA) into the terms of this Individual Master Contract specific to a single student.

☐ Interim Contract: An extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for ninety (90) days at the sole discretion of the CAHELP JPA. Expiration Date: _____

When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.

2018-2019 MASTER CONTRACT
General Agreement for Nonsectarian, Nonpublic School/Nonpublic Agency Services
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IV.   PERSONNEL

V.   HEALTH AND SAFETY MANDATES

VI.   FINANCIAL

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES MASTER CONTRACT

Authorization for Master Contract and General Provisions Authority

1. MASTER CONTRACT

This Master Contract is entered into this 1st day of July, 2018, between the **California Association of Health and Education Linked Professions Joint Powers Authority (CAHELP JPA)** through the Desert/Mountain SELPA, Desert/Mountain Charter SELPA, and Desert/Mountain Children's Center (hereinafter referred to as "CAHELP JPA"), authorized by member districts and charter schools (hereinafter referred to as "LEA") to act as the representative/contracting agent, and _____ (hereinafter referred to as "CONTRACTOR") for the purpose of providing special education and/or related services to LEA students with exceptional needs under the authorization of California Education Code sections 56157, 56361, and 56365 et seq., and Title 5 of the California Code of Regulations section 3000 et seq., AB 490 (Chapter 862, Statutes of 2003), and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the CAHELP JPA to pay for special education and/or related services provided to any LEA student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized CAHELP JPA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of an LEA student, the CAHELP JPA shall submit to the CONTRACTOR an Individual Service Agreement (hereinafter referred to as "ISA") and a Nonpublic School Placement Referral packet and Student Enrollment form as specified in the CAHELP JPA Procedures. Unless otherwise agreed to in writing, these forms shall acknowledge CONTRACTOR's obligation to provide all services specified in the LEA student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of an LEA student's enrollment. CAHELP JPA and CONTRACTOR shall enter into an ISA for each LEA student served by CONTRACTOR. As available and appropriate, the CAHELP JPA shall make available access to any electronic IEP system and/or electronic database for ISA developing including invoicing.

Unless placement is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the LEA student's parent.

2. CERTIFICATIONS AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a nonpublic, nonsectarian school/agency. All nonpublic school/agency services shall be provided consistent with the area of certification specified

by CDE certification and as defined in California Education Code section 56366 et seq., and within the professional scope of practice of each provider's license, certification, and/or credential.

A current copy of CONTRACTOR's nonpublic school/agency certification or waiver of such certification issued by the CDE pursuant to California Education Code section 56366.2, must be provided to the CAHELP JPA on or before the date this contract is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. CONTRACTOR must immediately (and under no circumstances longer than three (3) calendar days) notify CAHELP JPA of such expiration of certification or waiver.

Total student enrollment shall be limited to capacity as stated on CDE certification. Total student enrollment shall be limited to capacity as stated in Section 25 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State <u>shall be certified or licensed by that State</u> to provide, respectively, special education and related services to students under the Federal Individuals with Disabilities Education Act (Title 20 of the United States Code section 1400 et seq.).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the State, or other public agency having delegated authority by contract with the State to license, to provide nonmedical care to children, including but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the State where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify the CAHELP JPA and CDE of any change in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modifications or relocation of facilities; and (5) significant modification of the program, may result in the suspension or revocation of CDE certification, and/or suspension or termination of this Master Contract by the CAHELP JPA.

3. **COMPLIANCE WITH LAWS, STATUTES, REGULATIONS**

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable Federal, State, local statutes, laws, ordinances, rules, policies, and regulations. CONTRACTOR shall also comply with all applicable CAHELP JPA/LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances a policy or policies, or a portion of a policy does not reasonably apply to CONTRACTOR, must be specifically agreed to in writing between the CONTRACTOR and CAHELP JPA/LEA. CONTRACTOR hereby acknowledges and agrees that it accepts all

risks and responsibilities for its failure to comply with CAHELP JPA/LEA policies and shall indemnify CAHELP JPA/LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage, and expense (including reasonable attorney's fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable CAHELP JPA/LEA policies (e.g., those policies relating to the provision of special education and/or related services, facilities for individuals with exceptional needs, LEA student enrollment and transfer, LEA student inactive status, corporal punishment, student discipline, and positive behavioral interventions).

CONTRACTOR acknowledges and understands that CAHELP JPA may report to the CDE any violations of the provisions of this Master Contract, and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2018 to June 30, 2019 (Title 5 of the California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the CAHELP JPA is required to renew this Master Contract in subsequent contract years. However, the parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2019. In the event a Master Contract is not renegotiated by June 30th, an interim contract may be made available as mutually agreed upon for up to ninety (90) days from July 1 of the new fiscal year (Title 5 of the California Code of Regulations section 3062(d)). No Master Contract will be offered unless and until all the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the CAHELP JPA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to the CAHELP JPA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Master Contract includes the CAHELP JPA procedures and each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties. Notwithstanding the foregoing, the CAHELP JPA may modify the procedures from time to time without the consent of CONTRACTOR.

CONTRACTOR shall provide the CAHELP JPA with all information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of teacher credentials and clearance, insurance documentation, and CDE certification. The CAHELP JPA may require additional information as applicable. CONTRACTOR that is a nonpublic school shall provide the

CAHELP JPA with an updated classroom roster, including LEA students' names, assigned teachers, paraprofessionals, and credentialing or licensing of each staff member, by the 5th of each month. If the application packet is not completed and returned to the CAHELP JPA, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to the CAHELP JPA duly signed by an authorized representative within ninety (90) calendar days of issuance by the CAHELP JPA, the new contract rates will not take effect until the newly executed Master Contract is received by the CAHELP JPA, and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety (90) day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to the CAHELP JPA by CONTRACTOR (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and CAHELP JPA for so long as CONTRACTOR is servicing authorized LEA students at the discretion of the LEA.

6. **INDIVIDUAL SERVICES AGREEMENT**

This Master Contract shall include an ISA developed for each LEA student for whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for LEA students enrolled with the approval of the LEA pursuant to California Education Code section 56366(a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and CAHELP JPA for so long as CONTRACTOR is servicing authorized LEA students.

Any and all changes to a LEA student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the LEA student's IEP. At any time during the term of this Master Contract, a LEA student's parent, CONTRACTOR, or LEA may request a review of a LEA student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the CAHELP JPA agree otherwise in the ISA (California Education Code sections 56366(a)(5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the CAHELP JPA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to LEA student as a result of lack of provision of services while LEA student was served by the nonpublic school or agency.

If a parent or student's LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of State and Federal law unless the parent agrees otherwise or an interim alternative educational placement is deemed lawful and appropriate by the LEA or OAH consistent with section

1415(k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all the LEA requirements concerning changes in placement.

Disagreements between the CAHELP JPA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the CAHELP JPA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2).

7. **DEFINITIONS**

The following definitions shall apply for purposes of this contract:

a. The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency certified by the CDE and its officers, agents, and/or employees.

b. The term "authorized representative/contracting agent" refers to the California Association of Health and Education Linked Professions Joint Powers Agreement (CAHELP JPA). It is understood that the CAHELP JPA initiates a Master Contract based on the request of a LEA member.

The term "local educational agency (LEA)" refers to the school districts and charter schools who are members of the CAHELP JPA (Refer to Exhibit B for list of member LEAs in the CAHELP JPA).

c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970, or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(j).

d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services, and has met Federal and State certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations sections 3064 and 3065, or in the absence of such requirements, the State education agency approved or recognized requirements, and adheres to the standards of professional practice established in Federal and State law or regulation, including the standards contained in the California Business and Professions Code. Nothing in this definition shall be construed as restricting the activities of services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by State laws or regulations (Title 5 of the California Code of Regulations section 3001(y)).

e. The term "license" means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other State licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services, or refer to themselves using a specified professional title, including but not limited to, mental health and board and care services at a residential placement. If a license is not available through an appropriate State licensing agency, a certificate of registration with the appropriate professional organization at the national or State level which has standards established for the certificate that are equivalent to a license, shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(r).

f. "Parent" means a biological or adoptive parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child; a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child; an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives; or an individual who is legally responsible for the child's welfare, a surrogate parent, a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Title 34 of the Code of Federal Regulations section 300.30(b)(1) or (2). Parent does not include the State or any political subdivision of government or the nonpublic school/agency under contract with the CAHELP JPA for the provision of special education or related services for a child. (California Education Code section 56028).

g. The term "days" means calendar days unless otherwise specified.

h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.

i. The phrase "billable day of attendance" means a school day as defined in California Education Code section 46307, in which a LEA student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.

j. It is understood that the term "Master Contract" also means "Agreement" and is referred to as such in this document.

k. The term "ERMHS" refers to Educationally Related Mental Health Services.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Master Contract shall be in writing. Notices shall be mailed by first class mail deposited with the United States Postal Service or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed to the CAHELP JPA shall be addressed to the person and address as indicated on the signature page of the Master Contract. Notices to CONTRACTOR shall be addressed as indicated on the signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by State and Federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavioral intervention aides, and bus aides; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, dates of hire, and dates of termination; records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; State nonpublic school and/or agency certification by-laws; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; case receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; Federal/State payroll quarterly reports; bank statements and canceled checks, or facsimile thereof. Positive attendance is required.

CONTRACTOR shall maintain LEA student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each LEA student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064, and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the LEA student's record. Such log needs to record access to the LEA student's records by: (a) the LEA student's parent; (b) an individual to whom written consent has been executed by the LEA student's parent; or (c) employees of the LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR"

do not include subcontractors. CONTRACTOR shall grant parents access to student records, and comply with parents' requests for copies of student records, as required by State and Federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward all records within ten (10) business days to the LEA. These shall include, but not be limited to, current transcripts, IEP/ISPs, and reports. CAHELP JPA/LEA shall have access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

If any provision of this Master Contract is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire Agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the CAHELP JPA of any change of ownership or corporate control within thirty (30) calendar days of change of ownership, or change of authorized representative.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this Master Contract with venue in the County where the CAHELP JPA is located.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by the CAHELP JPA to conform to administrative and statutory guidelines issued by any State, Federal, or local governmental agency. The party seeking such modification shall provide the CAHELP JPA thirty (30) day notice of any such changes or modifications made to conform to administrative or statutory guidelines, and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

This Master Contract or an ISA may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the Master Contract or ISA unless the parent agrees to the transfer of the LEA student to the public school program at an IEP team meeting. To terminate the Master Contract, either party shall give twenty (20) days prior written notice to the other party (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to the CAHELP JPA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 6. CONTRACTOR or the CAHELP JPA may also terminate an ISA for cause. To terminate the ISA, either party shall also give twenty (20) days prior written notice to the other.

15. INSURANCE

CONTRACTOR shall, at his/her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

PART I

a. **Commercial General Liability Insurance**, including both bodily injury and property damage,

- $2,000,000 per occurrence
- $500,000 fire damage
- $5,000 medical expenses
- $1,000,000 personal & adv. injury
- $3,000,000 general aggregate
- $2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

b. **Business Auto Liability Insurance** for all owned scheduled, non-owned, or hired automobiles with a $1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools, and/or to/from students' homes or other locations as an approved service location by the LEA, CONTRACTOR must comply with the State of California auto insurance requirements.

c. **Workers' Compensation and Employers Liability Insurance** in a form and amount covering CONTRACTOR's full liability under the California Workers' Compensation Insurance and Safety Act and in accordance with applicable State and Federal laws.

- Part A - Statutory Limits
- Part B - $1,000,000/$1,000,000/$1,000,000 Employers Liability

d. **Errors and Omissions (E&O)/Malpractice (Professional Liability) coverage, including Sexual Molestation and Abuse coverage, unless that coverage is**

afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

- $1,000,000 per occurrence
- $2,000,000 general aggregate

e. CONTRACTOR, upon execution of this Master Contract and periodically thereafter upon request, shall furnish the CAHELP JPA with certificates of insurance evidencing required coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The policy shall name the CAHELP JPA and LEA as additional insured's in case legal action is brought against the CAHELP JPA and LEA for actions or negligence of the CONTRACTOR. The Commercial General Liability and Automobile Liability policy shall name the CAHELP JPA and LEA as additional insured's premiums on all insurance policies that shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

f. Any deductibles or self-insured retentions above $100,000 must be declared to and approved by the CAHELP JPA. At its option, the CAHELP JPA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by CAHELP JPA, or eliminate such deductibles or self-insured retentions with respect to CAHELP JPA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.

g. For any claims related to the services, the CONTRACTOR's insurance coverage shall be primary insurance as respects to CAHELP JPA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by CAHELP JPA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.

h. All Certificates of insurance shall reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II

INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT CENTER ("RTC)

When CONTRACTOR is a nonpublic school affiliated with a residential treatment center (NPS/RTC), the following insurance policies are required:

a. **Commercial General Liability** coverage of $3,000,000 per occurrence and $6,000,000 in General Aggregate. The policy shall be endorsed to name the CAHELP JPA and LEA, and the Board of Education as named additional insured and shall provide specifically that any insurance carried by the CAHELP JPA/LEA which may be applicable to any claims or loss shall be

deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above $100,000 without the prior written approval of the CAHELP JPA/LEA.

b. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

c. **Commercial Auto Liability** coverage with limits of $1,000,000 Combined Single Limit per occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per occurrence.

d. **Fidelity Bond or Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be $250,000 per occurrence with no Self-Insured Retention.

e. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of $3,000,000 per occurrence and $6,000,000 general aggregate.

f. **Sexual Molestation and Abuse Coverage** unless that coverage is afforded elsewhere in the Commercial General Liability or Professional Liability policy by endorsement, with minimum limits of $3,000,000 per occurrence and $6,000,000 general aggregate.

If the CAHELP JPA or CONTRACTOR determines that changes in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

If any of the policies required to be maintained under these insurance requirements are written on a claims-made basis, the following shall apply:

1. The retroactive date must be shown, and must be before the date of this Agreement or the beginning of services to be performed.

2. Insurance must be maintained and evidence of insurance must be provided for at least five (5) years after completion of the services.

3. If coverage is cancelled or non-renewed, and not replaced with another claims-made policy form with a retroactive date prior to this Agreement, the RTC must purchase an extended reporting period for a minimum of five (5) years after the completion of services or the termination of this Agreement.

4. Upon request, a copy of the claims-made reporting requirements must be submitted to the CAHELP JPA for review.

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall defend, indemnify and hold harmless CAHELP JPA/LEA and its Board members, administrators, employees, agents, attorneys, volunteers, and subcontractors (CAHELP JPA/LEA Indemnities) harmless against all liability, loss, damage, and expense (including reasonable attorney's fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage, or liability was proximately caused by negligence, intentional act, willful act, or omission of CONTRACTOR, including without limitation, its agents, employees, subcontractors, or anyone employed directly or indirectly by it (excluding CAHELP /LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The CAHELP JPA/LEA shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, CAHELP JPA shall defend, indemnify, and hold CONTRACTOR and its Board members, administrators, employees, agents, attorneys, and subcontractors (CONTRACTOR Indemnities) harmless against all liability, loss, damage, and expense (including reasonable attorney's fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage, or liability was proximately caused by the negligent or willful act, or omission of CAHELP JPA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

CAHELP JPA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers CAHELP JPA employees acting within the course and scope of their respective duties, and that its self-insurance covers CAHELP JPA's indemnification obligations under this Master Contract.

17. INDEPENDENT CONTRACTOR

Nothing herein contained shall be construed to imply a joint venture, partnership, or principal-agent relationship between the CAHELP JPA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Agreement shall be deemed to create any association, partnership, joint venture, or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the CAHELP JPA and any individual assigned by CONTRACTOR to perform any services for the CAHELP JPA/LEA.

If the CAHELP JPA is held to be a partner, joint venturer, co-principal, employer, or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the

CAHELP JPA from and against any and all claims for loss, liability, or damages arising from that holding, as well as any expenses, costs, taxes, penalties, and interest charges incurred by the CAHELP JPA as a result of that holding.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to the CAHELP JPA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event the CAHELP JPA determines that it can provide the subcontracted service(s) at a lower rate, the CAHELP JPA may elect to provide such service(s). If the CAHELP JPA elects to provide such service(s), the CAHELP JPA shall provide written notification to the CONTRACOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible unless written approval for any change is first obtained by the CAHELP JPA. Any subcontract of the work contemplated under this Agreement without the express written approval from the CAHELP JPA shall be considered a material breach of the Agreement and the CAHELP JPA shall have the rights under the law for that material breach. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including without limitation transportation) for any LEA student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the CAHELP JPA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the CAHELP JPA. All endorsements are to be received and approved by the CAHELP JPA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the CAHELP JPA/LEA as additional insured.

As an alternative to the CAHELP JPA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All certificates of insurance shall reference the CAHELP JPA contract number, name of the school or agency submitting the certificate, indication if nonpublic school or nonpublic agency, and the location of the school or agency submitting the certificate. In addition, all sub-contractors must meet the requirements as contained in sections 46 (Clearance Requirements) and 47 (Staff Qualifications) of this Master Contract.

CONTRACTOR shall provide for the insurance provider to send written notice of cancellation to the CAHELP JPA/LEA at least forty-five (45) days prior to cancelation or material change in coverage.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to the CAHELP JPA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose and refrain from any relationship with the CAHELP JPA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042, including but not limited to, employment with CAHELP JPA/LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a LEA student's advocate. Pursuant to California Education Code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

Unless CONTRACTOR and the CAHELP JPA otherwise agree in writing, the CAHELP JPA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a LEA student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by the CONTRACTOR to the LEA student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the LEA student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the LEA student is performed or a report is prepared in the normal course of the services provided to the LEA student by the CONTRACTOR. To avoid a conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the LEA student for whom the IEE is requested. Likewise, the LEA may, in its discretion, not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, the LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

When the CONTRACTOR is a nonpublic agency, the CONTRACTOR acknowledges that its authorized representative has read and understands California Education Code section 56366.3, which provides in relevant part, that no special education and/or related services provided by CONTRACTOR shall be paid for by the CAHELP JPA/LEA if provided by an individual who was an employee of the LEA within the three hundred and sixty-five (365) days prior to executing this Master Contract. This provision does not apply to any person who is able to provide related services during the extended school year because he or she is otherwise employed for up to ten months of the school year by the LEA.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition-free "scholarship" basis, and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not unlawfully discriminate on the basis of gender, nationality, race or ethnicity, religion, age, sexual orientation, gender identity, gender expression, or

disability, or any other classification protected by Federal or State law, in employment or operation of its programs.

EDUCATIONAL PROGRAM

21. DISPUTE RESOLUTION

In the event of a disagreement regarding the distribution of funding, responsibility for service provision and any other activities specified within this Master Contract, it is the intent of the CAHELP JPA that issues be resolved at the lowest level possible. The CAHELP JPA Governance Council is considered to be the board of last resort. This policy is intended to resolve disagreements within a period of forty-five (45) days, but is not intended to undermine local authority.

If LEA or CONTRACTOR, including those that are out-of-geographic boundaries, disagree with a decision or practice of another agency or the SELPA office, that LEA or CONTRACTOR has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties, directly involved. The parties involved will present issues to their respective superintendent/CDE or designee, who will attempt to resolve the matter. Either party may request the direct assistance of the SELPA Administrator or his/her designee, or the services of a neutral mediator from outside the CAHELP JPA. In the event the issue cannot be resolved either party may request review by the SELPA Administrator, or his/her designee. If the issue cannot be resolved with the recommendation of the SELPA Administrator, either party may request that the issue be placed on the agenda of the CAHELP JPA Governance Council for a hearing on the issues and ultimate resolution. The decision of the CAHELP JPA Governance Council shall be final.

If any legal action or proceeding arising out of or relating to this Agreement is brought by either party to this Agreement, the prevailing party shall be entitled to receive from the other party, in addition to any other relief that may be granted, their reasonable attorney's fees, costs, and expenses incurred in the action or proceeding by the prevailing party.

22. FREE AND APPROPRIATE PUBLIC EDUCATION

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each LEA student served by CONTRACTOR. CONTRACTOR shall provide to each LEA student special education and/or related services (including transition services) within the nonpublic school/agency consistent with the LEA student's IEP and as specified in the ISA. If CONTRACTOR is a nonpublic school, CONTRACTOR shall not accept a LEA student if it cannot provide or ensure the provision of the services outlined in the LEA student's IEP. If student services are provided by a third party (i.e., Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and CAHELP JPA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities

for LEA students, as specified in the LEA student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the LEA student's IEP and ISA (including but not limited to, screenings, assessments to include translation of such written assessment reports when required, or interviews that occur prior to or as a condition of the LEA student's enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible LEA students with low incidence disabilities when specified in the LEA student's IEP and ISA. Such equipment remains the property of the CAHELP JPA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the nonpublic school. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment, which meets all pertinent health and safety regulations. CONTRACTOR may charge a LEA student's parent(s) for services and/or activities not necessary for the LEA student to receive a free appropriate public education after: (a) written notification to the LEA student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the LEA student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility as specified in the LEA procedures.

Voluntary services and/or activities not necessary for the LEA student to receive a free appropriate public education shall not interfere with the LEA student's receipt of special education and/or related services as specified in the LEA student's IEP and ISA unless the LEA, CONTRACTOR, and parent agree otherwise in writing.

23. GENERAL PROGRAM OF INSTRUCTION

All nonpublic school/agency services shall be provided consistent with the area of certification specified by CDE certification and as defined in California Education Code section 56366 et seq., and shall ensure that facilities are adequate to provide LEA students with an environment, which meets all pertinent health and safety regulations.

When CONTRACTOR is a nonpublic school, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and predictors and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy, and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; and (d) provide the services as specified in the LEA student's IEP and ISA. LEA students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards - aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a LEA that contracts with the nonpublic school; (b) college preparation courses; (c) extracurricular activities, such as art, sports, music, and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to State and Federal law; and (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling. CONTRACTOR's general

program of instruction shall be described in writing and a copy provided to the CAHELP JPA prior to the effective date of this Master Contract.

When CONTRACTOR serves LEA students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to LEA students who have not successfully completed all of the LEA's graduation requirements. At the close of each semester for LEA students in grades 9 through 12 inclusive, CONTRACTOR shall prepare transcripts and submit them to the student's LEA of residence for evaluation of progress toward completion of diploma or certificate of completion requirements. The LEA shall issue the high school diploma or certificate of completion to LEA students.

When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines and certification, and be provided as specified in the LEA student's IEP and ISA. The nonpublic agency providing Behavioral Intervention services shall develop a written treatment plan that specifies the nature of their nonpublic agency service for each LEA student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by the CONTRACTOR to a substitute program, or provided at a location not specifically authorized by the IEP team. Except for services provided by a contractor that is an LCI, all services not provided in the school setting require the presence of a parent, guardian, or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI contractors shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian, or adult caregiver is present. CONTRACTOR shall provide to the CAHELP JPA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORs providing Behavioral Intervention Services must have a trained behaviorist or trained equivalent on staff. It is understood that behavior intervention services are limited per CDE certification and do not constitute as an instructional program.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the CAHELP JPA and CONTRACTOR agree otherwise in writing.

24. INSTRUCTIONAL MINUTES

When CONTRACTOR is a nonpublic school, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to LEA students at like grade level, attending LEA schools and shall be specified in the LEA student's ISA developed in accordance with the LEA student's IEP.

For LEA students in grades kindergarten through 12 inclusive, unless otherwise specified in the LEA student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch, and passing time, shall be at the same level that California Education Code prescribes for the LEA.

Per California Education Code section 46207(a), notwithstanding sections 46200 to 46205, inclusive, upon a determination that a school district equals or exceeds its local control funding formula target computed pursuant to section 42238.02 as determined by the calculation of a zero difference pursuant to paragraph (1) of subdivision (b) of section 42238.03, each school district, as a condition of apportionment pursuant to section 42238.02, as implemented pursuant to section 42238.03, shall, for each fiscal year, offer, at the minimum, the following number of minutes of instruction:

1. To pupils in kindergarten, 36,000 minutes.
2. To pupils in grades 1 to 3, inclusive, 50,400 minutes.
3. To pupils in grades 4 to 8, inclusive, 54,000 minutes.
4. To pupils in grades 9 to 12, inclusive, 64,800 minutes.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to LEA students attending LEA schools in like grade levels unless otherwise specified in the LEA student's IEP.

When CONTRACTOR is a nonpublic agency and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the LEA student's ISA developed in accordance with the LEA student's IEP.

25. CLASS SIZE

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students unless CONTRACTOR and CAHELP JPA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a nonpublic school is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE certification of that school, the nonpublic school shall develop a plan to assure appropriate coverage of students by first utilizing existing certificated staff. The nonpublic school and the LEA may agree to one thirty (30) school day period per contract year where class size may be increased to assure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a nonpublic agency.

26. CALENDARS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to the CAHELP JPA a school calendar with the total number of billable days not to exceed 180 days, plus twenty (20) extended school year billable days equivalent to the number of days determined

by the LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the CAHELP JPA. Nothing in this Master Contract shall be interpreted to require the CAHELP JPA to accept any requests for calendar changes.

Unless otherwise specified by the students' IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services if such are recommended by his/her IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

The student must have actually been in attendance during the regular school year and/or during extended school year, and actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic school service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as the LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King, Jr. Day, President's Day, Memorial Day, and Independence Day. With the approval of the LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. LEA student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic agency service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

27. DATA REPORTING

CONTRACTOR shall agree to provide to the CAHELP JPA, all data related to LEA student information and billing information with LEA. CONTRACTOR shall agree to provide all data related to any and all sections of this Master Contract and requested by and in the format required by the CAHELP JPA. It is understood that all nonpublic schools and nonpublic agencies shall utilize the Web IEP System or comparable system approved by the CAHELP JPA for all IEP development and progress reporting. Additional progress reporting may be required by the LEA. The CAHELP JPA/LEA shall provide the CONTRACTOR with appropriate software, user training, and proper internet permissions to allow adequate access.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data, including but not limited to, invoicing, attendance reports, and progress reports. The LEA may approve use of CONTRACTOR-provided forms at their discretion.

28. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and the LEA shall both follow all CAHELP JPA/LEA policies and procedures that support Least Restrictive Environment ("LRE") options (and/or dual enrollment options if available and appropriate) for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR shall ensure that LRE placement options are addressed at all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services and goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a LEA student should be transitioned into the public school setting, CONTRACTOR shall assist in implementing the IEP team's recommended activities to support transition which may include, but not be limited to, facilitation of dual enrollment, scheduling, transportation arrangements, and other student supports. Additionally, that these provisions shall also apply to mediated agreements and OAH decisions.

CONTRACTOR shall notify the LEA should the LEA student show progress is not being made and shall request an IEP team meeting with the LEA to discuss the appropriate LRE. Conversely, should the LEA student show improvement in his/her educational placement, CONTRACTOR shall call an IEP team meeting with the LEA to decide on the appropriate LRE.

29. STATEWIDE ACHIEVEMENT TESTING AND HIGH SCHOOL EXIT EXAMINATION

When CONTRACTOR is a nonpublic school, per implementation of Senate Bill 484, CONTRACTOR shall administer all Statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), the Desired Results

Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities test (using LEA-authorized assessment instruments), the FITNESSGRAM® (physical fitness test), and the English Language Proficiency Assessments for California ("ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA, and State and Federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to California Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of the CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR's qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

Where CONTRACTOR is a nonpublic school, CONTRACTOR shall administer all statewide achievement tests as mandated by the LEA and pursuant to the LEA, and State and Federal guidelines.

30. MANDATED ATTENDANCE AT MEETINGS

CONTRACTOR shall attend CAHELP JPA/LEA mandated meetings when legal mandates, and/or CAHELP JPA/LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, and standardized testing and IEPs. The CAHELP JPA/LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings shall not constitute a billable service hour(s).

31. POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of California Education Code sections 56521.1 and 56521.2, regarding positive behavioral interventions. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with Federal law and its implementing regulations. If the IEP team determines that a LEA student's behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies to address that behavior, consistent with section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated Federal regulations. This could mean that instead of developing a Behavioral Intervention Plan (BIP), the IEP team may conclude it is sufficient to address the LEA student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1, regarding emergency interventions and Behavioral Emergency Reports ("BER"). Evidence of such training shall be submitted to the LEA at the beginning of the school year and within six (6) days of any new hire. CONTRACTOR shall ensure that all of

its staff members are trained annually in crisis intervention and emergency procedures as related to appropriate behavioral management strategies. Training includes certification with an approved SELPA crisis intervention program. CONTRACTOR will submit a written copy of any BER report or incident report to CAHELP JPA and LEA within 24 hours of its development.

Pursuant to California Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR may complete their own incident report for events that do not meet emergency intervention requirements.

CONTRACTOR shall complete a BER when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others, and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies require a BER form be completed and submitted to the CAHELP JPA and LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify parent within twenty-four (24) hours via telephone. If the LEA student's IEP does not contain a BIP or Positive Behavioral Intervention Plan (PBIP), an IEP team shall schedule a meeting to review the BER, determine if there is a necessity for a functional behavioral assessment (FBA), and to determine an interim plan. If the LEA student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with the LEA an IEP meeting within two (2) days.

Pursuant to California Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for any of the following prohibited interventions, or any other intervention similar to or like the following: (1) any intervention that is designed to, or likely to, cause physical pain, including but not limited to, electric-shock; (2) an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the LEA student's face; (3) any intervention which denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities; (4) any intervention which is designed to subject, used to subject, or likely to subject the LEA student to verbal abuse, ridicule, or humiliation, or which can be expected to cause excessive emotional trauma; (5) restrictive interventions which employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used as a short term emergency intervention by CONTRACTOR's trained and qualified personnel as a

limited emergency intervention; (6) locked seclusion, unless it is in a facility otherwise licensed or permitted by State law to use a locked room; (7) any intervention that precludes adequate supervision of individual; and (8) any intervention which deprives the LEA student of one or more of his or her senses, pursuant to California Education Code sections 56521.1 and 56521.2. In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports and other strategies to address that behavior, consistent with section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated Federal regulations. *(Added by Stats. 2013, Ch. 48, Sec. 43. Effective July 1, 2013).*

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual student, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the LEA student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusion of a LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

32. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for LEA student discipline that is consistent with State and Federal law and regulations.

When CONTRACTOR seeks to remove a LEA student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA and a manifestation IEP team meeting shall be scheduled. Written discipline reports shall include, but not be limited to: the LEA student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the LEA student's behavioral plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10th) day of suspension. CONTRACTOR shall notify and invite LEA representatives to the IEP team meeting where the manifestation determination will be made.

33. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each LEA student placed with CONTRACTOR, including all State assessment results pursuant to the requirements of California Education Code section 52052; (2) whether or not the needs of the LEA student continue to be best met at the nonpublic school; and (3) whether changes to the LEA student's IEP are necessary, including whether the LEA student may be transitioned to a public school setting (California Education Code sections 56366(a)(2)(B)(i) and (ii), and 56345(b)(4)).

If the LEA student is to be transferred from a nonpublic school setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the LEA student into the general

education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the LEA student from the special education program into the general education program. Each LEA student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and the LEA shall participate in all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, a parent, the CONTRACTOR, or the LEA may request a review of the LEA student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to the parent(s), the CONTRACTOR, and the LEA. CONTRACTOR shall provide to the LEA any and all assessments (including testing protocols), written assessment reports and translations of such written assessment reports, when required, created by CONTRACTOR and any of its agents or subcontractors, upon request and/or pursuant to CAHELP JP/LEA policy and procedures. It is understood that attendance at the IEP meeting is part of CONTRACTOR's professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the Web IEP System for all IEP planning and progress reporting. The CAHELP JPA/LEA shall provide training for any nonpublic school/agency to assure access to Web IEP. The nonpublic school/agency shall maintain confidentiality of all IEP data on the Web IEP System and shall protect the password requirements of the system. When a LEA student disenrolls from the nonpublic school or stops receiving services from the nonpublic agency, such CONTRACTOR shall discontinue use of the Web IEP System for that LEA student.

Changes in any LEA student's educational program, including instruction, services, or instructional setting, provided under this Master Contract may only be made on the basis of revisions to the LEA student's IEP. In the event that the CONTRACTOR believes the LEA student requires a change of placement, the CONTRACTOR may request a review of the LEA student's IEP for the purposes of considering a change in the student's placement. LEA student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by the LEA or OAH consistent with section 1415(k)(l)7 of Title 20 of the United States Code.

If no parent or guardian can attend the IEP team meeting, the CONTRACTOR with support of the LEA, shall use other methods to ensure parent or guardian participation, including individual or conference telephone calls. In the event a parent or guardian cannot attend the IEP meeting either physically or through other methods, a meeting may be conducted without a parent or guardian in attendance. If the CONTRACTOR or LEA is unable to convince the parent or guardian that he or she should attend, the CONTRACTOR shall maintain a written record of its attempts to arrange a mutually agreed upon time and place. The CONTRACTOR and LEA shall also take any action necessary to ensure that the parent or guardian understands the proceedings at a meeting, including arranging for an interpreter. There must be documentation of parent consent to the IEP obtained via telephone or by written signature before payment can be made for the services rendered.

34. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall comply with all LEA surrogate parent assignments.

A student in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a student in foster care is enrolled in a nonpublic school by the LEA any time after the completion of the student's second year of high school, the CONTRACTOR shall schedule the student in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to California Education Code section 51225.1.

35. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by the CAHELP JPA/LEA. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office for Civil Rights, or any other State and/or Federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with CAHELP JPA/LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular LEA student's IEP/Individual and Family Service Plan (ISP/IFSP).

36. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of LEA students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 et seq.; (2) Nondiscrimination policies pursuant to Title 5 of the California Code of Regulations section 4960(a); (3) Sexual Harassment policies pursuant to California Education Code section 231.5(a)(b)(c); (4) Student Grievance Procedure pursuant to Title IX 106.8(a)(d) and 106.9(a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act (HIPPA). CONTRACTOR shall include verification of these procedures to the CAHELP JPA.

37. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless the LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s) within ten (10) days of the LEA's request.

CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans, or behavioral intervention plans. The LEA may request copies of such data at any time within five (5) years of the date of service. CONTRACTOR agrees to maintain the information for at least five (5) years and also shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the LEA student ten (10) days prior to the LEA student's annual or triennial review IEP team meeting for the purpose of reporting the LEA student's present levels of performance at the IEP team meeting as required by State and Federal laws and regulations and pursuant to CAHELP JPA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to the LEA within five (5) business days of request.

CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting, and the development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion. CONTRACTOR understands and accepts that CONTRACTOR is also responsible for the costs of translation for all written assessment reports when requested by the parent and when required.

It is understood that all billable hours must be in direct services to LEA students as specified in the ISA. For nonpublic agency services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the LEA student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, and/or any assessments and translations of such written assessment reports when requested and when required, interviews, or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the LEA student's record and shall be made available to the LEA upon written request.

38. TRANSCRIPTS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall prepare transcripts at the close of each semester, or upon LEA student transfer for LEA students in grades 9 through 12 inclusive. CONTRACTOR shall submit all transcripts on LEA approved forms to the LEA student's school of residence, for evaluation of progress toward completion of diploma requirements as specified in LEA procedures. CONTRACTOR shall submit to the LEA names of LEA students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

39. STUDENT CHANGE OF RESIDENCE

Within five (5) school days after CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify the LEA, in writing, of the LEA student's change of residence. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the LEA student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the LEA student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, the LEA shall not be responsible for the costs of services delivered after the LEA student's change of residence.

If an LEA student is enrolled in the nonpublic school without the LEA's knowledge, the CONTRACTOR shall notify the LEA within twenty-four (24) hours. Failure to notify the LEA within twenty-four (24) hours may result in a delay or forfeiture of reimbursement to the CONTRACTOR.

40. WITHDRAWAL OF LEA STUDENT FROM PROGRAM

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when a LEA student is withdrawn without prior notice from school and/or services, including LEA student's change of residence to a residence outside of LEA service boundaries, and LEA student's discharge against professional advice from a Nonpublic School/Residential Treatment Center ("NPS/RTC").

41. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to LEA students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and LEA student living quarters.

CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students. If CONTRACTOR has knowledge that permission is required for parental visits, CONTRACTOR shall require the parent(s) to provide written authorization from the designated individual or agency authorized to grant permission for the parental visit.

CONTRACTOR, if operating a program with a residential component, shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA.

CONTRACTOR providing services in the LEA student's home as specified in the IEP shall assure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for an emergency situation. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

For services provided in LEA student's home as specified in the IEP, CONTRACTOR must assure that the parent or LEA approved responsible adult is present during the provision of services. All problems and/or concerns reported to parents, both verbal and written, shall also be provided to the LEA.

42. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT

If CONTRACTOR provides services on a LEA public school campus, CONTRACTOR shall comply with Penal Code section 627.1 et seq., as well as all other LEA and campus-specific policies and procedures regarding visitors to/on school campuses. CONTRACTOR shall be responsible for the purchase and provision of the supplies and assessment tools necessary to implement the provision of CONTRACTOR services on LEA public school campuses.

For services provided on a public school campus, sign in/out procedures shall be followed along with all procedures for being on campus consistent with school and LEA policy. It is understood that the public school credentialed classroom teacher is responsible for the educational program and all nonpublic agency service providers shall work collaboratively with the classroom teacher, who shall remain in charge of the instructional program.

It is understood that all employees, subcontractors and volunteers of any certified nonpublic school/agency shall adhere to customary professional standards when providing services. All practices shall be within the scope of professional responsibility as defined in the professional code of conduct for each profession. Reports regarding LEA student progress shall be consistent with the provision of the Master Contract.

CONTRACTOR, if providing services outside of the LEA student's school as specified in the IEP, shall assure that at least one parent of the child or an adult caregiver with written and signed authorization to make decisions in an emergency is present during the provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization

in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the nonpublic school/nonpublic agency service provider. All problems and/or concerns reported to parents or guardians, both verbal and written, shall also be provided to the LEA.

43. **LICENSED CHILDREN'S INSTITUTION CONTRACTORS**

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in California Education Code sections 56366(a)(2)(C) and 56366.9(c)(1), Health and Safety Code section 1501.1(b), (AB 1858 (2004), AB 490 (Chapter 862, Statutes of 2003)), AB 1261 (2005, AB 1166 Chapter 171 (2015), AB 167 Chapter 224 (2010), AB 216 Chapter 324 (2013), AB 379 Chapter 772 (2015), AB 1012 Chapter 704 (2015), and the procedures set forth in the CAHELP JPA/LEA Procedures. An LCI shall not require that a LEA student be placed in its nonpublic school as a condition of being placed in its residential facility.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a residential treatment center (hereinafter referred to as "NPS/RTC"), CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), Title 20 of the United States Code section 1412(a)(1)(A) and California Education Code section 56000, et seq.; amended and reorganized by the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Title 20 of the United States Code section 1401(29); California Education Code section 56031; Title 5 of the California Code of Regulations section 3001 et seq., California Code of Regulations, Title 2 section 60100 et seq., regarding the provision of counseling services, including residential care for LEA students to receive a FAPE as set forth in the LEA student's IEPs.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to the LEA, on a quarterly basis, a list of all LEA students, including those identified as eligible for special education. For those identified special education students, the list shall include: (1) special education eligibility at the time of enrollment; and (2) the educational placement and services specified in each LEA student's IEP at the time of enrollment.

Unless placement is made pursuant to an OAH order or a lawfully executed agreement between the LEA and parent, the LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the LEA student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that State to provide, respectively, special education and related services to students under

the Federal Individuals with Disabilities Education Act (Title 20 of the United States Code section 1400 et seq.).

44. STATE MEAL MANDATE

When CONTRACTOR is a nonpublic school, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49530, 49530.5 and 49550.

45. MONITORING

CONTRACTOR shall allow representatives from the CAHELP JPA/LEA access to its facilities for the purpose of periodic monitoring each LEA student's instructional program and shall be invited to participate in the formal review of each LEA student's progress. CAHELP JPA/LEA shall have access to observe each LEA student at work, observe the instructional setting, interview CONTRACTOR, and review each LEA student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, CAHELP JPA/LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each LEA student's progress.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CAHELP JPA and CDE shall annually evaluate whether CONTRACTOR is in compliance with California Education Code section 56366.9, and Health and Safety Code section 1501.1(b).

The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR's facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any CAHELP JPA/LEA and CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the nonpublic school, compliance with relevant State and Federal regulations, and Master Contract compliance. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

CONTRACTOR understands that the CAHELP JPA/LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a nonpublic school, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card in accordance with California Education Code section 33126.

PERSONNEL

46. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, and 35021.2 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for all of CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers who will have or likely may have direct contact with LEA students shall not come in contact with LEA students until both CDOJ and FBI clearance are ascertained. CONTRACTOR shall further certify in writing to the CAHELP JPA that none of its employees, volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with LEA students, or subcontractors who will have or likely may have any direct contact with LEA students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237(i) or (j). Clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from the CDOJ as required by California Penal Code section 11105.2.

The passage of AB 389 amends California Education Code sections 44237 and 56366.1, as to the verification that the CONTRACTOR has received a successful criminal background check clearance and has enrolled in subsequent arrest notification service, as specified, for each owner, operator, and employee of the nonpublic, nonsectarian school or agency. Further this bill deletes the exemption for applicants possessing a valid California State teaching credential or who are currently licensed by another State agency that requires a criminal record summary, from submitting two sets of fingerprints for the purpose of obtaining a criminal record summary from the CDOJ and FBI. Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the CAHELP JPA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notice service, as provided, for each owner, operator, and employee of the nonpublic, nonsectarian school or agency. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another State agency. Background clearances and proof of subsequent arrest notification services as required by California Penal Code section 11105.2, for all staff shall be provided upon request.

47. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or provide related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold to render the service consistent with California

Education Code section 56366.1(n)(1), and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(y), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (Title 5 of the California Code of Regulations section 3064 (a)). Documentation (e.g., a letter) must exist in the employee's personnel file if the teacher does not have the appropriate certification or authorization to teach a LEA student with specific disability indicating this is not a misassignment but rather an IEP team determination of FAPE. The teachers shall also be authorized to teach English language learners as needed.

When CONTRACTOR is a nonpublic school, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight, and professional development.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to Federal requirements and California Education Code sections 45340 et seq. and 45350 et seq. Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent); and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate through a formal State or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State and serving a student by this LEA shall be certified or licensed by that State to provide special education and related services to students under the Federal Individuals with Disabilities Education Act (Title 20 of the United States Code section 1400 et seq.).

48. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to the CAHELP JPA a staff list, and copies of all current and required licenses, certifications, credentials, permits and/or other documents which entitle the holder to provide special education and/or related services by CONTRACTOR and all individuals employed, contracted, and/or otherwise hired or sub-contracted by

CONTRACTOR. CONTRACTOR shall ensure that all licenses, certifications, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall notify the CAHELP JPA/LEA in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students as specified in the CAHELP JPA procedures. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any LEA student.

CONTRACTOR shall monitor the status of licenses, certifications, credentials, permits and/or other documents for CONTRACTOR and all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify CAHELP JPA/LEA and CDE in writing within thirty (30) calendar days when personnel changes occur which may affect the provision of special education and/or related services to LEA students.

CONTRACTOR shall notify the CAHELP JPA/LEA within thirty (30) calendar days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The CAHELP JPA/LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications, or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the CAHELP JPA/LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the CAHELP JPA.

49. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage on the LEA substitute teacher log. Substitute teachers shall remain with their assigned class during all instructional time. The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided.

When CONTRACTOR is a nonpublic agency and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in section seven (7) of this agreement and as determined by the LEA) substitute, unless the LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a LEA student shall not be deemed to be a qualified substitute for his/her child. The LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and an authorized LEA representative.

50. **STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACLITY AND/OR IN THE HOME**

It is understood that all employees, subcontractors, and volunteers of any certified nonpublic school or nonpublic agency shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR. It is neither required nor desirable that an employee of the LEA or CONTRACTOR, related service provider, student, or parent be subjected to abusive language or behavior. All parties under this Master Contract shall promote mutual respect, civility, and orderly conduct when carrying out the provisions of this Agreement.

For services provided on a public school campus, sign in/out procedures shall be followed by nonpublic agency providers working in a public school classroom along with all other procedures for being on campus consistent with school and LEA policy. Such policy and procedures shall be made available to the CONTRACTOR. It is understood that the public school credentialed classroom teacher is responsible for the instructional program, and all nonpublic agency service providers shall work collaboratively with the classroom teacher, who shall remain in charge of the instructional program.

For services provided in a student's home as specified in the IEP, CONTRACTOR must assure that the parent or guardian, authorized adult caregiver, or an LEA-approved responsible adult is present during the provision of services. All problems and/or concerns reported to parents, both verbal and written, shall also be provided to the LEA.

HEALTH AND SAFETY MANDATES

51. **HEALTH AND SAFETY**

CONTRACTOR shall comply with all applicable Federal, State, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 et seq., 49406; and Health and Safety Code section 3454(a) regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis.

CONTRACTOR shall provide to the LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with an LEA student.

CONTRACTOR shall comply with OSHA Blood Borne Pathogens Standards, Title 29 of the Code of Federal Regulations section 1910.1030, when providing medical treatment or assistance to a LEA student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

52. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to LEA students in facilities that comply with all applicable Federal, State, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a nonpublic school, CONTRACTOR shall conduct fire drills as required by Title 5 of the California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required to comply with applicable Federal, State, and local laws, regulations, and ordinances. Failure to notify the CAHELP JPA/LEA and CDE of any changes in major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the CAHELP JPA.

CONTRACTOR shall have a disaster plan, if applicable, with written emergency procedures and operations in the event of a catastrophic occurrence such as, but not limited to, an earthquake, bomb threat, medical emergencies, and/or power outage.

CONTRACTOR shall maintain and keep available for inspection by the CAHELP JPA/LEA a log containing the date, time, and length of all practice disaster drills completed during the current school year, as well as all practice drills completed during the previous three (3) years.

CONTRACTOR shall report within seven (7) days to the CAHELP JPA/LEA any violations of items found out of compliance by the fire marshal during inspection of the premises and accompanying buildings. The CONTRACTOR is required to have an operational fire warning system that complies with all required State and Federal laws. Additionally, the CONTRACTOR must also have an occupancy capacity sign clearly posted in all rooms as required in California Health and Safety Code and/or by the fire marshal.

53. ADMINISTRATION OF MEDICATION

Unless otherwise set forth in the LEA student's IEP, CONTRACTOR shall comply with the requirements of California Education Code section 49423 when CONTRACTOR serves a LEA student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the LEA student with the administration of such medication after the LEA student's parent(s) provides to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the LEA student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to the LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each LEA student to whom medication is administered. Such written log shall specify the LEA student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent

with LEA student's physician's written orders. Any change in medication type, administration method, amount, or schedule must be authorized by both a licensed physician and parent.

54. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within twenty-four (24) hours by fax, electronically, and/or U.S. mail, any accident or incident report to the LEA when it becomes aware of circumstances including, but not limited to: allegations of molestation, child abuse, missing children under CONTRACTOR's supervision, the need for mental health service; injuries requiring medical attention; and injuries resulting from physical restraint, LEA student has injured another individual, or has been involved in an activity requiring notification of law enforcement or emergency personnel. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in CAHELP JPA/LEA procedures.

55. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq., and California Education Code section 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

56. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity Harassment Policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as Federal and State law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

57. REPORTING OF MISSING CHILDREN

CONTRACTOR assures the LEA that all staff members, including volunteers are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

CONTRACTOR will hold a bed for a student absent without official leave (AWOL) for a period of ten (10) days. The LEA agrees to pay the residential fee only during the ten (10) days that the bed is being held.

FINANCIAL

58. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the children enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every child.

CONTRACTOR shall comply with all CAHELP/LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing, including requirements of electronic billing, as specified by the LEA procedures. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the LEA student's IEP and ISA which are provided on billable days of attendance. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and in compliance with the CAHELP JPA procedures, and will be governed by all applicable Federal and State laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavioral intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by the CAHELP JPA/LEA during the effective period of this Master Contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to the CAHELP JPA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on a CAHELP JPA form with signatures in the manner prescribed by CAHELP JPA in the CAHELP JPA procedures. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the ISA or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of the nonpublic school/nonpublic agency administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this

Master Contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and the name or initials of each LEA student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this Master Contract. At the discretion of the CAHELP JPA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. CAHELP JPA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this Master Contract within forty-five (45) days of CAHELP JPA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code section 56366.5 and the CAHELP JPA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by CAHELP JPA. CAHELP JPA shall pay properly submitted rebilling invoices no later than forty-five (45) days after the date a completed corrected rebilling invoice is received by the CAHELP JPA.

In no case, shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case, shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six months after the close of the fiscal year unless approved by the CAHELP JPA to resolve billing issues including rebilling issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or rebilling error is the responsibility of the CAHELP JPA, then no limit is set provided that the CAHELP JPA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. CAHELP JPA will not pay mileage for NPA employee unless authorized through an ISA.

59. RIGHT TO WITHHOLD PAYMENT

The CAHELP JPA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this Master Contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when LEA student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by CAHELP JPA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by California Education Code section 56366(c)(2); (e) education and/or related services are provided to LEA students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received, prior to school closure or contract termination, all documents concerning

one or more LEA students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a LEA student's change of residence to another district or confirms the change or residence to another district, but fails to notify LEA with five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a LEA student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the CAHELP JPA until completion of a review or audit, if deemed necessary by the CAHELP JPA. Such review or audit shall be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by the CAHELP JPA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a): the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the entire amount of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable LEA student for the time period from the date of the violation occurred and until the violation is cured; or (f) if the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the LEA student.

If the CAHELP JPA determines that cause exists to withhold payment to CONTRACTOR, CAHELP JPA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that CAHELP JPA is withholding payment. Such notice shall specify the basis or bases for the CAHELP JPA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for the CAHELP JPA's withholding payment or submit a written request for extension of time to correct the deficiencies. Upon receipt of CONTRACTOR's written request showing good cause, the CAHELP JPA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to the CAHELP JPA specifying the reason it believes payment should not be withheld. The CAHELP JPA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason the CAHELP JPA believes payment should not be made. If the CAHELP JPA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the CAHELP JPA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

1. <u>After forty-five (45) business days</u>: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

2. <u>After sixty (60) business days</u>: Disagreements between the CAHELP JPA and CONTRACTOR concerning the Master Contract may be appealed to the County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2).

60. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify the CAHELP JPA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to LEA students. Upon request, CONTRACTOR shall provide to the CAHELP JPA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to LEA students.

61. PAYMENT FOR ABSENCES

- **Nonpublic School Staff Absence**

    Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage pursuant to the CAHELP JPA/LEA procedures. Substitute teachers shall remain with their assigned class during all instructional time. The CAHELP JPA/LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

    Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in section seven (7) of this agreement and as determined by LEA) substitute. The CAHELP JPA/LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in LEA student's IEP or ISA.

- **Nonpublic School Student Absence**

    If CONTRACTOR is a nonpublic school, no later than the tenth (10th) cumulative day of the LEA student's unexcused absence, CONTRACTOR shall notify the LEA of such absence as specified in the CAHELP JPA/LEA procedures.

    Criteria for a billable day for payment purposes is one day of attendance as defined in California Education Code sections 46010, 46010.3 and 46307. The CAHELP JPA/LEA shall not pay for services provided on days that a LEA student's attendance

does not qualify for Average Daily Attendance (ADA) reimbursement under State law. *Per Diem* rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the LEA student was served. The CAHELP JPA/LEA shall not be responsible for payment of related services for days on which a LEA student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under State law, nor shall LEA student be eligible for make-up services.

- **Nonpublic Agency Staff Absence**

   When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in section seven (7) of this Agreement and as determined by the LEA) substitute, unless the LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. The CAHELP JPA/LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and the CAHELP JPA/LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

- **Nonpublic Agency Student Absence**

   If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a LEA student no later than the fifth consecutive service day of the LEA student's absence, as specified in the CAHELP JPA/LEA procedures. The CAHELP JPA/LEA shall not be responsible for the payment of services when LEA student is absent.

- **Student Absence Without Official Leave (AWOL)**

   CONTRACTOR will hold a bed for a student absent without official leave (AWOL) for a period of ten (10) days. The CAHELP JPA/LEA agrees to pay the residential fee only during the ten (10) days that the bed is being held.

62. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and the CAHELP JPA/LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices, and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide the CAHELP JPA/LEA access to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to

record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; State nonpublic school and/or agency certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; Federal/State payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by the CAHELP JPA/LEA. CONTRACTOR shall make available to the CAHELP JPA/LEA all budgetary information including operating budgets submitted by CONTRACTOR to the CAHELP JPA/LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of the LEA or CONTRACTOR's offices (to be specified by the CAHELP JPA/LEA) at all reasonable times and without charge. All records shall be provided to the CAHELP JPA/LEA within five (5) working days of a written request from the CAHELP JPA/LEA. CONTRACTOR shall, at no cost to the CAHELP JPA/LEA, provide assistance for such examination or audit. The CAHELP JPA/LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the CAHELP JPA/LEA, unless the CAHELP JPA/LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to the CAHELP JPA/LEA upon request by the CAHELP JPA/LEA.

If an inspection, review, or audit by the CAHELP JPA/LEA, a State agency, a Federal agency, and/or an independent agency/firm determines that CONTRACTOR owes the CAHELP JPA/LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, the CAHELP JPA/LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and the CAHELP JPA/LEA otherwise agree in writing, CONTRACTOR shall pay to the CAHELP JPA/LEA the full amount owed as result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by the CAHELP JPA/LEA, a State agency, a Federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to the CAHELP JPA/LEA within thirty (30) days of receipt of the CAHELP JPA/LEA's written notice demanding payment.

63. **RATE SCHEDULE**

The attached rate schedule (Exhibit A) limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum

number of students that can be provided specific services. Per Diem rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as noted in California Education Code sections 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

When CONTRACTOR is a nonpublic school associated with a Residential Treatment Center ("NPS/RTC"), Educationally Related Mental Health Services (ERMHS) are provided in an integrated, intensive, educationally related therapeutic residential setting; which includes social emotional/behavioral support through individual counseling, group counseling, and family consultation and support, as appropriate. It is a collaborative model, which includes educational professionals and related service providers, where all supports and services are integrated in the NPS/RTC program. ERMHS costs are all inclusive and combined with the daily rate as ERMHS+RB (ERMHS + Room and Board). ERMHS plus Room and Board payments are based on positive attendance (payable for up to a maximum of 365 days) only, with up to a maximum of ten (10) days payment per student, per contract year, when a bed is unoccupied, for home visits of a therapeutic nature.

64. DEBARMENT CERTIFICATION

By signing this agreement, CONTRACTOR certifies that:

a. CONTRACTOR and any of its shareholders, partners, or executive officers are <u>not</u> presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and

b. Has/have <u>not</u>, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, State or local government contract or subcontract; violation of Federal or State antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a government entity with, commission of any of these offenses.

EXHIBIT A

See attached Rate Schedule.

EXHIBIT B

See attached Member LEA list.

2018-2019 MASTER CONTRACT
General Agreement for Nonsectarian, Nonpublic School/Nonpublic Agency Services

The parties hereto have executed this Master Contract by and through their duly authorized agents or representatives. This Master Contract is effective on the 1st day of July 2018 and terminates at 5:00 P.M. on June 30, 2019, unless sooner terminated as provide herein.

CONTRACTOR NAME:

Nonpublic School/Agency

Signed by (NPS/A):

Name/Title of Authorized Representative

Date signed: _____

Signed by (CAHELP JPA/LEA):

Jenae S. Holtz, CEO, CAHELP JPA

Date signed: _____

CAHELP JPA/LEA:
California Association of Health & Education
Linked Professions

Notices to CONTRACTOR shall be addressed to:

Name

Nonpublic School/Agency/Related Services Provider

Address

Contact Phone/Fax Numbers

Email Address

Notices to CAHELP JPA/LEA shall be addressed to:

Jenae Holtz, CEO, CAHELP JPA

Name

Notices to CAHELP JPA/LEA shall be addressed to:
California Association of Health & Education
Linked Professions

Authorized Representative

17800 Highway 18, Apple Valley, CA 92307

Address

(760) 955-3555, (760) 242-5363 fax

Contact Phone/Fax Numbers

jenae.holtz@cahelp.org

Email Address

Notices to CAHELP JPA/LEA shall be addressed to:

Peggy Dunn, Program Manager

Name

California Association of Health & Education
Linked Professions

Authorized Representative

17800 Highway 18, Apple Valley, CA 92307

Address

(760) 955-3588, (760) 242-5363 fax

Contact Phone/Fax Numbers

Peggy.dunn@cahelp.org

Email Address

EXHIBIT A: RATES

CONTRACTOR: _____   **CONTRACT:** *NO:* _____   *YEAR:* **2018-19**
(Nonpublic School or Agency)

Per CDE Certification, total enrollment may not exceed: _____   **(If blank, the number shall be determined by CDE Certification)**

Rate Schedule: This rate schedule limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Special education and/or related services offered by CONTRACTOR, and the charges for such educational and/or related services during the term of this contract shall be as follows:

Payment under this contract may not exceed: _____
Total LEA enrollment may not exceed: _____

		RATE	PERIOD
A.	**BASIC EDUCATION PROGRAM/SPECIAL EDUCATION INSTRUCTION**		
	Basic Education Program/Dual Enrollment	_____	_____

> *Per diem rates for LEA students whose IEPs authorize less than a full instructional day shall be adjusted proportionally.*

		RATE	PERIOD
B.	**RELATED SERVICES**	_____	_____
a.	Transportation - Round Trip	_____	_____
b.	Transportation - One Way	_____	_____
c.	Transportation - Dual Enrollment	_____	_____
d.	Public Transportation	_____	_____
e.	Parent Travel* (Approved family therapy visit) *Cost should reflect "ACTUAL"*	_____	_____
f.	Transportation - Secure/Escort Services for RTC purposes *Cost should reflect "ACTUAL"*	_____	_____
g.	Transportation - Therapeutic Home Visits for RTC purposes *Cost should reflect "ACTUAL"*	_____	_____
a.	Educational Counseling - Individual	_____	_____
b.	Educational Counseling - Group of	_____	_____
c.	Counseling - Parent	_____	_____
a.	Adapted Physical Education - Individual	_____	_____
b.	Adapted Physical Education - Group of	_____	_____
c.	Adapted Physical Education - Group of	_____	_____
a.	Language and Speech Therapy - Individual	_____	_____
b.	Language and Speech Therapy - Group of 2	_____	_____
c.	Language and Speech Therapy - Group of 3	_____	_____
d.	Language and Speech Therapy - Per Diem	_____	_____
e.	Language and Speech Therapy - Consultation Rate	_____	_____
a.	Additional Instructional Assistant - Individual (must be authorized on IEP)	_____	_____
b.	Additional Instructional Assistant - Group of 2	_____	_____
c.	Additional Instructional Assistant - Group of 3	_____	_____
a.	Intensive Special Education Instruction **	_____	_____
a.	Occupational Therapy - Individual	_____	_____
b.	Occupational Therapy - Group of 2	_____	_____
c.	Occupational Therapy - Group of 3	_____	_____

d.   Occupational Therapy - Group of 4-7

    Progress Reporting Requirements:
a.   Quarterly
b.   Monthly
c.   Other: (specify)

PARTICIPATING LEAs in the Desert/Mountain SELPA:

- Academy for Academic Excellence Charter School
- Adelanto Elementary School District
- Apple Valley Unified School District
- Baker Valley Unified School District
- Barstow Unified School District
- Bear Valley Unified School District
- Excelsior Charter School
- Excelsior Corona-Norco Charter
- Health Sciences High and Middle College Charter School
- Helendale Elementary School District
- Hesperia Unified School District
- High Tech Elementary Point Loma
- High Tech Explorer Elementary School
- High Tech High Media Arts
- High Tech High
- High Tech High International
- High Tech High Middle Media Arts
- High Tech High Middle School
- High Teach High Learning Statewide Benefit Charter School

  Sites:

  ➢ High Tech High Chula Vista High School
  ➢ High Tech High Chula Vista Elementary
  ➢ High Tech High Chula Vista Middle
  ➢ High Tech High North County High School
  ➢ High Tech High Middle North County
  ➢ High Tech High Elementary North County

- Lucerne Valley Unified School District
- Needles Unified School District
- Norton Space and Aeronautics Academy Charter School
- Oro Grande Elementary School District
- San Bernardino County Superintendent of Schools
- Silver Valley Unified School District
- Snowline Joint Unified School District
- Trona Joint Unified School District
- Victor Elementary School District
- Victor Valley Union High School District

PARTICIPATING LEAs to the Desert/Mountain Charter SELPA:

- Allegiance STEAM Academy- Thrive
- Aveson Global Leadership Academy
- Aveson School of Leaders
- Ballington Academy for the Arts and Sciences
- Desert Trails Preparatory Academy
- Encore High School, Riverside
- Encore Junior/Senior High School
- Julia Lee Performing Arts Academy
- LaVerne Elementary Preparatory Academy
- Odyssey Charter School
- Odyssey Charter School- South
- Pasadena Rosebud Academy Charter School
- Pathways to College
- Taylion High Desert Academy

1. **INSTRUCTIONAL MINUTES (#24)** page 17-18

   - <u>New language (2ND paragraph)</u>: *For LEA students in grades kindergarten through 12 inclusive, unless otherwise specified in the LEA student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch, and passing time, shall be at the same level that California Education Code prescribes for the LEA.*

2. **STATEWIDE ACHIEVEMENT TESTING AND HIGH SCHOOL EXIT EXAMINATION (#29)** page 20-21

   - <u>New language (1st paragraph)</u>: *When CONTRACTOR is a nonpublic school, per implementation of Senate Bill 484, CONTRACTOR shall administer all Statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), the Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities test (using LEA-authorized assessment instruments), the FITNESSGRAM® (physical fitness test), and the English Language Proficiency Assessments for California ("ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA, and State and Federal guidelines.*

3. **WITHDRAWAL OF LEA STUDENT FROM PROGRAM (#40)** page 27

   - <u>New language</u>: *CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when a LEA student is withdrawn without prior notice from school and/or services, including LEA student's change of residence to a residence outside of LEA service boundaries, and LEA student's discharge against professional advice from a Nonpublic School/Residential Treatment Center ("NPS/RTC").*

4. **MONITORING (#45)** page 30

   - <u>New language:</u> *If CONTRACTOR is also an LCI and/or NPS/RTC, the CAHELP JPA and CDE shall annually evaluate whether CONTRACTOR is in compliance with California Education Code section 56366.9, and Health and Safety Code section 1501.1(b).*

MEMORANDUM

DATE: August 24, 2018

TO: Directors of Special Education

FROM: Adrienne Shepherd, Program Manager

SUBJECT: 2017-18 Transition Partnership Program (TPP) Year - End Report

The following is an update for the Desert/Mountain SELPA Transition Partnership Program (TPP) for the 2017-18 school year. If you have any questions regarding expected outcomes, please contact me at (760) 843-3982, extension 216, or via email at Adrienne.shepherd@cahelp.org.

Description	Contract Goal	This Period
There shall be **230** DOR Students/DOR clients who receive Transition Vocational Evaluations Services	230	**345**
There shall be **293** DOR Student/DOR clients who receive Pre and Post-Plan Vocational Instruction (Employment Preparation) services	293	**376**
There shall be **135** Students/DOR clients who receive Work Experience/Community Experiences services	135	**275**
There shall be **145** Students/DOR clients who receive Job Development services	145	**257**
There shall be **85** Students/DOR clients Placed in Employment consistent with the IPE goal	85	**105**
There shall be **70** Students/DOR clients Successfully Closed consistent with their IPE	70	**7**
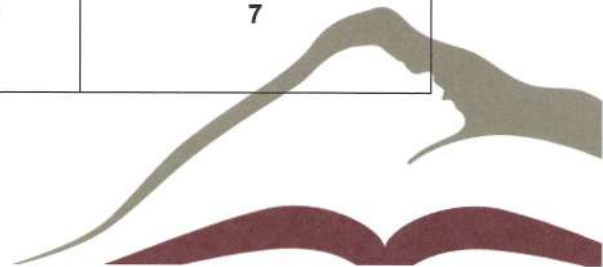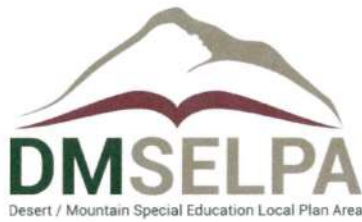
MEMORANDUM

DATE: August 24, 2018

TO: Directors of Special Education

FROM: Adrienne Shepherd, Program Manager

SUBJECT: 2017-18 WorkAbility (WAI) Year – End Report

The following is an update report for the Desert Mountain SELPA WorkAbility I (WAI) program for the 2017-18 school year. Please contact me at (760) 843-3982 extension 216 if you have any questions regarding expected outcomes/goals.

Description	Contract Goal	This Period
Students Served	209	219
Students Placed	52	53

CALIFORNIA ASSOCIATION OF HEALTH AND EDUCATION LINKED PROFESSIONS
17800 Highway 18 • Apple Valley, CA 92307 • (760) 552-6700 Main • (760) 242-5363 Fax

PROFESSIONAL LEARNING OPPORTUNITY

Transition Partnership Program (TPP) Beginning-of-the-Year Meeting

Presented by

Adrienne Shepherd, JPA Program Manager, Career Technical Education

Description: The Transition Partnership Program (TPP), WorkAbility 1 Program (WA1), California PROMISE (CaPROMISE), Employment Network (EN), California Career Innovations (CCI), and WIOA GenerationGo! invite participants to attend a presentation by Mark Goffeney, an American musician from San Diego, CA, who was born without arms but learned to play guitar with his feet. Although he was excited to receive his first guitar as a gift from his father, he faced the challenge of strumming one string at a time. Mark would soon learn to overcome this challenge and learn to play the guitar professionally. Mark will share his stories and how to advocate for "self" as a person with a disability. Several breakout sessions will be available to select from during this course.

Date(s)/Time: September 25, 2018
Registration 8:00 – 8:30 a.m.; Presentation 8:30 a.m. – 1:00 p.m.

Location: Desert Mountain Educational Service Center
17800 Highway 18, Apple Valley, CA 92307

Cost: No cost

Intended Audience: Transition case technicians, job developers, SSI benefits technicians, TPP teachers, TPP instructional assistants, rehabilitation counselors, TPP job coaches, and secondary special education teachers.

Registration: To ensure that we provide enough materials for everyone, please register online on the Organizational Management System (OMS) (https://sbcss.k12oms.org) in the appropriate calendar month/year for the event, by September 18, 2018. For registration assistance, contact Kaori Hartzler at (760) 843-3982, extension 200 or by email (kaori.hartzler@cahelp.org). For additional information regarding the training content, please contact Adrienne Shepherd at (760) 843-3982, extension 216 or by email (adrienne.shepherd@cahelp.org).

Where to Register: OMS Registration (https://sbcss.k12oms.org)

Training Event: https://sbcss.k12oms.org/52-153195

Special Accommodations: Please submit any special accommodation requests at least fifteen working days prior to the training by notating your request when registering for the event on OMS Registration (https://sbcss.k12oms.org/52-153195).

You are Cordially invited to the

PBIS

Recognition Celebration

Join us for a ceremony and reception honoring local K-12 schools and pre-school programs who have also distinguished themselves through PBIS and are committed to creating a more positive school climate.

Thursday, September 20, 2018
5:00 PM-7:00 PM

Adelanto High School
15620 Joshua Rd, Adelanto, CA 92301

Please R.S.V.P by Friday, September 7, 2018
by registering your attendance at:
https://sbcss.k12oms.org/52-155203

For inquiries please contact
Jennifer.Harms@cahelp.org
760.955.3571

CAHELP Recipients of
2018 California PBIS Recognition Awards

BRONZE

- ❖ Barstow STEM Academy
- ❖ Desert Knolls State Preschool
- ❖ Melva Davis Academy of Excellence
- ❖ Silverado High School
- ❖ Snowline Virtual School

SILVER

- ❖ Adelanto Elementary School
- ❖ Adelanto High School
- ❖ Adelanto State Preschool
- ❖ Apple Valley County Early Education Center
- ❖ Apple Valley High School
- ❖ Baldy Mesa Elementary
- ❖ Baldy Mesa State Preschool
- ❖ Barstow High School
- ❖ Barstow Jr. High School
- ❖ Bradach State Preschool
- ❖ Cameron Elementary
- ❖ Central High School
- ❖ Chaparral High School
- ❖ Columbia Middle School
- ❖ Congressman Jerry Lewis Elementary
- ❖ Cottonwood PreK Academy
- ❖ Crestline Elementary
- ❖ D.F. Bradach
- ❖ Eagle Summit Community Day School
- ❖ El Mirage School
- ❖ Granite Hills High School
- ❖ Gus Franklin Jr. Elementary School
- ❖ Helendale Secondary School
- ❖ Henderson Elementary
- ❖ Hollyvale PreK Academy
- ❖ Joshua Circle Elementary
- ❖ Joshua Circle PreK Academy
- ❖ Juniper PreK Academy
- ❖ Lakeview Leadership Academy
- ❖ Lenwood Elementary
- ❖ Liberty School of Creativity and Innovation
- ❖ Liberty I State Preschool

- ❖ Lucerne Valley State Preschool
- ❖ Maple Elementary
- ❖ Mariana Academy
- ❖ Mariana State Preschool
- ❖ Mesa Grande Elementary
- ❖ Montara Elementary
- ❖ Newberry Springs Elementary
- ❖ Oak Hills PreK Academy
- ❖ Phelan State Preschool
- ❖ Phoenix Academy
- ❖ Piñon Hills Elementary
- ❖ Piñon Hills State Preschool
- ❖ Piñon Mesa Middle School
- ❖ Quail Valley Middle School
- ❖ Rancho Verde
- ❖ Sandia Academy
- ❖ Sandia Academy State Preschool
- ❖ Serrano High School
- ❖ Silver Valley High School
- ❖ Skyline North Elementary
- ❖ Sycamore Rocks State Preschool
- ❖ The Heritage School
- ❖ Theodore Vick School
- ❖ Vista Verde Elementary School
- ❖ Vista Verde State Preschool
- ❖ Westside Park Elementary
- ❖ Wrightwood Elementary School
- ❖ Wrightwood State Preschool
- ❖ Yermo Elementary School
- ❖ Yucca Loma State Preschool

GOLD

- ❖ Mesquite Trails Elementary
- ❖ Morgan Kincaid Preparatory School
- ❖ Tiefort View Intermediate School
- ❖ Victor Valley High School
- ❖ Victoria Magathan Elementary
- ❖ West Creek Elementary

PLATINUM

- ❖ Fort Irwin Middle School
- ❖ Goodwill Education Center
- ❖ Phelan Elementary School

www.pbisapps.org

2018/2019
Schedule of PBIS Assessment Windows

JULY 2018

SU	M	TUE	W	TH	FR	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST 2018

SU	M	TUE	W	TH	FR	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER 2018

SU	M	TUE	W	TH	FR	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

OCTOBER 2018

SU	M	TUE	W	TH	FR	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER 2018

SU	M	TUE	W	TH	FR	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

Initial TFI Year One Teams

DECEMBER 2018

SU	M	TUE	W	TH	FR	SA
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY 2019

SU	M	TUE	W	TH	FR	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY 2019

SU	M	TUE	W	TH	FR	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

MARCH 2019

SU	M	TUE	W	TH	FR	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

APRIL 2019

SU	M	TUE	W	TH	FR	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY 2019

SU	M	TUE	W	TH	FR	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

JUNE 2019

SU	M	TUE	W	TH	FR	SA
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

	Assessment Name	Completed By?	When?
	Self Assessment Survey (SAS)	All Staff (anonymous survey)	9/1/18 – 10/31/18 *Optional second assessment in spring at request of site
	School Climate Survey	Students (anonymous survey)	Winter
	Tiered Fidelity Inventory (TFI)	PBIS Team	2x annually during fall and spring
★	School Safety Survey (SSS)	Sampling of staff and stakeholders	*Optional survey available annually at the site/district request

TFI Requirement
For sustainability the TFI walk through tool will be completed by an **ERAT certified external reviewer**.(ex. district coach, external coach, or reviewer from a neighboring school) and it is recommended that the TFI is completed by the site PBIS team with the active presence and guidance of this ERAT certified coach.

https://www.pbisapps.org/Applications/Pages/PBIS-Assessment.aspx

Assessments

Tiered Fidelity Inventory **completed by the PBIS team*

Who: School Systems Planning teams – a team of three to eight people including the administrator and district coach – with input from Tier I, II, and/or III teams. It is strongly recommended the team complete the TFI with an external PBIS coach serving as a facilitator. Coordinators and school teams can enter TFI results in PBIS Assessment.

When: First-year implementers may conduct the TFI as an initial assessment – moving to administering the survey every third or fourth meeting. Schools reaching 80% fidelity three consecutive times may choose to take the TFI as an annual assessment.

[The TFI (PDF)](#) is based on earlier PBIS fidelity surveys (SET, BoQ, TIC, SAS, BAT, MATT). The TFI gives teams a single, efficient, valid, reliable survey to guide implementation and sustained use of SWPBIS. Using the TFI, teams measure the extent to which school personnel apply the core features of SWPBIS at all three tiers – either individually or collectively. Schools may take the TFI as:

- An initial assessment to determine if they are using, or need, SWPBIS
- A guide for implementation of Tier I, Tier II, and/or Tier III practices
- An index of sustained SWPBIS implementation
- A metric for identifying schools for recognition within their state implementation efforts

Self-Assessment Survey (SAS) **completed by all staff*

Who: Teams interested in knowing more about staff perception of PBIS implementation across all systems may favor the SAS. All school staff are encouraged to take the survey in PBIS Assessment, with at least 80% recommended for reliable results. When the survey window has closed and all participants have had a chance to take the survey, PBIS Assessment summarizes the individual responses providing a summary available to view the next day.

When: Annually

[The SAS (RTF)](#) is an annual assessment used by schools to identify the staff perception of the implementation status and improvement priority for school-wide, classroom, non-classroom and individual student systems. Results of the SAS are effective in identifying the staff priorities for Action Planning.

School Climate Survey **completed by students*

Who: School teams wanting to gain a student perspective on the overall climate in the building will use the School Climate Survey. To know which survey a school should administer – the Elementary vs. the Middle/High – follow the guidance below:

- **Elementary**: Survey students between grades 3-5. (If the elementary school includes grade 6, these students should also complete the elementary survey.)
- **Middle/High**: Survey students between grades 6-12.

When: As an outcome tool, the School Climate Survey is taken annually. If taken twice a year, the first administration should happen in the first 45 days of school and the last should happen in the last 45 days of school.

[The School Climate Survey (PDF)](#) is a set of multi-dimensional surveys to measure student perceptions of school climate. The surveys are brief, reliable, and valid for assessing perceived school climate among students in grades 3-12. Each survey includes a set of demographic questions about the participant and a number of questions related to school climate with Likert-type response options. Surveys include:

- School Climate Survey: Elementary
- School Climate Survey: Middle/High

Students take the survey under the guidance of teachers or other school personnel.

https://www.pbisapps.org/Applications/Pages/PBIS-Assessment.aspx

School Safety Survey (SSS) *completed by a sampling of staff and stakeholders*

Who: The survey is to be completed in PBIS Assessment by a minimum of five educators including an administrator, custodial staff member, supervisory/classified staff member, certified staff member and office staff member. When the survey window has closed, PBIS Assessment summarizes the individual responses providing a summary available to view the next day.

When: Annually

[The SSS (RTF)](#) is survey to help teams determine risk and protective factors for the school. Teams use the SSS summary to determine what training and support may be needed related to school safety and violence prevention in the school. Results may be tracked over time to see if risk factors decrease and protective factors increase when implementing SWPBIS.

https://www.pbisapps.org/Applications/Pages/PBIS-Assessment.aspx

REGIONAL STAFF PERCEPTION OF PBIS IMPLEMENTATION

AS REPORTED FROM THE SELF-ASSESSMENT SURVEY (SAS)

All PBIS With PreK 201415-201718
School Wide - Current Status
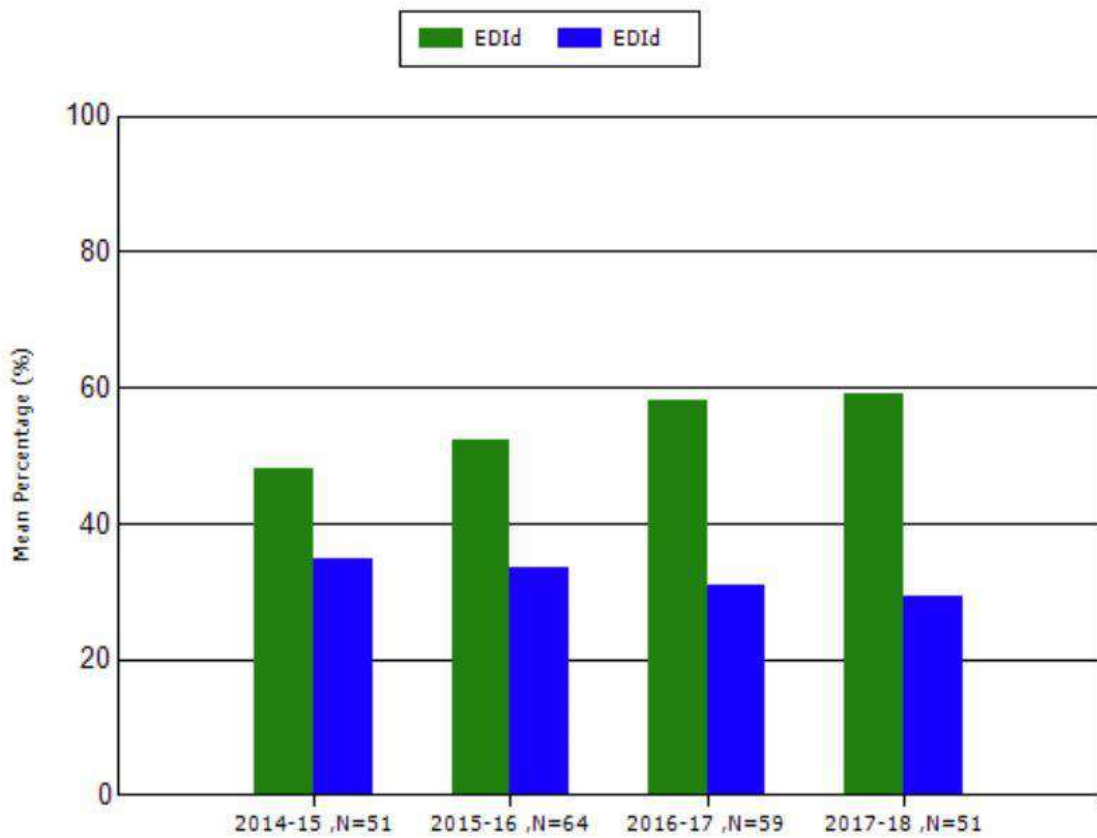
	PERCENT SCHOOL-WIDE PBIS IMPLEMENTATION IS IN-PLACE
	PERCENT SCHOOL-WIDE PBIS IMPLEMENTATION IS PARTIALLY IN-PLACE

CAHELP
CALIFORNIA ASSOCIATION OF
HEALTH & EDUCATION LINKED PROFESSIONS

The Region 10 Coordinating Council Presents

The 7ᵗʰ Annual Behavior Conference

Save The Date

Friday, October 26, 2018
Corona - Norco USD

Keynote Topic:
Social - Emotional Wellness of Educators

Please join us to explore:

- Antecedent-Based Interventions and Self-Management
- Stay Cool at School
- Social/Emotional Developmental Pathway
- Restorative Practices
- Resiliency for Youth
- Taming the Inner Lion
- Wellness for Students
- Introduction to Boys Town

Registration Opens July 1, 2018

Please go to CAHELP.org and view the calendar to register.

For more information, please contact Danielle Côté at danielle.cote@ cahelp.org or call (760) 955-3584.

CALIFORNIA ASSOCIATION OF HEALTH AND EDUCATION LINKED PROFESSIONS
17800 Highway 18 ● Apple Valley, CA 92307 ● (760) 552-6700 Main ● (760) 242-5363 Fax

PROFESSIONAL LEARNING OPPORTUNITY

Restorative Practices: Introduction to Restorative Practices (Day 1) And Using Circles Effectively (Day 2)

Bonnie Garcia, Program Specialist

Date(s)/Time: August 30 and August 31, 2018, 8:00 a.m. – 4:00 p.m.

Location: Desert Mountain Educational Service Center
17800 Highway 18, Apple Valley, CA 92307

Intended Audience: Paraprofessionals, general and special education teachers, site administrators, and district administrators.

Description: Restorative Practices are a continuum of research based informal and formal strategies to develop community in schools where adults do things WITH youth rather than TO or FOR them. As a prevention and intervention approach to discipline, restorative practices provide an alternative to suspension and can integrate into a school's multi-tiered system of behavioral supports. Day 1: Introduction to Restorative Practices learn practical strategies to build strong, healthy relationships, and community. Learn to use affective statements and questions for impromptu restorative conversations. Day 2: Using Circles Effectively, discover how to optimally utilize circles for community building, social-emotional development, problem solving, and academics.

Cost: $50.00

Registration: Please register online on the Organizational Management System (OMS) (https://sbcss.k12oms.org) in the appropriate calendar month/year for the event by August 23, 2018. For registration assistance, contact Jennifer Harms at (760) 955-3571 or email her at jennifer.harms@cahelp.org. For additional information regarding the meeting content, please contact Bonnie Garcia at (760) 955-3572.

Where to Register: OMS Registration (https://sbcss.k12oms.org/52-153390)

Special Accommodations: Please submit any special accommodation requests at least fifteen working days prior to the training by notating your request when registering for the event on OMS Registration (https://sbcss.k12oms.org/52-153390)

HOW TO HAVE BETTER IEP MEETINGS

Presented By: Carlo Rossi

FRIDAY
SEPTEMBER 7, 2018
8:30 A.M. - 3:00 P.M.

This workshop will offer strategies and techniques that support school teams in conducting comprehensive, high quality IEP meetings while building positive, cooperative and collaborative working relationships with parents and care providers.

Intended Audience: Administrators, Teaching Staff, and Related Service Providers.

Cost:
$75.00 per person
Includes Continental Breakfast and Lunch

Register Online:
https://sbcss.k12oms.org/46-152503
Or call EV SELPA at 909.252.4502
(Registration deadline 8/31/18

Location:
Central Park - Goldy Lewis Community Center
11200 Base line Avenue, Rancho Cucamonga, CA 91701

NEW CHARTER WEBIEP TRAININGS

LEA	INDEPENDENT OR DEPENDENT	SELPA	WEBIEP TRAINING
ALLEGIANCE STEAM ACADEMY	INDEPENDENT	DM CHARTER SELPA	8/13/18
PASADENA ROSEBUD	INDEPENDENT	DM CHARTER SELPA	8/28/18
ODYSSEY SOUTH	INDEPENDENT	DM CHARTER SELPA	8/28/18
JULIA LEE	INDEPENDENT	DM CHARTER SELPA	8/15/18
SBC HTH MESA	INDEPENDENT	DM SELPA	N/A
EXCELSIOR CORONA/NORCO	INDEPENDENT	DM SELPA	will contact Marie
ELITE CHARTER	DEPENDENT/LUCERNE	DM SELPA	6/28/18
ELITE ADULT WORKFORCE	DEPENDENT/LUCERNE	DM SELPA	6/28/18
UNIVERSITY PREP SB	DEPENDENT/TRONA	DM SELPA	Pending CDE 9/15 board approval

2018-2019 Training/Meeting Schedule

Room ID	OMS ACCESS	Flyer	OMS Flyer	Calendar	Date	Name of Training	Times	Room
48224	X / X			VVUHSD	8/29/2018 Wed	WebDA/WebBridge AM	8:30 – 11:30	Computer Lab
48225	X / X			VVUHSD	8/29/2018 Wed	WebDA/WebBridge PM	1:00 – 4:00	Computer Lab
46461	X / X			X	8/31/2018 Fri	Spanish WebIEP PM	1:30 – 2:30	Computer Lab
46462	X / X			X	9/5/2018 Wed	WebIEP AM Session	8:30 – 11:30	Computer Lab
46463	X / X			X	9/5/2018 Wed	WebIEP PM Session	1:00 – 4:00	Computer Lab
47953	X / X			VVUHSD	9/6/2018 Thu	WebDA/WebBridge PM	1:00 – 4:00	Computer Lab
47954	X / X			VVUHSD	9/7/2018 Fri	WebDA/WebBridge AM	8:30 – 11:30	Computer Lab
46470	X / X			X	9/7/2018 Fri	Translator's Workgroup	2:30 – 4:00	Poppy/Willow
47955	X / X			X	9/11/2018 Tue	WebDA/WebBridge PM	1:00 – 4:00	Computer Lab
46464	X / X			X	9/12/2018 Wed	WebIEP AM Session	8:30 – 11:30	Computer Lab
46465	X / X			X	9/12/2018 Wed	WebIEP PM Session	1:00 – 4:00	Computer Lab
47956	X / X			X	9/13/2018 Thu	WebDA/WebBridge AM	8:30 – 11:30	Computer Lab
46466	X / X			X	9/13/2018 Thu	Spanish WebIEP PM	1:30 – 2:30	Computer Lab
47957	X / X			X	9/18/2018 Tue	WebDA/WebBridge AM	8:30 – 11:30	Computer Lab
47958	X / X			X	9/18/2018 Tue	WebDA/WebBridge PM	1:00 – 4:00	Computer Lab
46469	X / X			X	9/26/2018 Wed	MIS Users Meeting	9:00 – 12:00	Poppy/Willow
47959	X / X			X	9/26/2018 Wed	WebDA/WebBridge PM	1:00 – 4:00	Computer Lab
47960	X / X			X	9/27/2018 Thu	WebDA/WebBridge AM	8:30 – 11:30	Computer Lab
47961	X / X			X	9/27/2018 Thu	WebIEP PM Session	1:00 – 4:00	Computer Lab
48226	X / X			X	10/3/2018 Wed	WebDA/WebBridge AM	8:30 – 11:30	Computer Lab
48227	X / X			X	10/3/2018 Wed	WebIEP PM Session	1:00 – 4:00	Computer Lab
46474	X / X			X	10/5/2018 Fri	Spanish WebIEP PM	1:30 – 2:30	Computer Lab

2018-2019 Training/Meeting Schedule

Room ID	OMS ACCESS	Flyer	OMS Flyer	Calendar	Date	Name of Training	Times	Room
48228	X / X			X	10/10/2018 Wed	WebDA/WebBridge AM	8:30 – 11:30	Computer Lab
48229	X / X			X	10/10/2018 Wed	WebIEP PM Session	1:00 – 4:00	Computer Lab
46477	X / X			X	10/31/2018 Wed	WebIEP AM Session	8:30 – 11:30	Computer Lab
46478	X / X			X	10/31/2018 Wed	WebIEP PM Session	1:00 – 4:00	Computer Lab
46480	X / X			X	11/7/2018 Wed	MIS Users Meeting	9:00 – 12:00	Poppy/Willow
46482	X / X			X	11/9/2018 Fri	Translator's Workgroup	2:30 – 4:00	Lilac/Yucca
46483	X / X			X	12/5/2018 Wed	WebIEP AM Session	8:30 – 11:30	Computer Lab
46484	X / X			X	12/5/2018 Wed	WebIEP PM Session	1:00 – 4:00	Computer Lab
46485	X / X			X	12/12/2018 Wed	WebIEP AM Session	8:30 – 11:30	Computer Lab
46486	X / X			X	12/12/2018 Wed	WebIEP PM Session	1:00 – 4:00	Computer Lab
46487	X / X			X	1/16/2019 Wed	WebIEP AM Session	8:30 – 11:30	Computer Lab
46488	X / X			X	1/16/2019 Wed	WebIEP PM Session	1:00 – 4:00	Computer Lab
46489	X / X			X	1/18/2019 Fri	Translator's Workgroup	2:30 – 4:00	Poppy/Willow
46490	X / X			X	1/30/2019 Wed	WebIEP AM Session	8:30 – 11:30	Computer Lab
46491	X / X			X	1/30/2019 Wed	WebIEP PM Session	1:00 – 4:00	Computer Lab
46492	X / X			X	2/6/2019 Wed	WebIEP AM Session	8:30 – 11:30	Computer Lab
46493	X / X			X	2/6/2019 Wed	WebIEP PM Session	1:00 – 4:00	Computer Lab
46494	X / X			X	2/13/2019 Wed	WebIEP AM Session	8:30 – 11:30	Computer Lab
46495	X / X			X	2/13/2019 Wed	WebIEP PM Session	1:00 – 4:00	Computer Lab
46496	X / X			X	2/20/2019 Wed	MIS Users Meeting	9:00 – 12:00	Lilac/Yucca
46497	X / X			X	3/6/2019 Wed	WebIEP AM Session	8:30 – 11:30	Computer Lab
46498	X / X			X	3/6/2019 Wed	WebIEP PM Session	1:00 – 4:00	Computer Lab

2018-2019 Training/Meeting Schedule

Room ID	OMS ACCESS	Flyer	OMS Flyer	Calendar	Date	Name of Training	Times	Room
46501	X / X			X	3/15/2019 Fri	Translator's Workgroup	2:30 – 4:00	Poppy/Willow
46499	X / X			X	3/20/2019 Wed	WebIEP AM Session	8:30 – 11:30	Computer Lab
46500	X / X			X	3/20/2019 Wed	WebIEP PM Session	1:00 – 4:00	Computer Lab
46502	X / X			X	4/3/2019 Wed	WebIEP AM Session	8:30 – 11:30	Computer Lab
46503	X / X			X	4/3/2019 Wed	WebIEP PM Session	1:00 – 4:00	Computer Lab
46504	X / X			X	4/17/2019 Wed	WebIEP AM Session	8:30 – 11:30	Computer Lab
46505	X / X			X	4/17/2019 Wed	WebIEP PM Session	1:00 – 4:00	Computer Lab
46515	X / X			X	4/25/2019 Thu	Promote Workshop AM	9:00 – 11:00	Computer Lab
46416	X / X			X	4/25/2019 Thu	Promote Workshop PM	1:30 – 3:30	Computer Lab
46509	X / X			X	5/1/2019 Wed	WebIEP AM Session	8:30 – 11:30	Computer Lab
46510	X / X			X	5/1/2019 Wed	WebIEP PM Session	1:00 – 4:00	Computer Lab
46513	X / X			X	5/3/2019 Fri	MIS Users Meeting	9:00 – 3:00	Aster/Cactus
46511	X / X			X	5/15/2019 Wed	WebIEP AM Session	8:30 – 11:30	Computer Lab
46512	X / X			X	5/15/2019 Wed	WebIEP PM Session	1:00 – 4:00	Computer Lab
46514	X / X			X	5/31/2019 Fri	Translator's Workgroup	2:30 – 4:00	Indigo

Desert/Mountain Special Education Local Plan Area   P   760-552-6700
17800 Highway 18   F   760-242-5363
Apple Valley, CA 92307-1219   W   www.dmselpa.org

MEMORANDUM

DATE: August 24, 2018

TO: Directors of Special Education

FROM: Kathleen Peters, Program Manager

SUBJECT: Occupational and Physical Therapy Reports

Attached are the occupational and physical therapy *Referral Status, and Current Students Direct Services* reports by district.
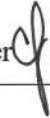
If you have any questions concerning either report, please contact me at (760) 955-3568 or via email at kathleen.peters@cahelp.org.

CAHELP

MEMORANDUM

Date: August 14, 2018

To: Directors of Special Education

From: Corinne Foley, Program Manager

Subject: Audiological Service Reports

Attached are the Audiological Service Reports for the month of June 2018 by district.

If you have any questions concerning these reports, please contact Corinne Foley, Program Manager at (760) 955-3569 or via email at Corinne.foley@cahelp.org.

Desert/Mountain Special Education Local Plan Area
17800 Highway 18
Apple Valley, CA 92307-1219

P 760-552-6700
F 760-242-5363
W www.dmselpa.org

MEMORANDUM

DATE: August 9, 2018

TO: District Business Managers

FROM: Kristine Elliott, Accounting Technician KE

SUBJECT: July 2018 (FINAL REVISION) NPS/NPA DISTRICT TRANSFERS

The following transfers will be processed to cover non-public schools and non-public agency costs for the month of July 2018. Enclosed are copies of the student sheets and vendor invoices for your reference. Please review the attached spreadsheet carefully, and notify me of any discrepancies.

DISTRICT	TOTAL TRANSFER
ACADEMY OF ACADEMIC EXCELLENCE*	0
ADELANTO SD (ER-181137 & ER 181196)	52,418.96
APPLE VALLEY USD (ER-181138)	231,219.36
BAKER VALLEY USD	0
BARSTOW USD (ER-181139)	96,341.00
BEAR VALLEY USD (ER-181140)	11,673.85
EXCELSIOR*	0
HEALTH SCIENCES*	6,718.10
HELENDALE SD (ER-181141)	228.40
HESPERIA USD (ER-181142)	184,691.70
HIGH TECH HIGH*	0
LUCERNE VALLEY USD (ER-181143)	5,809.17
NEEDLES USD	0
ORO GRANDE SD	0
SILVER VALLEY USD (ER-181144 & ER-181200)	9,765.85
SNOWLINE JUSD (ER-181145 & ER-181201)	79,822.74
STUDENT SERVICES	0
TRONA JUSD	0
VICTOR ELEMENTARY SD (ER-181146 & ER-181202)	69,683.47
VVUHSD (ER-181147)	45,498.06
SELPA	0
TOTALS	$ 793,870.66

*NON-PUBLIC SCHOOL/AGENCY COSTS DEDUCTED FROM SPECIAL EDUCATION REVENUE MONTHLY

The Relentless Pursuit of Whatever Works in the Life of a Child

California Association of Health & Education Linked Professions JPA

DESERT/MOUNTAIN SELPA
2018/2019 NPS Student Placement Report

DISTRICT	JULY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER			
	NPS- LEA Placed	NPS- Residential	NPS- LCI/Foster	TOTAL	NPS- LEA Placed	NPS- Residential	NPS- LCI/Foster	TOTAL	NPS- LEA Placed	NPS- Residential	NPS- LCI/Foster	TOTAL	NPS- LEA Placed	NPS- Residential	NPS- LCI/Foster	TOTAL	NPS- LEA Placed	NPS- Residential	NPS- LCI/Foster	TOTAL	NPS- LEA Placed	NPS- Residential	NPS- LCI/Foster	TOTAL
ADELANTO	3		1	4																				
APPLE VALLEY	14		10	24																				
BAKER																								
BARSTOW	5	2		7																				
BEAR VALLEY		3		3																				
HELENDALE																								
HESPERIA	7	1		8																				
HIGH TECH HIGH																								
LUCERNE VALLEY	1	1		2																				
NEEDLES																								
ORO GRANDE																								
SILVER VALLEY																								
SNOWLINE	5	5		10																				
TRONA																								
VICTOR ELEM.	3			3																				
VVUHSD	8	5	1	14																				
TOTALS	**46**	**17**	**12**	**75**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2017/18 SELPA-WIDE TOTALS	32	17	5	54	30	16	5	51	33	16	6	55	30	17	5	52	21	17	6	44	23	17	5	45
2016/17 SELPA-WIDE TOTALS	88	21	15	124	79	20	13	112	79	17	14	110	87	17	14	118	90	19	14	123	90	21	14	125
2015/16 SELPA-WIDE TOTALS	89	25	15	129	86	23	13	122	90	25	17	132	88	21	20	129	93	21	16	130	89	25	15	129
2014/15 SELPA-WIDE TOTALS	101	13	17	131	103	15	18	136	107	19	19	145	110	21	17	148	100	22	18	140	101	22	18	141
2013/14 SELPA-WIDE TOTALS	101	20	19	140	103	19	20	143	105	18	20	142	101	19	20	140	98	18	17	133	105	18	18	141
2012/13 SELPA-WIDE TOTALS	109	19	21	149	100	18	15	133	100	19	16	135	103	19	15	137	102	18	16	136	98	16	17	131
2011/12 SELPA-WIDE TOTALS	106	20	20	146	105	22	23	150	107	20	25	152	104	23	23	150	107	23	23	153	107	18	27	152
2010/11 SELPA-WIDE TOTALS	103	18	30	151	101	17	33	151	100	18	31	149	107	17	29	153	99	16	35	150	96	18	31	145

Desert/Mountain Special Education Local Plan Area P 760-552-6700
17800 Highway 18 F 760-242-5363
Apple Valley, CA 92307-1219 W www.dmselpa.org

DMSELPA

MEMORANDUM

DATE: August 6, 2018

TO: Directors of Special Education

FROM: Jenae Holtz, Chief Executive Officer

SUBJECT: 2018/2019 Desert/Mountain SELPA Low Incidence Fund

CURRENT YEAR REVENUE	$302,665.00
BEGINNING BALANCE	$136,154.13
TOTAL 2018/19 REVENUE	$438,819.13

EXPENDITURES	APPROVED LIE REQUESTS	PAID	BALANCE
ACADEMY FOR ACADEMIC EXCELLENCE	-	-	-
ADELANTO	2,674.37	-	2,674.37
APPLE VALLEY USD	-	-	-
BAKER VALLEY USD	-	-	-
BARSTOW USD	-	-	-
BEAR VALLEY USD	-	-	-
EXCELSIOR EDUCATION CENTER	1,700.50	-	1,700.50
HEALTH SCIENCES HIGH & MIDDLE	-	-	-
HELENDALE SD	-	-	-
HESPERIA USD	15,433.23	-	15,433.23
LUCERNE VALLEY USD	-	-	-
NEEDLES USD	-	-	-
ORO GRANDE SD	4,939.00	-	4,939.00
SILVER VALLEY USD	-	-	-
SNOWLINE JUST	9,110.70	-	9,110.70
STUDENT SERVICES	-	-	-
TRONA JUSD	-	-	-
VICTOR ELEMENTARY SD	3,482.88	-	3,482.88
VVUHSD	2,995.00	-	2,995.00
D/M SELPA	-	-	-
PACIFIC HEARING SERVICES	139,236.00	-	139,236.00
TOTAL EXPENDITURES	**$179,571.68**	-	**$179,571.68**
PROJECTED ENDING BALANCE			**$259,247.45**

The Relentless Pursuit of Whatever Works in the Life of a Child

California Association of Health & Education Linked Professions JPA

Desert/Mountain Charter SELPA
17800 Highway 18
Apple Valley, CA 92307-1219

P   760-552-6700
F   760-242-5363
W   www.dmselpa.org

MEMORANDUM

DATE: August 15, 2018

TO: Directors of Special Education

FROM: Jenae Holtz, Chief Executive Officer

SUBJECT: Desert/Mountain Charter SELPA 2018/19 Low Incidence Fund

CURRENT YEAR REVENUE	$4,811
BEGINNING BALANCE	$587
TOTAL 2017/18 REVENUE	$5,399

EXPENDITURES	APPROVED LIE REQUESTS	PAID	BALANCE
AVESON SCHOOL OF LEADERS	-	-	-
AVESON GLOBAL LEADERSHIP ACADEMY	-	-	-
DESERT TRAILS PREPARATORY ACADEMY	-	-	-
ENCORE HIGH SCHOOL RIVERSIDE	-	-	-
ENCORE JUNIOR/SENIOR HIGH SCHOOL	-	-	-
LAVERNE ELEMENTARY PREPARATORY	-	-	-
ODYSSEY CHARTER SCHOOL	-	-	-
PATHWAYS TO COLLEGE	-	-	-
TAYLION HIGH DESERT ACADEMY	-	-	-
	-	-	-
TOTAL EXPENDITURES	-	-	-
PROJECTED ENDING BALANCE			$5,399.00

California Association of Health & Education Linked Professions
Upcoming Trainings

Date(s)/Time	Event	Contact	Cost
8-28-18 8:30 AM TO 3:30 PM	A Service Providers Guide to Autism Spectrum Disorders Presented by: Jennifer Rountree	Register on OMS (url: https://sbcss.k12oms.org/52-152285) Email Julie Wheeler (julie.wheeler@cahelp.org)	$20.00
8-28-18 9:30 AM TO 12:30 PM	Loving Solutions Presented by: Cecilia Holguin and Cheryl Goldberg-Diaz	Register on OMS (url: https://sbcss.k12oms.org/52-154362) Email April Hatcher (april.hatcher@cahelp.org)	No Fee
8-29-18 8:00 TO 11:00 AM	Ages and Stages Questionnaire 3 (ASQ) & ASQ SE-2 Presented by: Cheryl Goldberg-Diaz	Register on OMS (url: https://sbcss.k12oms.org/52-135267) Email April Hatcher (april.hatcher@cahelp.org)	$58.00
8-29-18 8:30 TO 11:30 AM	WebDA/WebBridge Morning Session Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152499) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
8-29-18 1:00 TO 4:00 PM	WebDA/WebBridge Afternoon Session Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152501) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
8-30-18 & 8-31-18 8:00 AM TO 4:00 PM	Basic Restorative Practices Presented by: Kami Murphy	Register on OMS (url: https://sbcss.k12oms.org/52-153390) Email Jennifer Harms (jennifer.harms@cahelp.org)	$ 50.00

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8-31-18 **1:30 TO 2:30 PM**	Spanish WebIEP Afternoon Session Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152554) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
9-5-18 & 9-6-18 **8:30 AM TO 3:30 PM**	Non-Violent Crisis Prevention (CPI) Presented by: CPI Team	Register on OMS (url: https://sbcss.k12oms.org/52-152675) Email Jennifer Holbrook (jennifer.holbrook@cahelp.org)	$30.00
9-5-18 **8:30 TO 11:30 AM**	WebIEP Training Morning Session Presented by: Cindy Quan and Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152557) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
9-5-18 **1:00 TO 4:00 PM**	WebIEP Training Afternoon Session Presented by: Cindy Quan and Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152558) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
9-6-18 **1:00 TO 4:00 PM**	WebDA/WebBridge Afternoon Session Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152559) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
9-7-18 **8:30 TO 11:30 AM**	WebDA/WebBridge Morning Session Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152560) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee

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9-7-18 **2:30 TO 4:00 PM**	WebIEP Spanish Translators' Workgroup Presented by: Colette Garland	Register on **OMS** (url: https://sbcss.k12oms.org/52-152565 Email **Cindy Quan** (cindy.quan@cahelp.org)	No Fee
9-11-18 **8:30 AM TO 3:30 PM**	Co- Teaching: The Power of Two Presented by: Sheila Parisian	Register on **OMS** (url: https://sbcss.k12oms.org/52-152120) Email **Judith Loera** (judith.loera@cahelp.org)	No Fee
9-11-18 **1:00 TO 4:00 PM**	WebDA/WebBridge Afternoon Session Presented by: Colette Garland	Register on **OMS** (url: https://sbcss.k12oms.org/52-152569) Email **Cindy Quan** (cindy.quan@cahelp.org)	No Fee
9-12-18 **8:30 AM TO 3:30 PM**	Autism Spectrum Disorders and Communication Presented by: Jennifer Rountree	Register on **OMS** (url: https://sbcss.k12oms.org/52-152287) Email **Julie Wheeler** (julie.wheeler@cahelp.org)	$ 20.00
9-12-18 **8:30 AM TO 3:30 PM**	The Role of Universal Screening in Tiered Systems of Support Presented by: Kami Murphy	Register on **OMS** (url: https://sbcss.k12oms.org/52-153400) Email **Jennifer Harms** (jennifer.harms@cahelp.org)	No Fee
9-12-18 **8:30 AM TO 3:30 PM**	Pathway: Legally Compliant Individual Education Program (IEP) Presented by: Kathleen Peters	Register on **OMS** (url: https://sbcss.k12oms.org/52-153425 Email **Cruz Gustafson** (cruz.gustafson@cahelp.org)	No Fee

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9-12-18 **8:30 TO 11:30 AM**	WebIEP Training Morning Session Presented by: Colette Garland and Cindy Quan	Register on OMS (url: https://sbcss.k12oms.org/52-152573) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
9-12-18 **1:00 TO 4:00 PM**	WebIEP Training Afternoon Session Presented by: Colette Garland and Cindy Quan	Register on OMS (url: https://sbcss.k12oms.org/52-152576) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
9-13-18 **1:30 TO 2:30 PM**	Spanish WebIEP Afternoon Session Presented by: Colette Garland and Cindy Quan	Register on OMS (url: https://sbcss.k12oms.org/52-152580) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
9-13-18 **8:30 AM TO 3:30 PM**	The Paraprofessional Supporting the Classroom Presented by: Danielle Cote	Register on OMS (url: https://sbcss.k12oms.org/52-152932) Email Jennifer Holbrook (jennifer.holbrook@cahelp.org)	$ 25.00
9-13-18 **8:30 TO 11:30 AM**	WebDA/WebBridge Morning Session Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152120) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
9-14-18 **2:00 TO 4:00 PM**	Writing Legally Compliant IEP Notes Presented by: Karina Quezada	Register on OMS (url: https://sbcss.k12oms.org/52-149379) Email Cruz Gustafson (cruz.gustafson@cahelp.org)	No Fee

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9-18-18 **8:30 TO 11:30 AM**	WebDA/WebBridge Morning Session Presented by: Colette Garland	Register on **OMS** (url: https://sbcss.k12oms.org/52-152582) Email **Cindy Quan** (cindy.quan@cahelp.org)	No Fee
9-18-18 **1:00 TO 4:00 PM**	WebDA/WebBridge Afternoon Session Presented by: Colette Garland	Register on **OMS** (url: https://sbcss.k12oms.org/52-152583) Email **Cindy Quan** (cindy.quan@cahelp.org)	No Fee
9-20-18 & 9-21-18 **8:30 AM TO 4:00 PM**	Managing School Crisis: From Theory to Application Presented by: Belinda Jauregui and Teah Barrow	Register on **OMS** (url: https://sbcss.k12oms.org/52-148701) Email **April Hatcher** (april.hatcher@cahelp.org)	$ 45.00
9-25-18 **8:00 AM TO 1:00 PM**	Transition Partnership Program (TPP) Beginning-of-the-Year Meeting Presented by: Adrienne Sheperd	Register on **OMS** (url: https://sbcss.k12oms.org/52-153195) Email **Kaori Hartzler** (kaori.hartzler@cahelp.org)	No Fee
9-26-18 **1:00 TO 4:00 PM**	WebDA/WebBridge Afternoon Session Presented by: Colette Garland	Register on **OMS** (url: https://sbcss.k12oms.org/52-152586) Email **Cindy Quan** (cindy.quan@cahelp.org)	No Fee
9-26-18 **9:00 AM TO 12:00 PM**	Management Information System (MIS) Users Meeting Presented by: Colette Garland	Register on **OMS** (url: https://sbcss.k12oms.org/52-152604) Email **Cindy Quan** (cindy.quan@cahelp.org)	No Fee

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9-27-18 **8:30 to 11:30 AM**	WebDA/WebBridge Morning Session Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152587) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
9-27-18 **1:00 to 4:00 PM**	Spanish WebIEP Afternoon Session Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152589) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
10-2-18 **8:30 AM to 12:30 PM**	California Assessment of Student Performance and Progress (CAASPP) Presented by: Karina Quezada	Register on OMS (url: https://sbcss.k12oms.org/52-149276) Email Cruz Gustafson (cruz.gustafson@cahelp.org)	No Fee
10-2-18 **2:00 to 4:00 PM**	PBIS Creating a Responsive Classroom Presented by: Natalie Sedano	Register on OMS (url: https://sbcss.k12oms.org/52-153376) Email Jennifer Harms (jennifer.harms@cahelp.org)	No Fee
10-2-18 **8:30 AM to 3:30 PM**	The Paraprofessional Supporting Behavior Presented by: Danielle Cote	Register on OMS (url: https://sbcss.k12oms.org/52-152924) Email Jennifer Holbrook (jennifer.holbrook@cahelp.org)	$ 25.00
10-3-18 **8:30 AM to 3:30 PM**	Autism Spectrum Disorders and Social Understandings Presented by: Jennifer Rountree	Register on OMS (url: https://sbcss.k12oms.org/52-152333) Email Julie Wheeler (julie.wheeler@cahelp.org)	$ 20.00

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Date	Training	Registration	Fee
10-3-18 & 10-4-18 **8:30 AM TO 3:30 PM**	Non-Violent Crisis Prevention (CPI) Presented by: CPI Team	Register on OMS (url: https://sbcss.k12oms.org/52-152676) Email Jennifer Holbrook (jennifer.holbrook@cahelp.org)	$ 30.00
10-3-18 **8:30 TO 11:30 AM**	WebDA/WebBridge Morning Session Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152594) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
10-3-18 **1:00 TO 4:00 PM**	WebIEP Training Afternoon Session Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-154807) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
10-5-18 **8:30 AM TO 3:00 PM**	Collaborative IEP Process Presented by: Karina Quezada	Register on OMS (url: https://sbcss.k12oms.org/52-149384) Email Cruz Gustafson (cruz.gustafson@cahelp.org)	No Fee
10-5-18 **2:00 TO 4:00 PM**	Managing School Crisis: From Theory to Application REFRESHER COURSE Presented by: Belinda Jauregui and Teah Barrow	Register on OMS (url: https://sbcss.k12oms.org/52-147461) Email Mallory Wilkes (mallory.wilkes@cahelp.org)	No Fee

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10-5-18 **12:30 TO 3:30 PM**	Early Childhood Environments: Designing Effective Classrooms for all Students Presented by: Veronica Rousseau	Register on OMS (url: https://sbcss.k12oms.org/52-150933) Email April Hatcher (april.hatcher@cahelp.org)	No Fee
10-5-18 **8:30 AM TO 3:30 PM**	Pathway: Alternative Dispute Resolution (ADR) Presented by: Karina Quezada	Register on OMS (url: https://sbcss.k12oms.org/52-153438) Email Cruz Gustafson (cruz.gustafson@cahelp.org)	No Fee
10-5-18 **1:30 TO 2:30 PM**	Spanish WebIEP Afternoon Session Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152597) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
10-10-18 **8:30 AM TO 3:30 PM**	Classroom Structure and Management Presented by: Renee Garcia	Register on OMS (url: https://sbcss.k12oms.org/52-152270) Email Julie Wheeler (julie.wheeler@cahelp.org)	$ 25.00
10-10-18 **8:30 TO 11:30 AM**	WebDA/WebBridge Morning Session Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152600) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
10-11-18 **5:30 TO 7:00 PM**	Community Advisory Committee Meeting Presented by: Corinne Foley	Register on OMS (url: https://sbcss.k12oms.org/52-151887) Email Caryn De La Torre (caryn.delatorre@cahelp.org)	No fee

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10-11-18 **8:30 AM TO 3:30 PM**	Diagnostic Center: I Don't Have Time! How to Make School-Based Interventions Work Presented by: Scott Gutentag	Register on **OMS** (url: https://sbcss.k12oms.org/52-151007) Email **Caryn De La Torre** (caryn.delatorre@cahelp.org)	$ 10.00
10-12-18 **2:00 TO 4:00 PM**	Least Restrictive Environment Presented by: Shelia Parisian	Register on **OMS** (url: https://sbcss.k12oms.org/52-149381) Email **Cruz Gustafson** (cruz.gustafson@cahelp.org)	No Fee
10-12-18 **1:00 TO 3:30 PM**	Special Education Directors' Training Presented by: Corinne Foley	Register on **OMS** (url: https://sbcss.k12oms.org/52-151879) Email **Caryn De La Torre** (caryn.delatorre@cahelp.org)	No Fee
10-16-18 & 10-17-18 **8:30 AM TO 3:30 PM**	Dyslexia: Assessments and Academics Presented by: Bonnie Garcia and Karina Quezada	Register on **OMS** (url: https://sbcss.k12oms.org/52-149281) Email **Cruz Gustafson** (cruz.gustafson@cahelp.org)	$ 20.00
10-16-18 **12:30 TO 3:30 PM**	Visual Supports: Educating All Students Presented by: Sheila Parisian and Jennifer Rountree	Register on **OMS** (url: https://sbcss.k12oms.org/52-152137) Email **Judith Loera** (judith.loera@cahelp.org)	$ 25.00

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Date	Training	Registration	Fee
10-17-18 **8:30 AM TO 4:00 PM**	The Basics of Accessing the Curriculum Through Assistive Technology Presented by: Sheila Parisian	Register on OMS (url: https://sbcss.k12oms.org/52-152138) Email Judith Loera (judith.loera@cahelp.org)	$ 25.00
10-18-18 **8:30 AM TO 3:30 PM**	Resiliency for Youth Presented by: Renee Garcia	Register on OMS (url: https://sbcss.k12oms.org/52-147275) Email Julie Wheeler (julie.wheeler@cahelp.org)	$ 25.00
10-18-18 **8:30 AM TO 3:30 PM**	SLP Collaboration Group - Dyslexia and SLP's Role Presented by: Linda Rodriguez, Karina Quezada, and Bonnie Garcia	Register on OMS (url: https://sbcss.k12oms.org/52-153771) Email Judith Loera (judith.loera@cahelp.org)	No Fee
10-19-18 **8:30 AM TO 3:30 PM**	School Psychologists' Committee Meeting Presented by: Renee Garcia	Register on OMS (url: https://sbcss.k12oms.org/52-152683) Email Jennifer Holbrook (jennifer.holbrook@cahelp.org)	No Fee
10-22-18 **8:30 AM TO 3:30 PM**	IEP Forms and Facts Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-151900) Email Cruz Gustafson (cruz.gustafson@cahelp.org)	No Fee
10-24-18 **8:30 AM TO 3:30 PM**	Autism Spectrum Disorder and Behavior Presented by: Jennifer Rountree	Register on OMS (url: https://sbcss.k12oms.org/52-152290) Email Julie Wheeler (julie.wheeler@cahelp.org)	$ 20.00

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10-24-18 **12:00 TO 4:00 PM**	Introduction to Social Emotional Wellness and the Top Youth Mental Health Concerns Presented by: Cheryl Goldberg-Diaz	Register on OMS (url: https://sbcss.k12oms.org/52-154443) Email April Hatcher (april.hatcher@cahelp.org)	No Fee
10-24-18 **3:00 TO 5:00 PM**	Supporting and Understanding Children from Adverse Backgrounds Presented by: Kristee Laiva	Register on OMS (url: https://sbcss.k12oms.org/52-153398) Email Jennifer Harms (jennifer.harms@cahelp.org)	No Fee
10-25-18 **12:30 TO 3:30 PM**	Learning Disability Simulation Workshop (LDSIMS) Presented by: Cheryl Goldberg-Diaz	Register on OMS (url: https://sbcss.k12oms.org/52-149367) Email Mallory Wilkes (mallory.wilkes@cahelp.org)	No Fee
10-26-18 **8:30 AM TO 3:30 PM**	Region 10: Annual Behavior Conference Presented by: Dr. Debra Sacks	Register on OMS (url: https://sbcss.k12oms.org/52-152946) Email Jennifer Holbrook (jennifer.holbrook@cahelp.org)	$ 50.00
10-26-18 **8:30 AM TO 3:30 PM**	Why Try?: The Foundation Course Level 1 Presented by: Renee Garcia	Register on OMS (url: https://sbcss.k12oms.org/52-152266) Email Julie Wheeler (julie.wheeler@cahelp.org)	$ 25.00
10-29-18 **12:30 TO 3:30 PM**	Manifestation Determination Process Presented by: Danielle Cote and Renee Garcia	Register on OMS (url: https://sbcss.k12oms.org/52-147423) Email Jennifer Holbrook (jennifer.holbrook@cahelp.org)	No Fee

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10-30-18 **12:30 TO 3:30 PM**	Prompting Presented by: Jennifer Rountree	Register on OMS (url: https://sbcss.k12oms.org/52-152279) Email Julie Wheeler (julie.wheeler@cahelp.org)	$ 20.00
10-31-18 **8:30 TO 11:30 AM**	WebIEP Training Morning Session Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152602) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
10-31-18 **1:00 TO 4:00 PM**	WebIEP Training Afternoon Session Presented by: Colette Garland and Cindy Quan	Register on OMS (url: https://sbcss.k12oms.org/52-152603) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
11-1-18 **8:00 AM TO 3:30 PM**	Transition Planning for All Students Presented by: Adrienne Shepherd	Register on OMS (url: https://sbcss.k12oms.org/52-152997) Email Kaori Hartzler (kaori.hartzler@cahelp.org)	$ 60.00
11-2-18 **8:30 AM TO 3:30 PM**	IEP Forms and Facts Presented by: Sheila Parisian and Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-149386) Email Cruz Gustafson (cruz.gustafson@cahelp.org)	No Fee
11-6-18 **8:30 AM TO 12:30 PM**	1:1 Paraprofessional Assistance: Determining the Need and Working Effectively with One Presented by: Karina Quezada	Register on OMS (url: https://sbcss.k12oms.org/52-149317) Email Cruz Gustafson (cruz.gustafson@cahelp.org)	No Fee

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11-6-18 **12:30 TO 3:30 PM**	Reinforcement Presented by: Danielle Cote	Register on OMS (url: https://sbcss.k12oms.org/52-152941) Email Jennifer Holbrook (jennifer.holbrook@cahelp.org)	$ 20.00
11-7-18 **9:00 AM TO 12:00 PM**	Management Information System (MIS) Users Meeting Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152605) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
11-8-18 **12:30 TO 3:30 PM**	Visual Supports for all Students Presented by: Jennifer Rountree and Natalie Sedano	Register on OMS (url: https://sbcss.k12oms.org/52-153403) Email Julie Wheeler (julie.wheeler@cahelp.org)	No Fee
11-9-18 **11:00 AM TO 1:00 PM**	Directors' Training: Overview of The Resilience Breakthrough Presented by: Christian Moore	Register on OMS (url: https://sbcss.k12oms.org/52-152237) Email Caryn De La Torre (caryn.delatorre@cahelp.org)	No Fee
11-9-18 **8:30 AM TO 3:30 PM**	Prior Written Notice Presented by: Sheila Parisian	Register on OMS (url: https://sbcss.k12oms.org/52-149389) Email Cruz Gustafson (cruz.gustafson@cahelp.org)	No Fee
11-9-18 **2:30 TO 4:00 PM**	WebIEP Spanish Translators' Workgroup Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152606) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee

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11-12-18 **1:00 TO 3:00 PM**	EC PBIS Content Review Presented by: Kristee Laiva and Jessica Soto	Register on OMS (url: https://sbcss.k12oms.org/52-142529) Email Caryn De La Torre (caryn.delatorre @cahelp.org)	No Fee
11-13-18 **8:30 AM TO 3:30 PM**	Pathway: Universal Design for Learning: Access for All (UDL) Presented by: Sheila Parisian and Bonnie Garcia	Register on OMS (url: https://sbcss.k12oms.org/52-152095) Email Judith Loera (judith.loera@cahelp.org)	$ 40.00
11-27-18 **8:30 AM TO 12:45 PM**	Diagnostic Center: Cognitive-Behavioral Techniques for Educators Presented by: Tim Halphide	Register on OMS (url: https://sbcss.k12oms.org/52-149692) Email Caryn De La Torre (caryn.delatorre@cahelp.org)	$ 10.00
11-27-18 **8:30 AM TO 3:30 PM**	Autism for Paraprofessionals: Behavior, Communication & Social Understanding Presented by: Jennifer Rountree	Register on OMS (url: https://sbcss.k12oms.org/52-152277) Email Julie Wheeler (julie.wheeler@cahelp.org)	$ 20.00
11-29-18 **8:30 AM TO 3:30 PM**	Legally Compliant IEP Present Levels of Performance (PLOPs), Goals, and Educational Benefit Presented by: Sheila Parisian	Register on OMS (url: https://sbcss.k12oms.org/52-153397) Email Cruz Gustafson (cruz.gustafson@cahelp.org)	No Fee
11-30-18 **12:30 TO 3:30 PM**	Early Childhood Daily Schedules and Visual Supports Presented by: Veronica Rousseau	Register on OMS (url: https://sbcss.k12oms.org/52-150940) Email April Hatcher (april.hatcher@cahelp.org)	No Fee

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Date	Training	Registration	Fee
12-4-18 **8:30 AM TO 3:30 PM**	IEP Forms and Facts Presented by: Sheila Parisian and Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152820) Email Cruz Gustafson (cruz.gustafson@cahelp.org)	No Fee
12-4-18 AND **12-5-18** **8:30 AM TO 3:30 PM**	Non-Violent Crisis Prevention (CPI) Presented by: CPI Team	Register on OMS (url: https://sbcss.k12oms.org/52-152677) Email Jennifer Holbrook (jennifer.holbrook@cahelp.org)	$ 30.00
12-5-18 **8:30 TO 11:30 AM**	Early Childhood Classroom Strategies for Effective Large Group (Circle Time) Instruction Presented by: Veronica Rousseau	Register on OMS (url: https://sbcss.k12oms.org/52-150948) Email April Hatcher (april.hatcher@cahelp.org)	No Fee
12-5-18 **8:30 TO 11:30 AM**	WebIEP Training Morning Session Presented by: Colette Garland and Cindy Quan	Register on OMS (url: https://sbcss.k12oms.org/52-152607) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
12-5-18 **1:00 TO 4:00 PM**	WebIEP Training Afternoon Session Presented by: Colette Garland and Cindy Quan	Register on OMS (url: https://sbcss.k12oms.org/52-152608) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
12-6-18 **8:00 AM TO 3:30 PM**	Transition Planning for All Students Presented by: Adriene Shepherd	Register on OMS (url: https://sbcss.k12oms.org/52-153197) Email Kaori Hartzler (kaori.hartzler@cahelp.org)	$ 60.00

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12-12-18 8:30 AM TO 3:30 PM	Classroom Structure and Management Presented by: Renee Garcia	Register on OMS (url: https://sbcss.k12oms.org/52-152271) Email Julie Wheeler (julie.wheeler@cahelp.org)	$ 25.00
12-12-18 12:30 TO 3:30 PM	Social Skills Training: An Evidence-Based Practice for Individuals with Autism Presented by: Jennifer Rountree	Register on OMS (url: https://sbcss.k12oms.org/52-152282) Email Julie Wheeler (julie.wheeler@cahelp.org)	$ 20.00
12-12-18 8:30 TO 11:30 AM	WebIEP Training Morning Session Presented by: Colette Garland and Cindy Quan	Register on OMS (url: https://sbcss.k12oms.org/52-152610) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
12-12-18 1:00 TO 4:00 PM	WebIEP Training Afternoon Session Presented by: Colette Garland and Cindy Quan	Register on OMS (url: https://sbcss.k12oms.org/52-152611) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
12-13-18 5:30 TO 7:00 PM	Community Advisory Committee Meeting Presented by: Corinne Foley	Register on OMS (url: https://sbcss.k12oms.org/52-151891) Email Caryn De La Torre (caryn.delatorre@cahelp.org)	No Fee