California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
January 17, 2020 – 8:30 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

1.0   TELECONFERENCE LOCATIONS:

Health Sciences High School and Middle College, 3910 University Avenue, San Diego CA 92105
High Tech High Charter Schools, 2861 Womble Road, San Diego CA 92106
Needles Unified School District, 1900 Erin Drive, Needles CA 92363

2.0   CALL TO ORDER

3.0   ROLL CALL

4.0   PUBLIC PARTICIPATION

Citizens are encouraged to participate in the deliberation of the Desert/Mountain SELPA Steering Committee. Several opportunities are available during the meeting for the Council to receive oral communication regarding the presentations of any items listed on the agenda. Please ask for recognition either before a presentation or after the presentation has been completed. Please complete and submit a "Registration Card to Address the Desert/Mountain SELPA Steering Committee" to the Recording Secretary and adhere to the provisions described therein.

5.0   ADOPTION OF THE AGENDA

5.1   **BE IT RESOLVED** that the January 17, 2020 Desert/Mountain SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

6.0   INFORMATION/ACTION

6.1   Revised CAHELP Strategic Plan for Web Accessibility **(ACTION)**

The CAHELP Strategic Plan for Web Accessibility ensures the CAHELP JPA websites have accessible content. The strategic plan is occasionally updated to reflect changes in the Web Content Accessibility Guidelines (WCAG).

6.1.1   **BE IT RESOLVED** that the Revised CAHELP Strategic Plan for Web Accessibility be approved as presented.

7.0   CONSENT ITEMS

It is recommended that the Steering Committee consider approving several Agenda items as a Consent list. Consent Items are routine in nature and can be enacted in one motion without further discussion. Consent items may be called up by any Committee Member at the meeting for clarification, discussion, or change.

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7.1 **BE IT RESOLVED** that the following Consent Items be approved as presented:

    7.1.1   Approve the December 13, 2019 Desert/Mountain SELPA Steering Committee Meeting Minutes.

8.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

8.1   Legislative Updates

Heidi Chavez will present the latest in State and Federal law related to students with disabilities and school law.

8.2   Upcoming Changes in the Web IEP Program

Heidi Chavez will provide updates on upcoming changes in the Web IEP program.

8.3   Desert/Mountain SELPA Local Plan Rewrite

Heidi Chavez will present the timeline for the Desert/Mountain SELPA Local Plan rewrite and the public hearings to support community input to the plan.

8.4   Allen's Bill Transfers

Heidi Chavez will share information on Allen's Bill pertaining to student transfers.

8.5   Chronic Absenteeism Rate in California Longitudinal Pupil Achievement Data System (CALPADS)

Rich Frederick will present information on Chronic Absenteeism Rate in California Longitudinal Pupil Achievement Data System (CALPADS).

8.6   Desert/Mountain Children's Center Client Services Reports

Linda Llamas will present the Desert/Mountain Children's Center Client Services monthly reports.

8.7   Professional Learning Summary and Update

Heidi Chavez will present the D/M SELPA's Professional Learning Summary and update.

8.8   Resolution Support Services Summary and Update

Kathleen Peters will present the D/M SELPA's Resolution Support Services Summary and update.

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8.9   Prevention and Intervention Update

Kami Murphy will present Prevention and Intervention update.

8.10   Compliance Update

Peggy Dunn will present an update on compliance items from the California Department of Education (CDE).

8.11   Nonpublic School/Nonpublic Agency Update

Peggy Dunn will provide a nonpublic school/nonpublic agency update.

8.12   CAHELP Program for the Education and Enrichment of Relational Skills (PEERS)

Jennifer Rountree will present information regarding CAHELP PEERS.

8.13   Arts Integration: Leveraging the ART of Learning

Adrien Faamausili will present information on Arts Integration: Leveraging the ART of Learning.

8.14   California Assessment of Student Performance and Progress (CAASPP) Updates

Karina Quezada will provide California Assessment of Student Performance and Progress (CAASPP) Updates.

9.0   FINANCE COMMITTEE REPORTS

10.0   INFORMATION ITEMS

10.1   Desired Results Developmental Profile (DRDP) Memo

10.2   Monthly Audiological Services Reports

10.3   Monthly Occupational & Physical Therapy Services Reports

10.4   Monthly Nonpublic School/Agency Placement Report

10.5   Upcoming Professional Learning Opportunities

11.0   STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

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12.0 CEO COMMENTS

13.0 MATTERS BROUGHT BY CITIZENS

This is the time during the agenda when the Desert/Mountain SELPA Steering Committee is again prepared to receive the comments of the public regarding items on this agenda or any school related special education issue.
When coming to the podium, citizens are requested to give their name and limit their remarks to three minutes.

Persons wishing to make complaints against Desert/Mountain SELPA Steering Committee personnel must have filed an appropriate complaint form prior to the meeting.

When the Desert/Mountain SELPA Steering Committee goes into Closed Session, there will be no further opportunity for citizens to address the Council on items under consideration.

14.0 DIRECTORS' TRAINING

15.0 ADJOURNMENT

The next regular meeting of the Desert/Mountain SELPA Steering Committee will be held on Friday, February 21, 2020, at 8:30 a.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

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.

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. All CAHELP web content shall meet WCAG 2.0 Level AA conformance and shall be updated according to changes in WCAG standards, as best practice, and in accordance to federal and state law. WCAG 2.1 was published on June 5, 2018 by the Worldwide Web Consortium (W3C) and establishes 17 new success criteria that have been included in this policy. By conforming to WCAG 2.1, CAHELP also conforms to WCAG 2.0.

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), screen reading 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.

CAHELP JPA STRATEGIC PLAN FOR WEB ACCESSIBILITY

3.0   REGULATORY REQUIREMENTS (SECTIONS 504/508; TITLE II ADA, CALIFORNIA UNRUH CIVIL RIGHTS ACT)

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. The 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. The California Unruh Civil Rights Act (UCRA) is a California statute providing that all persons within the jurisdiction of this state are free and equal, and no matter what their disability are entitled to full and equal accommodations, advantages, facilities, privileges, or services in all business establishments of every kind whatsoever. The UCRA specifies that "[a] violation of the right of any individual under the Americans with Disabilities Act of 1990…shall also constitute a violation of this section."

> 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."*

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*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."*

*California Unruh Civil Rights Act (UCRA), Cal Civ. Code § 51. (a) This section
shall be known, and may be cited, as the Unruh Civil Rights Act.*

*(b) All persons within the jurisdiction of this state are free and equal, and no matter
what their sex, race, color, religion, ancestry, national origin, disability, medical
condition, genetic information, marital status, sexual orientation, citizenship,
primary language, or immigration status are entitled to the full and equal
accommodations, advantages, facilities, privileges, or services in all business
establishments of every kind whatsoever…"*

Refer to Appendix D for WCAG 2 Checklist produced by Web Accessibility in Mind
(WebAIM).

3.1   Legal Guidance:

➢ 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

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.

4.0   COMPLIANCE/RESPONSIBILITIES

Under this strategic plan, CAHELP personnel shall:

CAHELP JPA STRATEGIC PLAN FOR WEB ACCESSIBILITY

- 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 CAHELP JPA Virtual Compliance Supervisor 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 Accessibility Compliance Team (ACT) 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.

4.2   Revisions to the Strategic Plan

The Chief Executive Officer (CEO) of CAHELP 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 ACT.

The CAHELP JPA Virtual Compliance Supervisor in collaboration with the ACT 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 approval.

4.3   Oversight and Responsibilities

The CAHELP JPA Virtual Compliance Supervisor is responsible for online web accessibility and functionality and is a member of the ACT. He/she is responsible for establishing systems of audit, accountability, corrective action of accessibility of all online content and functionality on an ongoing basis. He/she and the ACT shall work towards ensuring equal access and opportunity to organizational programs and services for all individuals, including those delivered online. The ACT 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
> ➢ JPA Virtual Compliance Program Technician, CAHELP

Membership of the ACT shall be at the discretion and determination of the CEO, CAHELP.

4.3.1   Responsibilities of Accessibility Compliance Team (ACT)

The ACT 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 CAHELP JPA Virtual Compliance Supervisor

The CAHELP JPA Virtual Compliance Supervisor shall work in collaboration with the ACT 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 CAHELP JPA Virtual Compliance Technician

The CAHELP JPA Virtual Compliance Technician performs specialized technical work in assisting, training, and advising CAHELP employees regarding virtual regulations, compliance, policies, and procedures. The CAHELP 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 CAHELP JPA Virtual Compliance Supervisor in collaboration with the ACT 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 procure appropriate IT software, hardware, and media.

❖ *CAHELP 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 checklist for implementing HTML-related principles and techniques for seeking WCAG 2.0 conformance produced by Web Accessibility in Mind (WebAIM).

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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:*

- 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.

4.3.5.2   *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 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 W3C Web Accessibility Initiative (WAI) that are commonly recognized by governments and organizations:

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- *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 WCAG 2.0 includes success criterion (WCAG guidelines) organized under four general principles, which provide the foundation of web accessibility. The latest version, WCAG 2.1, extends WCAG 2.0 by adding 17 new success criteria. The W3C recommends that sites adopt WCAG 2.1 as the new conformance target to provide improved accessibility and to anticipate future policy changes. The following four principles have been adopted by 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   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 and Physical Reactions:* Do not design content in a way that is known to cause seizures or physical reactions;
- ❖ *Guideline 2.4 – Navigable:* Provide ways to help users navigate, find content, and determine where they are; and
- ❖ *Input Modalities:* Make it easier for users to operate functionality through various inputs beyond keyboard.

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

- ❖ *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 success criteria have been met.

Level AA is 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 public-facing official agency business content, as well as specific categories of non-public-facing content that is official agency business, conform to all Level AA success criterion.

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
Level AA   not change order when
                              navigating through the site.

With the new added success criteria under WCAG 2.1, the following lists requirements for conformance to WCAG 2.1, as well as information about how to make conformance claims, which are optional. This information also describes what it means to be accessibility supported, since only accessibility-supported ways of using technologies can be relied upon for conformance.

5.3.1 Interpreting Normative Requirements: The main content of WCAG 2.1 is normative and defines requirements that impact conformance claims. Introductory material, appendices, sections marked as "non-nomative" diagrams, examples, and notes are informative (non-normative). Non-normative material provides advisory information to help interpret the guidelines but does not create requirements that impact a conformance claim.

5.3.2 Conformance Requirements: In order for a web page to conform to WCAG 2.1, all of the following conformance requirements must be satisfied:

5.3.2.1 *One of the following levels of conformance is met in full:*

- For Level A conformance (the minimum level of conformance), the web page satisfies all the Level A success criteria, or a conforming alternate version is provided.
- For Level AA conformance, the web page satisfies all the Level A and Level AA success criteria, or a Level AA conforming alternate version is provided.
- For Level AAA conformance, the web page satisfies all the Level AA and Level AAA success criteria, or a Level AAA conforming alternate version is provided.

5.3.3 Conformance (and conformance levels) is for full web page(s) only and cannot be achieved if part of a web page is excluded.

NOTE: For the purpose of determining conformance, alternatives to part of a page's content are considered part of the page when the alternatives can be obtained directly from the page, e.g., a long description or an alternative presentation of a video. Authors of web pages that cannot conform due to content outside of the author's control may consider a Statement of Partial Conformance. A full page includes each variation of the page that is automatically presented by the page for various screen sizes (e.g., variations in a responsive web page). Each of these variations needs to conform (or needs to have a conforming alternate version) in order for the entire page to conform.

5.3.4 Complete Processes

When a web page is one of a series of web pages presenting a process (i.e., a sequence of steps that need to be completed in order to accomplish an activity), all web pages in the process conforms at the specified level or better. (Conformance is not possible at a particular level if any page in the process does not conform at that level or better).

5.3.5   Only Accessibility-Supported Ways of Using Technologies

Only accessibility-supported ways of using technologies are relied upon to satisfy the success criteria. Any information or functionality that is provided in a way that is not accessibility supported is also available in a way that is accessibility supported.

5.3.6   Non-Interference

If technologies are used in a way that is not accessibility supported, or if they are used in a non-conforming way, then they do not block the ability of users to access the rest of the page. In addition, the web page as a whole continues to meet the conformance requirements under each of the following conditions:

1. When any technology that is not relied upon is turned on in a user agent;
2. When any technology that is not relied upon is turned off in a user agent; and
3. When any technology that is not relied upon is not supported by a user agent.

In addition, the following success criteria apply to all content on the page, including content that is not otherwise relied upon to meet conformance, because failure to meet them could interfere with any use of the page:

❖ 1.4.2 – Audio Control;
❖ 2.1.2 – No Keyboard Trap;
❖ 2.3.1 – Three Flashes or Below Threshold; and
❖ 2.2.2 – Pause, Stop, Hide.

5.3.7   Conformance Claims (Optional)

Conformance is defined only for web pages. However, a conformance claim may be made to cover one page, a series of pages, or multiple related web pages.

5.3.7.1   *Required Components of a Conformance Claim*

Conformance claims are not required. Authors can conform to WCAG 2.1 without making a claim. However, if a conformance claim is made, then the conformance claim must include the following information:

1. Date of claim;

2. Guidelines title, version and URI "Web Content Accessibility Guidelines 2.1";

3. Conformance level satisfied (Level A, AA, AAA);

4. A concise description of the web pages, such as a list of URIs for which the claim is made, including whether subdomains are included in the claim; and

5. A list of web content technologies relied upon.

5.3.7.2   *Optional Components of a Conformance Claim*

In addition to the required components of a conformance claim, consider providing additional information to assist users. Recommended additional information includes:

- A list of success criteria beyond the level of conformance claimed that have been met. This information should be provided in a form that users can use, preferably machine-readable metadata.

- A list of the specific technologies that are "used but not relied upon."

- A list of user agents, including assistive technologies that were used to test the content.

- A list of specific accessibility characteristics of the content, provided in machine-readable metadata.

- Information about any additional steps taken that go beyond the success criteria to enhance accessibility.

- A machine-readable metadata version of the list of specific technologies that are relied upon.

- A machine-readable metadata version of the conformance claim.

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.

5.3.8   Statement of Partial Conformance - 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 are 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 partial 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)."

5.3.9   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/

5.3.10   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/

5.3.11   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 (url: 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. Go to WCAG-EM 1.0 to access this information (url: 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 CAHELP JPA Virtual Compliance Supervisor. The auditor shall utilize assistive software used by web users who are disabled (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. Go to WAT to download a copy (url: https://developer.paciellogroup.com/resources/wat/).

   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 CAHELP JPA Virtual Compliance Technician, as designated by the CAHELP JPA Virtual Compliance Supervisor, 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, SiteImprove, 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 CAHELP JPA Virtual Compliance Supervisor 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.

5.3.12 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 Virtual 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, SiteImprove, etc.)

6.0   PROCEDURES

See Appendix A: Getting Started with Accessibility.

7.0   IT ACCESSIBILITY CHECKLIST

The following is a 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,

CAHELP JPA STRATEGIC PLAN FOR WEB ACCESSIBILITY

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

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)
- ➢ California Unruh Civil Rights Act (UCRA), Cal Civ. Code *§ 51.*
- ➢ 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

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10.0   REVISION HISTORY

Version Number	Revised	Governance Approval
1.0	10/27/16	4/7/2017
2.0	08/24/18	9/7/2018
3.0	01/16/20	02/07/20

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 5.0 – 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 (url: 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 (url: 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 (url: 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:

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(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 subsection 5.3.11, 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 CAHELP JPA Virtual Compliance Supervisor and/or the Accessibility Compliance Team (ACT). A list of online accessibility checkers is available in *Appendix B* to assist with accessibility efforts.

Accessibility issues shall be reported to the CAHELP JPA Virtual Compliance Supervisor and/or the ACT for accountability. Issues that exceed the parameters and scope of responsibility of the CAHELP JPA Virtual Compliance Supervisor and ACT 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

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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 DC 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. 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:

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- 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; and

- Avoiding reliance on visual characteristics.

B.1.8.   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.1.9.   HTML headings

As discussed in Section 5.0, 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.1.10. 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.1.11. 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.1.12. **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.

- **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.

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- **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
  - 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.1.13. 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 CAHELP JPA Virtual Compliance Supervisor and/or the ACT.

B.1.14. 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.1.14.1. 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.1.14.2. *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.1.14.3. *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, 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. 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.1.14.4. *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.

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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.1.15. 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.1.15.1. 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.1.15.2. 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:

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- ➢ 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 ids of all headers that apply to that particular cell. If more than one header applies to a cell, separate ids 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.1.16. Effective Use of Color

There are two accessibility issues related to choice of color:

B.1.16.1. *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 enable underline feature so users who are unable to perceive color differences can distinguish links from surrounding text.

B.1.16.2. *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).

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 by the Paciello Group (for Windows or Mac) (url:

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https://www.paciellogroup.com/resources/contrastanalyser/)

➢ WebAIM Color Contrast Checker (url: https://webaim.org/resources/contrastchecker/)

B.1.17. 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.1.18. 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.

B.1.19. 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.1.20. Avoiding Reliance on Visual Characteristics

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

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.1.21. 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.1.21.1. 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 CAHELP JPA Virtual Compliance Team 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)
➢ 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.1.21.2. *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.1.21.3. *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 CAHELP JPA Virtual team and/or the ACT.

B.1.21.4. *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 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.1.21.5. *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 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, go to Able Player on Github (url: *https://ableplayer.github.io/ableplayer/*).

B.1.22. 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 ACT 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.

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

B.1.22.1. *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:

➢ 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.1.22.2. *Validate information provided by bidders and evaluate the product for accessibility*

Consult the ACT 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.1.23. 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 CAHELP JPA Virtual Compliance Team and the ACT.

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.1.24. 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 CAHELP JPA Virtual Compliance Supervisor in collaboration with the ACT. Accessibility checks will be incorporated into the publishing workflow for all new content.

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December 13, 2019 – 8:30 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

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D/M SELPA MEMBERS PRESENT:
Academy for Academic Excellence – Marcelo Congo, Amanda Gormley, Adelanto SD – Michael Baird, Apple Valley USD – Renee Castillo, David Wheeler, Barstow USD – John Keane, Bear Valley USD – Aimee Hoover, Desert/Mountain Operations (SBCSS) – Richard (Rich) Frederick, Excelsior Charter Schools – Marie Silva, Helendale SD – Michael Esposito, Lucerne Valley SD – Vici Miller, Needles USD – Jamie Wiesner (via Web Ex), Oro Grande SD – Nelda Colvin, Derek Hale, Silver Valley USD – Cheri Rigdon, Snowline JUSD – Diane Hannett, Victor Elementary SD – Tanya Benitez, and Victor Valley Union High School District – Margaret Akinnusi.

D/M CHARTER SELPA MEMBERS PRESENT:
Odyssey Charter – Christina Roberts.

CAHELP, SELPA, & DMCC STAFF PRESENT:
Jamie Adkins, Guille Burgos, Heidi Chavez, Danielle Cote, Lindsey Devor, Peggy Dunn, Marina Gallegos, Renee Garcia, Colette Garland, Jenae Holtz, Kami Murphy, Lisa Nash, Sheila Parisian, Kathleen Peters, Eddie Peterson, Karina Quezada, Daria Raines, Jennifer Rountree, Veronica Rousseau, Natalie Sedano, Jennifer Sutton, and Athena Vernon.

1.0   **TELECONFERENCE LOCATIONS:**

Health Sciences High School and Middle College, 3910 University Ave, San Diego, CA 92105
Needles Unified School District, 1900 Erin Drive, Needles, CA 92363

2.0   **CALL TO ORDER**

The regular meeting of the California Association of Health and Education Linked Professions Joint Powers Authority (CAHELP JPA) Desert/Mountain SELPA Steering Committee Meeting was called to order by Chairperson Jenae Holtz, at 9:00 a.m., at the Desert/Mountain Educational Service Center, Apple Valley.

3.0   **ROLL CALL**

4.0   **PUBLIC PARTICIPATION**

None.

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5.0 ADOPTION OF THE AGENDA

5.1 **BE IT RESOLVED** that a motion was made by Marie Silva, seconded by Michael Esposito, to approve the December 13, 2019 Desert/Mountain SELPA Steering and Finance Committee Meeting Agenda as presented. A vote was taken and the following carried: 15:0: Ayes: Akinnusi, Baird, Benitez, Colvin, Congo, Esposito, Frederick, Hannett, Hoover, Keane, Miller, Rigdon, Silva, Wheeler, Wiesner. Nays: None, Abstentions: None.

6.0 INFORMATION/ACTION

6.1 IEP Addendum to Add Desert/Mountain Children's Center Children's Intensive Services (CIS) **(ACTION)**

Desert/Mountain Children's Center (DMCC) Director seeks approval for an addendum to be used to add Children's Intensive Services (CIS) services to a child's IEP.

Jenae Holtz stated there is no conflict with outside services provided at the child's home if the treatment goals are different.

6.1.1 **BE IT RESOLVED** that a motion was made by Marie Silva, seconded by Vici Miller, to approve that an addendum can be used to add Desert/Mountain Children's Center Children's Intensive Services (CIS) to a child's IEP as presented. A vote was taken and the following carried: 15:0: Ayes: Akinnusi, Baird, Benitez, Colvin, Congo, Esposito, Frederick, Hannett, Hoover, Keane, Miller, Rigdon, Silva, Wheeler, Wiesner. Nays: None, Abstentions: None.

7.0 CONSENT ITEMS

It is recommended that the Steering Committee consider approving several Agenda items as a Consent list. Consent Items are routine in nature and can be enacted in one motion without further discussion. Consent items may be called up by any Committee Member at the meeting for clarification, discussion, or change.

7.1 **BE IT RESOLVED** that a motion was made by Cheri Rigdon, seconded by Michael Esposito, to approve the following Consent Item as presented. A vote was taken and the following carried: 15:0: Ayes: Akinnusi, Baird, Benitez, Colvin, Congo, Esposito, Frederick, Hannett, Hoover, Keane, Miller, Rigdon, Silva, Wheeler, Wiesner. Nays: None, Abstentions: None.

7.1.1 Approve the November 8, 2019 Desert/Mountain SELPA Steering and Finance Committee Meeting Minutes.

8.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

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8.1   Legislative Updates

Jenae Holtz presented the latest in State and Federal law related to students with disabilities and school law. Jenae said that Senate Bill (SB) 75 prohibits charter schools from discouraging a student from enrolling or continuing to enroll in the charter school. She said this has been the law but there is concern that students with disabilities are being counseled out of enrolling. Jenae shared that one of the D/M Charter SELPA members was advised by an outside charter that it was acceptable to disenroll students with disabilities who were not submitting homework. Jenae advised greatly against that practice and said the LEA is not likely to be successful in a due process case if they take this approach. She said if a student with disabilities is not submitting homework, the IEP team should have a discussion about what supports are needed for the child to be successful.

Jenae shared a PowerPoint she received during the December 2019 State SELPA meetings updating members on the status of legislative bills. She highlighted potential 2020 legislation:
- Fetal alcohol syndrome disorder as "Other Health Impairment" as part of criteria for a qualifying reason for special education,
- Autism transition planning changing from age 16 to age 14
- Jenae stated Assembly Bill (AB) 5 - Exemption for Speech-Language-Hearing Therapists proposes contracting with an independent person makes them an employee of the school district.

8.2   CDE Updates

Jenae Holtz presented new developments within the California Department of Education (CDE) in regard to compliance monitoring. At State SELPA last week, Jenae learned that there have been changes made that will affect the CAHELP Compliance Monitoring Guide. She said a federal lawsuit was filed against CDE many years ago causing CDE to continually answer to the court on how things are being changed statewide.

Jenae stated the transition to CALPADS has been smoother than CDE anticipated. There is no extension to the December 20, 2019 certification due date. Jenae said next week D/M SELPA will contact the LEAs that have not submitted to keep the process on track. She continued that CDE is finding when a programming error in CALPADS is fixed, another error occurs. The program is being adjusted and data entry is continuing.

Jenae shared the CDE's clear directions regarding students with disabilities transferring from another LEA from a different SELPA or out of state. She said it is about the creation of the record at the district of residence, documenting that a child is being served. The receiving LEA must create a record for students when they enroll even if they will be attending another program for a free appropriate public education (FAPE). Jenae said the lawsuit addressed smaller LEAs being put in noncompliance because of a miniscule amount of errors. She said that LEAs with less than 100 students with disabilities were not included in the monitoring selection and that LEAs with

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less than 30 were not reflected on the California dashboard. To rectify this, CDE is considering grouping the small LEAs and charters to bring them up to 100 children with disabilities. As a charter SELPA, CDE could look at all member LEAs to determine where assistance is needed. Jenae continued the CDE could also group by county or a hybrid of county and SELPA.

Jenae also said the court order gave CDE clear directives on how to select for the comprehensive review selection because they did not think enough LEAs were selected. She reported that preschools will be part of the comprehensive review as well. The court said the targets were not ambitious or detailed enough. Jenae said that comprehensive review will be more about performance instead of compliance. She said that CDE proposed to the federal court to overhaul the comprehensive review process. Jenae reported compliance monitoring will be called Universal Monitoring for all LEAs. She said Intensive Monitoring will replace Comprehensive Review. CDE will look at the lowest 10% of all LEAs and with the new scoring methodology, a LEA's score cannot be more than 10 to determine who will be in intensive monitoring. Jenae said there will be more than 200 schools in intensive monitoring with the new calculation. She stated intensive monitoring will be completed February through July 2020. Jenae said the CDE has not added staff to cover the additional LEAs. They said it will not be SELPA's responsibility to complete monitoring but they will have a part in it. Jenae anticipates that many D/M SELPA LEAs will be part of intensive monitoring based on the new scoring methodology. Jenae said in January 2020, D/M SELPA should be notified of which LEA's are in intensive monitoring and at that time, the LEAs will be notified.

Jenae reported a mega-letter will be released in January 2020 to all superintendents describing how compliance concerns are being combined and what it means if the LEA is identified as in need of intensive monitoring. Jenae said there will be one plan for all compliance issues including Performance Indicator Review (PIR), Data Identified Noncompliance (DINC), Intensive Monitoring so the same issues are not being addressed multiple times. D/M SELPA should receive the mega letter preview before the LEAs and will be forwarding the information to assist with the process.

8.3   Consistency in the Data Entry of Services

Jenae Holtz led a discussion regarding the consistency needed when entering services in to Web IEP. Jenae stressed that it is important for the LEAs to train their teams to use the correct codes and to confirm that data entered in Web IEP is correct and accurate. CDE has stated accurate data is essential.

Colette Garland offered to provide Web IEP refresher trainings as needed.

8.4   Desert/Mountain Operations Referral Procedures Follow-Up

Richard Frederick provided follow-up information regarding the Desert/Mountain Operations Referral Procedures. He said when a D/M SELPA agency accepts a transfer from an agency

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outside of D/M SELPA, the receiving agency must open an IEP with any available information for Desert/Mountain Operations (DMOPS) to process a referral. Rich said DMOPS is working to process referrals within 5 days so there is a minimal break in service. He stated DMOPS is a service provider and does not make the offer of FAPE.

Colette Garland said the annual transfer process will revert back to the shorter document in January.

Rich concluded that the fee-for-service is projected based on previous year's numbers. This year, DMOPS is approximately 50 students above last year's enrollment.

8.5   Desert/Mountain Children's Center (DMCC) Client Services Reports

Guille Robles presented the Desert/Mountain Children's Center monthly reports. Guille asked to be notified of any changes.

8.6   Professional Learning Summary

Heidi Chavez presented the D/M SELPA's Professional Development Summary. Heidi highlighted the following trainings:

- Hola Language Services – Interpreting IEP Meetings scheduled for January 6-7, 2020.
- Evidence Based Interventions for Classroom Management scheduled for January 8, 2020. It will be presented by Dr. Laura Riffel at the Courtyard Marriott in Hesperia, CA. The cost is $200.00.
- Teaching Students with Moderate to Severe Intellectual Disabilities scheduled for January 14, 2020 for $10 at DMESC. The training is presented by Diagnostic Center South and will provide behavioral and instructional strategies. It is open to teachers of Moderate/Severe classrooms as well as school psychologists.
- I-MTSS Symposium – Fostering Resilient Learners: Creating a Safety Nest to Thrive and Soar scheduled for February 26, 2020. Dave Pelzer is the keynote speaker and will be followed by Kristin Souers. Registration fee of $200.00 includes continental breakfast, lunch, and one book at the National Orange Show Event Center in San Bernardino, CA.
- IMSE Intermediate Orton-Gillingham Training scheduled for March 2, 3, 4, 26, 27, 2020. It will be presented at Desert Mountain Educational Service Center (DMESC). The registration fee is $1,650.00 per attendee.
- The Real Life Skills of Executive Function: A Growth Mindset Approach is scheduled for March 9, 2020. It will be presented by Sasha Long at DMESC.

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- Classroom Management: Tier Two Strategies scheduled for April 7, 2020. It will also be presented by Dr. Laura Riffel at the Courtyard Marriott in Hesperia, CA. The cost is $200.00.
- Directors' Training – Understanding Students from Adverse Backgrounds scheduled for January 17, 2020 at the end of D/M SELPA Steering Committee meeting.

8.7   Resolution Support Services Summary

Kathleen Peters presented the D/M SELPA's Resolution Support Services Summary. She thanked Special Education Director Marcelo Congo at Academy for Academic Excellence (AAE) for referring parents to the Community Advisory Committee (CAC) meetings. Kathleen said a family that had been in resolution attended the CAC meeting on December 12, 2019 and the mother introduced Kathleen to her son as the lady who helped him. She said the relationship with the family remained intact after the legal filing which is important.

Kathleen reminded the committee members that due process filing timelines start as soon as the faxes are received. She said if timelines are missed, the attorneys can decline resolution and mediation.

Kathleen talked about transfers and releasing students. She shared that Needles USD has a transfer agreement with families that live in Havasu, Nevada with a parent working in Needles to allow the children to attend a school in Needles USD. Kathleen said the transfer agreement has conditions: attendance, behavior, grades and if the conditions are not met, the student can be released from the transfer and returned to the school of residence. In a recent instance, a child's behavior deteriorated so Needles USD released him before testing the child and researching the supports he might need. Kathleen advised to collaborate carefully with the LEA Child Welfare and Attendance office to create a procedure for reviewing cases before a transfer is declined or revoked.

8.8   Prevention and Intervention Update

Natalie Sedano presented Prevention and Intervention Updates. She stated PBIS and Mental Health: Implementation and Integration across the Tiers is scheduled for February 19, 2020. Susan Barrett will be presenting at Apple Valley USD multi-purpose room. Natalie continued this workshop will help school teams work more effectively to address social emotional behaviors of students. Natalie stated there is no cost to the participants.

8.9   Compliance Update

Peggy Dunn presented an update on compliance items from the California Department of Education (CDE). She shared that there is vital compliance information provided in the Compliance Monitoring Guide even though it will change based on CDE.

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- Comprehensive Review (CR) – Barstow USD and Apple Valley USD received a summative report from CDE. There has been a slight change to the forms for more details on Behavior Interventions by the recommendation of CDE.

- Performance Indicator Review (PIR) – all 16 submitted PIR plans have been accepted which is approximately half of the D/M SELPA LEAs.

- 2017-18 Disproportionality – There have been 15 LEAs approved to date.

- 2018-19 Disproportionality – Susan Olsen with CDE will be emailing PIN numbers when they begin the process reviewing disproportionality submissions.

Colette Garland reported the December 6, 2019 CALPADS certification date was extended to December 20, 2019 but there will be no further extensions. Colette said the amendment window will open after the certification date has passed. Colette asked to be contacted if an LEA has CERT errors so she can help with corrections. She continued if there are no CERT errors, D/M SELPA will move forward with the certification process.

Colette Garland concluded that changes made to Web IEP will be discussed at the January D/M SELPA Steering and Finance Committee meeting.

8.10   Nonpublic School/Nonpublic Agency Update

Peggy Dunn provided a nonpublic school/nonpublic agency update. She shared D/M SELPA is continuing to work on a solution to meet the needs of children with autism. Peggy reported that she, Heidi Chavez, and Kathleen Peters visited the Academy for the Advancement of Children with Autism in Lancaster. She said they are scheduled to meet with the director on January 21, 2020 with Jenae Holtz to discuss the needs of students in the high desert. Peggy said there are currently a few students of D/M SELPA LEAs that are currently attending the Lancaster site.

Jenae Holtz reported that she has spoken with Greg Jaggers of Point Quest about the possibility of a site in the high desert as well. She said there must be enough students enrolled in a program to support a new nonpublic school.

8.11   Temporary Intensive Supports Assessment (TISA) Follow-Up Discussion

Karina Quezada shared a brochure to help school staff communicate with families when a 1:1 aide is requested. The intent of the brochure is to help families understand the process that includes an evaluation then a meeting to determine the temporary supports a child will need. Karina said the pamphlet can be reproduced and distributed at the discretion of each LEA.

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8.12   Crisis Prevention Institute (CPI) Flex/Blended Learning

Danielle Cote provided information on Crisis Prevention Institute (CPI) Flex/Blended Learning. She said per D/M SELPA Steering Committee request, the flex program with CPI is being offered. It is a blended learning program that allows participants to complete Day 1 modules online in approximately 2-4 hours and then bring the printed certificate of completion to join Day 2 of in-person training. Danielle said only school administrators that have been CPI certified in the last two years will be permitted to use flex/blended learning option. She said this model will begin in March 2020 and there will be only four flex/blended learning participants allowed per training. Danielle shared the registration process is still being developed.

Jenae Holtz stated the flex/blended learning is a great opportunity for administrators so they are able to complete the training as time permits and they will be off campus for less time.

9.0   FINANCE COMMITTEE REPORTS

None.

10.0   INFORMATION ITEMS

10.1   Monthly Audiological Services Reports

10.2   Monthly Occupational & Physical Therapy Services Reports

Kathleen Peters shared new staff have been hired for the OT/PT team and they will start in January 2020. She said with redistribution of caseloads, there will be changes of staff on some campuses.

10.3   Monthly Nonpublic School/Agency Placement Report

10.4   Upcoming Professional Learning Opportunities

11.0   STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

Jenae Holtz confirmed the Alternative Dispute Resolution (ADR) Conference links were previously emailed to the directors but will be emailed again today. She said D/M SELPA will use ADR grant money to pay for conference registration of three employees per LEA however accommodations, travel, and any other expenses will be the responsibility of the LEA.

Renee Castillo shared that Apple Valley USD has been given free professional development from Fun and Function. The topic will be Sensory Processing and the Effect on Executive Functioning Throughout the School Day. She said it is scheduled for January 15, 2020, 4:15 p.m.-6:15 p.m. at the AVUSD district

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office. Renee said there is a cap of 100-150 participants. Renee will email the flyer to Jenae when she receives it for distribution to the directors.

12.0   CEO COMMENTS

Jenae Holtz said at the November 22, 2019 Governance Council meeting, the council discussed inter-district transfers and the fiscal impact they have on districts. She continued that the council agreed to revert to the district of service being charged a fee-for-service. Jenae said the letter of the law has been met with the memorandum of agreement being agreed to. She said an email will be sent to financial staff so they clearly understand the process.

Marina Gallegos stated in the past reports and calculations were completed twice a year and now they will be done monthly.

John Keane asked about the Allen Bill effect on the change.

Jenae replied that LEAs have to be careful about how they deny transfers. She said if a student is going to attend another district, the district of residence is going to pay the fee.

Tanya Benitez shared Victor Elementary SD researched the law and said if a parent works 10 hours or more a week in a district, that district can be considered district of residence so the actual district of residence would not know that the student is attending elsewhere. Tanya will share the document with Jenae.

13.0   MATTERS BROUGHT BY CITIZENS

None.

14.0   ADJOURNMENT

Having no further business to discuss, a motion was made by Marie Silva, seconded by David Wheeler, to adjourn the meeting at 10:35 a.m. A vote was taken and the following carried: 15:0: Ayes: Akinnusi, Baird, Benitez, Colvin, Congo, Esposito, Frederick, Hannett, Hoover, Keane, Miller, Rigdon, Silva, Wheeler, Wiesner. Nays: None, Abstentions: None.

The next regular meeting of the Desert/Mountain SELPA Steering Committee will be held on Friday, January 17, 2020, at 8:30 a.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

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.

Date: January 9, 2020

Subject: Official Message from the State Director of Special Education

The January 6, 2020, memo summarizing Assembly Bill (AB) 1172 incorrectly reported that the new statute "**requires** the CDE, if an investigation conducted by the CDE results in a finding that student health or safety has been compromised, to immediately suspend or revoke the school's certification."

In fact, the new statute reads as follows: "If an investigation conducted by the department results in a finding that pupil health or safety has been compromised or is in danger of being compromised at a nonpublic, nonsectarian school or agency, the department **may** immediately suspend or revoke the certification of the nonpublic, nonsectarian school or agency."

The Special Education Division regrets this error and wishes to publish this correction.

Date: January 6, 2020

Subject: Official Message from the State Director of Special Education

State Laws Related to Special Education Going Into Effect on January 1, 2020

During the 2019 legislative year, several bills related to special education will become law on January 1, 2020. Three bills make changes specifically to special education statute. They are Assembly Bills (ABs) 1172, 605, and 947. Several other bills do not change special education statute but could have implications for students with disabilities.

Changes to Special Education Statutes

The AB 1172 amends several sections of Education Code pertaining to nonpublic, nonsectarian schools and agencies. The new law requires that local educational agencies (LEAs) that send students to nonpublic, nonsectarian schools (NPSs) conduct onsite monitoring visits; requires that NPSs notify the California Department of Education (CDE) of any student-involved incident in which law enforcement is contacted; requires the CDE, if an investigation conducted by the CDE results in a finding that student health or safety has been compromised, to immediately suspend or revoke the school's certification; requires that an NPS serving students with significant behavioral needs to have a person onsite who is qualified to implement behavior interventions; requires that administrators of NPSs hold or be working toward specified credentials or licenses; and requires that NPSs train specified staff in evidence-based practices and interventions specific to students' unique behavioral needs. Further, the new law requires NPSs to submit documentation as a part of their application for certification by the CDE that the NPS will train staff who will have contact or interaction with students during the school day in the use of specified evidence-based practices and interventions specific to the unique behavioral needs of the students it serves and require LEAs to verify compliance with this requirement. The full text of AB 1172 is available at
https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB1172.

The AB 605 adds Section 56040.3 to the Education Code pertaining to the use of assistive technology devices. The new law makes LEAs, including charter schools, responsible for providing a student with disabilities who requires the use of an assistive technology device with continued access to that device, or to a comparable device, when the student, because of enrollment in another LEA, ceases to be enrolled in that LEA. This responsibility is in force until alternative arrangements for providing the student with continuous access to the assistive technology device, or to a comparable

device, can be made or until two months have elapsed from the date that the student ceased to be enrolled in that LEA, whichever occurs first. The full text of AB 605 can be found at https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB605.

The AB 947 adds Education Code sections 56353 and 56354 to law. The new law authorizes school districts, county offices of education (COEs), and charter schools to consider elements of the expanded core curriculum, as defined, when developing individualized education programs (IEPs) for students who are blind, have low vision, or are visually impaired. If an orientation and mobility evaluation is needed for a student who is blind, has low vision, or is visually impaired, the new law would require that these evaluations be conducted by appropriately certified specialists and occur in familiar and unfamiliar environments, in varying lighting conditions, and in the home, school, and community, as appropriate to ensure that students receive necessary related services. The full text of AB 947 is available at https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB947.

Statutory Changes Having Implications for Students with Disabilities

The AB 34 amends the Education Code by requiring each LEA to ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing Internet web site in a manner that is easily accessible to parents or guardians and pupils. The full text of AB 34 can be found at https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB34.

The AB 189 amends the Penal Code by adding qualified autism service providers, qualified autism service professionals, and qualified autism service paraprofessionals, as defined, to the list of individuals who are mandated reporters of child abuse or neglect. The full text of AB 189 can be found at https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB189.

The AB 413 amends both Education Code and Penal Code by deleting references to "at-risk" and replacing that term with the term "at-promise." The full text of AB 413 can be found at https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB413.

The AB 988 amends the Education Code by authorizing the Commission on Teacher Credentialing to allow applicants for an education specialist credential to demonstrate their area of concentration based on two years of experience in California, while the candidates hold the preliminary credential. The full text of AB 988 can be found at https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB988.

The AB 1354 amends the Education Code by requiring a COE, as part of the joint transition planning policy, to assign transition oversight responsibilities to existing COE personnel who will work with the county probation department, as needed, and relevant LEAs to ensure that specified transition activities are completed for a student and to facilitate the transfer of complete and accurate education records and a student's IEP

when a student enters the juvenile court school. In addition, AB 1354 would require a student detained for more than 20 consecutive schooldays to have an individualized transition plan to be developed by the COE in collaboration with the county probation department, as needed, and to have specified items accessible to the holder of the educational rights of the student on the student's release. The AB 1354 also requires the COE, in collaboration, as needed, with the county probation department, to establish procedures for the timely, accurate, complete, and confidential transfer of educational records, as specified. The full text of AB 1354 can be found at https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB1354.

Senate Bill (SB) 223 amends Education Code by authorizing the governing board of a school district, a county board of education, or the governing body of a charter school maintaining kindergarten or any of grades one to twelve, inclusive, to adopt, at a regularly scheduled meeting of the governing board or body, a policy that allows a parent or guardian of a student to possess and administer medicinal cannabis at a school site to the student who is a qualified patient entitled to the protections of the Compassionate Use Act of 1996, excluding cannabis in a smokeable or vapeable form. The full text of SB 223 can be found at https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB223.

The SB 419 amends Education Code by extending the permanent prohibition against suspending students enrolled in kindergarten through grade three for disruption or willful defiance to include students in grades four and five. This prohibition is also being expanded to include student in grades six through eight, until July 1, 2025. The new law also applies these prohibitions to charter schools. Please note that this law will go into effect July 1, 2020. The full text of SB 419 can be found at https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB419.

CLIENT NEWS BRIEF

California Passes New Law To Increase Protection And Safety Of Special Education Students In Nonpublic Schools

Governor Gavin Newsom signed Assembly Bill (AB) 1172 this fall, which imposes additional requirements upon nonpublic schools (NPSs), as well as the local educational agencies (LEAs) that place students in NPSs, in order to increase the safety and protection of students in NPS placements. This legislation was passed following the high profile death of a 13-year-old special education student, who passed away after being placed in a prone restraint at an NPS.

AB 1172 places new monitoring requirements on LEAs that enter into contracts with NPSs, and places on NPSs, new documentation requirements related to administrator and staff training, as well as new notification requirements for any student-involved incident involving law enforcement. Most of the new requirements imposed by AB 1172 become effective beginning with the 2020-21 school year.

More specifically, AB 1172 amends Education Code section 51225.2 to include the following:

New requirements placed on LEAs

Beginning with the 2020-21 school year:

- LEAs that enter into master contracts with NPSs must conduct an onsite visit at the NPS before placing a student there if the LEA does not have any students enrolled at the school at the time of placement.

- LEAs must conduct at least one onsite monitoring visit each school year at each NPS in which the LEA has a student attending and with which it maintains a master contract. The monitoring visit should include, but is not limited to: a review of services provided to the student through the individual service agreement between the LEA and the NPS; a review of the progress the student is making towards his/her goals as set forth in their individualized education program and behavioral intervention plan, if applicable; an observation of the student during instruction; and a walkthrough of the facility. Additionally, LEAs will need to report the findings resulting from their monitoring visits to the California Department of Education (CDE) within 60 calendar days of each onsite monitoring visit.

New requirements placed on NPS Sites

Beginning with the 2020-21 school year:

- Each NPS will need to provide documentation that it will train staff who will have contact or interaction with students during the school day in the use of evidence-based practices and interventions specific to the unique behavioral needs of the NPS's student population. The training will need to be provided within 30 days of employment to new staff, and annually to existing staff.

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- For an NPS to be certified by the CDE, it will need to provide documentation that its administrator holds or is in the process of obtaining one of the special credentials or licenses specified in the law.

- NPSs serving students with significant behavioral needs or students on behavioral intervention plans, must certify in writing that they have an individual onsite during school hours who is qualified, and responsible for the design, planning, and implementation of behavioral interventions.

- NPSs must notify the CDE and the LEA of any student-involved incident in which law enforcement was contacted, in writing, no later than one business day after the incident occurred.

AB 1172 also allows the CDE to immediately suspend or revoke the certification of an NPS, if an investigation conducted by CDE results in a finding that student health or safety has been compromised, or is in danger of being compromised, at the NPS.

Takeaways

According to the Legislature, AB 1172 could result in unknown but potentially significant costs to LEAs in conducting the onsite visits of NPSs and the reporting of findings resulting from those visits to the CDE within the specified timeline. School districts should consider identifying or creating a position to conduct the NPS onsite visits, report to the CDE on those visits, and ensure NPS certification when entering into a master contract with an NPS. Training responsible staff on AB 1172 and the requirements identified in Education Code section 51225.2 is also recommended. School districts are also encouraged to consult with counsel regarding these new requirements, if needed.

For additional information regarding AB 1172, please contact the authors of this Client News Brief or an attorney at one of our eight offices located statewide. You can also subscribe to our podcast, follow us on Facebook, Twitter and LinkedIn or download our mobile app.

CLIENT NEWS BRIEF

School District Cannot Avoid Responsibility For Residential Placement Despite Availability Of Financial Assistance From A Non-Educational Agency

In a significant special education case published earlier this year, the California Court of Appeal ruled that a school district was responsible for funding the costs of residential placement for an adopted former foster child, despite funding assistance provided for the placement by the Department of Children and Family Services (DCFS).

Background

B.H., a former foster child with significant disabilities, lived with his adoptive parents within the boundaries of the Manhattan Beach Unified School District (MBUSD). B.H.'s parents arranged for his placement at a residential treatment facility and its affiliated nonpublic school in Sonoma County. MBUSD offered this placement to B.H. in an individualized education program (IEP) upon B.H. qualifying for special education. As adoptive parents of a child formerly under DCFS's supervision, B.H.'s parents applied for and received financial assistance for his residential placement through the Adoptive Assistance Program (AAP), administered through DCFS. Given this financial assistance from DCFS, MBUSD refused to fund the IEP placement. MBUSD's reasoning was two-fold: DCFS had placed the student—not the school district—and so MBUSD was not responsible for the costs of B.H.'s education; and, as DCFS was funding the placement, MBUSD had no need to do so.

The parents initiated a due process hearing, with the sole issue being whether MBUSD was responsible for implementing B.H.'s IEP and paying the parents' travel expenses related to B.H.'s placement at the residential treatment center. The administrative law judge (ALJ) ruled in favor of MBUSD, finding that MBUSD was not responsible for the costs of B.H.'s education. In reaching this conclusion, the ALJ relied on Education Code sections 56155 and 56156.4, which provide that if a child with disabilities is placed in a licensed children's institution (LCI) . . . *by a public agency, other than an educational agency*, then the special education local plan area (SELPA) shall be responsible for providing special education to the child residing in the LCI, and not the district of parents' residence. (Ed. Code, § 56156.4, subd. (a); emphasis added.) The ALJ concluded that DCFS was a "public agency other than an educational agency" for purposes of Sections 56155 and that DCFS had placed B.H. in the residential treatment center.

On appeal, the trial court agreed with the ALJ's finding that MBUSD was not responsible for the costs of B.H.'s residential placement.

Analysis

The Court of Appeal reversed the trial court's decision, holding that because DCFS is not a "public agency, other than an educational agency" under Education Code section 56155 and that because DCFS did not in fact "place" B.H. in the residential facility but rather only offered AAP funding assistance, Education Code section 56156.4, subdivision (a), did not provide MBUSD with an exception to the rule that the school district of the parents' residence is responsible for the costs of education for a student with disabilities.
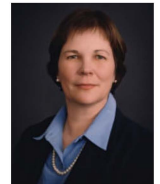
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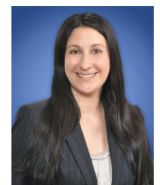
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In reaching these conclusions, the court first pointed out that B.H.'s educational placement was to be determined under the Individuals with Disabilities Education Act (IDEA), which required MBUSD to provide a free appropriate public education (FAPE), including placement, to B.H. Further, regardless of any other agency involvement, the statutory schemes of the IDEA and related provisions of the California Education Code do not provide an exception to a school district's obligation to provide residential placement services solely on the basis that such services or placement may be available through another agency.

Next, the court explained that for purposes of Education Code sections 56155 and 56156.4, subdivision (a), a "public agency" is defined, in part, as "… any other public agency under the auspices of the state or any political subdivisions of the state providing special education or related services to individuals." (Ed. Code, § 56028.5.) Because DCFS did not provide "special education or related services" to B.H. it was not a "public agency, other than an educational agency," and thus the exception under Education Code section 56156.4, subdivision (a) did not apply.

The court found that the purpose of AAP funding is to ease financial burdens on adoptive families in addressing a child's serious mental health or emotional problems that pre-existed the child's adoption. The court emphasized that the law does not authorize DCFS to facilitate a residential placement for the purposes of providing special education, noting that such authority arises only when a student is a dependent of the juvenile court, and the court orders or permits DCFS to make educational decisions on behalf of the child.

Takeaways

Under *B.H. v. Manhattan Beach Unified School District*, a residential placement financially facilitated by DCFS for a child no longer under DCFS's jurisdiction did not constitute "placement" by a non-educational public agency for purposes of determining the agency responsibility for funding the student's FAPE. As school districts take stock of the recent legislative season and evaluate their practices midway through the school year, they should bear the *B.H.* case in mind. Education Code provisions concerning residential placements and licensed children's institutions are nuanced, and legal counsel should be consulted when these issues arise.

For more information on this decision or to discuss any questions related to special education, please contact the authors of this Client News Brief or an attorney at one of our eight offices located statewide. You can also subscribe to our podcast, follow us on Facebook, Twitter and LinkedIn or download our mobile app. Over the next few weeks our housing experts will also be developing materials in response to the 2019 housing laws including sample checklists and preliminary applications to assist local governments in complying with SB 330. Keep an eye out for these resources.

8.2 Upcoming Changes in the Web IEP Program
     Verbal report, no materials

CAHELP JPA
Desert/Mountain SELPA & Charter SELPA
2020 Local Plans Rewrite Schedule

Workgroup & Committees: Meetings & Approval Process

Draft Local Plans

Date	Group	Task
October 2019 thru January 2020	CAHELP CEO	Review CDE rewrite guidelines and write drafts of Local Plans
January 2020	CAHELP CEO	Organize Workgroup & solicit input

Committees' Readings

Date	Group(s)	Task
02/07/2020	Governance Council	Local Plans First Reading
02/20/2020	Community Advisory Committee (CAC)	Local Plans First Reading
02/20/2020 & 02/21/2020	Workgroup, Steering/Finance Committees, Charter SELPA Executive Council & CAHELP Program Team	Local Plans First Reading, Public Hearings, Workgroup Collaborative Meeting
03/19/2020 & 03/20/2020	Steering/Finance Committees & Charter SELPA Executive Council & CAHELP Program Team	Local Plans Second Reading, Public Hearings, Workgroup Collaboration and Approvals of Local Plans
03/20/2020 thru 03/27/2020	CAHELP CEO	Add input and recommendations to Local Plans from Workgroup & Committees
04/29/2020	Governance Council	Local Plans Second Reading, Public Hearing and Action to Approve Local Plans & Annual Service & Budget Plans
04/30/2020 thru 09/30/2020	CAHELP JPA Mngr. & Admin. Services Assistant	Send out and collect the LEA Governing Board approvals of Local Plans
June 2020	CEO & Admin. Services Assistant	Submit Local Plans to CDE for Approval

CAHELP's Log for Tracking Local Plans: Readings & Approvals

Committee	1st Read Completed	2nd Read Completed	Approval Date
CAHELP Program Team			
Community Advisory Committee (CAC)			
D/M SELPA Steering/Finance Committee			
D/M Charter SELPA Steering/Finance Committee			
D/M Charter SELPA Executive Council			
CAHELP Governance Council			

D/M SELPA – Dates of LEA Board Approval of Local Plan

LEA	Date Local Plan Approved by LEA's Board
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	
Health Sciences Middle	
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 Tech High Learning Statewide Benefit Charter School*	
Lucerne Valley Unified School District	
Needles Unified School District	
Norton Science and Language 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	
*High Tech High 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	
High Tech High Mesa	

D/M Charter SELPA – Dates of LEA Board Approval of Local Plan

LEA	Date Local Plan Approved by LEA's Board
Allegiance STEAM Academy- Thrive	
Aveson Global Leadership Academy	
Aveson School of Leaders	
Ballington Academy for the Arts and Sciences	
Desert Trails Preparatory Academy	
Elite Academic Academy – Lucerne	
Elite Academic Academy – Adult Work Force Investment	
Encore High School, Riverside	
Encore Junior/Senior High School	
Julia Lee Performing Arts Academy	
LaVerne Elementary Preparatory Academy	
Leonardo da Vinci Health Sciences Charter	
OCS - South	
Odyssey Charter School	
Pasadena Rosebud Academy	
Pathways to College	
Taylion High Desert Academy	
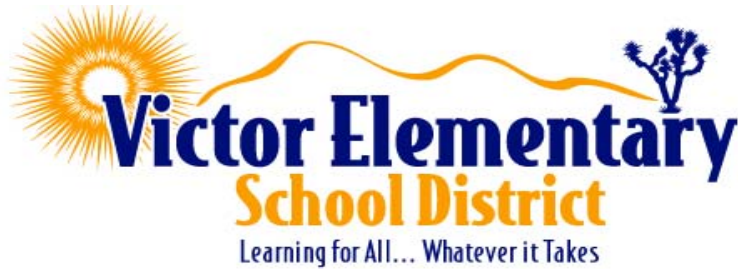
ALLEN'S BILL (Employment-Related)
TRANSFER REQUEST
Education Code 48204

For School Year _____

Part A. Parent/Guardian completes this section and returns all copies to Pupil Services at Victor Elementary School District.

-Please fill out one application for each child

Student's Name:_____Date of Birth:_____Age:_____Grade:_____

Address:_____City_____Zip_____

Home Phone:_(_____)_____Parent Work Phone:_(_____)_____

School presently attending/last attended:_____District:_____

School requested: (District retains right to assign student to any school)_____

Employer Name:_____ Employer phone number:_____

Employer address:_____City:_____Zip Code:_____

Supervisor name:_____ Phone:_____

Please attached verification of employment. Verification requirement is a current pay stub and letter from your employer on company letterhead (requirements outlined on back of this form)

I declare, under penalty of perjury under the laws of California, that the information provided above is true and accurate. I understand that this information will be verified and that inaccurate or false information may be subject my request to denial or revocation. I further understand that my employment is subject to periodic verification.

Parent signature:_____ Date:_____

_____   _____   _____

Part B. School District of Parent/Guardian Employment completes and forwards all copies to school district of residence

_____ APPROVED   _____ DENIED   Date:_____

Comments:_____

_____

_____

Employment verified by:_____on date: _____

PPS-11/17

California Education Code Section 48204(b)

(1) A school district **may** deem a pupil to have complied with the residency requirements for school attendance in the school district if **at least one parent or the legal guardian of the pupil is physically employed within the boundaries of that school district** for a <u>minimum of 10 hours</u> during the school week.

(2) This subdivision **does not require the school district** within which at least one parent or the legal guardian of a pupil is employed **to admit the pupil to its schools**. A school district shall not, however, refuse to admit a pupil under this subdivision on the basis, except as expressly provided in this subdivision, of race, ethnicity, sex, parental income, scholastic achievement, or any other arbitrary consideration.

<div align="center">

Submission Requirements:

</div>

Fill out the Allen Bill Transfer Request for each child you would like to enroll at VESD. Attach proof of employment or self-employment:

Provide an employment verification letter from parent/guardian supervisor. This letter must confirm: 1. parent works at the physical address located within the boundaries of VESD, 2. parent is considered a permanent employee of that business, and 3. the number of hours per week parent works at that address. The letter must be an original, on company letterhead, dated, with an original signature from supervisor. **Please note that copies will not be accepted.**

Provide a copy of parent's most recent paystub. Feel free to black out any financial information on the paystub parent does not feel comfortable sharing, but it must show parent/guardian name, the date of the paystub, and that parent is paid by the company located within our boundaries.

If parent owns a business located within VESD, we will need a copy of parent/guardian's current business license. This license must list parent as owner, and show the address of parent's business located within the boundaries of VESD. <u>We will not accept copies of expired business licenses.</u>
Note: It is <u>not</u> necessary for parent to provide a supervisor letter/pay stub if you own a business within VESD boundaries.

Once your paperwork is complete, please drop it off or send it via U.S. mail to:
<div align="center">

Victor Elementary School District
Attn: Tanya Benitez
12219 2nd Ave.
Victorville, CA. 92395

</div>

After the required paperwork is received, we will begin the process of considering your student for enrollment. Please note: VESD is not required to admit a student to a specific school or program. Placement is based upon space availability at a school and/or District program. We make every effort to place your student(s) at one of your school choices, but we may be unable to accommodate your request due to lack of space at those sites or in a particular program. Transportation is not provided.

You will be notified in writing once your child has been accepted under the Allen Bill and assigned to a school. You may not register until you receive this letter.

If you have any further questions regarding this process, please contact Tanya Benitez at 760-245-1691 x12700
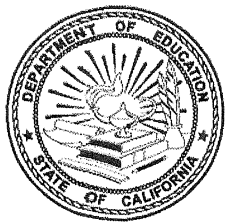
CALIFORNIA DEPARTMENT

OF EDUCATION

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

December 31, 2019

Dear Colleagues,

As you know, the California Department of Education (CDE) has been exploring the possibility of excluding "medically fragile" students from the chronic absenteeism rate. Currently, the CDE does not collect this data in the California Longitudinal Pupil Achievement Data System (CALPADS), nor is there an existing definition in the California *Education Code* for "medically fragile."

Over the past six months, we have met with several stakeholder groups on this issue—including the California Practitioners Advisory Group and the Advisory Commission on Special Education. In August 2019, we also convened a special work group to draft a definition for "medically fragile students." At that meeting, several definitions were discussed and CDE staff indicated that consultation with CDE legal counsel was necessary before proceeding.

Section 60901(c)(1) of the *Education Code*, which defines "chronic absentee", does not allow for exclusions of particular types of absences including absences due to chronically medical conditions. Due to the lack of acceptable exclusions in the codified definition of "chronic absentee" that may account for students generally considered "medically fragile", the concerns raised by the stakeholder group would need to be addressed through the legislative process. LEAs who have students with disabilities who are experiencing chronic absenteeism due to chronically medical conditions should consider how their IEPs can be amended to best support the individualized educational needs of each student.

Accordingly, the CDE will continue the current practice of including medically fragile students in the chronic absenteeism rate.

We thank you for all of your support and for your time.

Sincerely,

/s/

Cindy Kazanis, Director
Analysis, Measurement, and Accountability Reporting Division

Subject: FW: Chronic Absenteeism and Medically Fragile Students

Date: Thursday, January 2, 2020 at 12:58:41 PM Pacific Standard Time

From: Randy Elphic

To: Mary Ellen Johnson, Peggy L. Mcfee, Randy Elphic, Richard Frederick, Scott Wyatt

Attachments: image003.jpg, Letter to Task Force on Definition of Medically Fragile_Final.docx

FYI...

Dear State SARB Members:

We discussed the possibility that medically fragile students might not be included in the count of chronic absentees.

The concern was that certain schools have a concentration of students with exceptional medical needs that make chronic absenteeism unavoidable for a significant percentage of their students. These schools are sometimes county schools for special education students.

However, after discussion with the CDE's legal counsel, it was determined that the legal definition of a chronic absentee does not currently allow acceptable exclusions. A "chronic absentee" has been defined in *Education Code* Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays." An amendment to this section of law would be needed to allow acceptable exclusions.

Attached is the letter to the Task Force on the Definition of Medically Fragile Students which explains that the CDE will continue the current practice of including medically fragile students in the chronic absenteeism rate.

David Kopperud
Education Programs Consultant
California Department of Education
Career and College Transition Division
Educational Options Office
1430 N Street, Suite 4202
Sacramento, CA 95814
916-323-1028

MEMORANDUM

DATE: January 16, 2020

TO: Special Education Directors

FROM: Linda Llamas, Director

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

D/M SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY
DECEMBER 2019 - 336 PARTICIPANTS
4469 YEAR-TO-DATE PARTICIPANTS

■ Total Participants YTD by Content Area ■ On-Site Trainings ■ Regional Trainings

Content Area	Total Participants YTD	On-Site Trainings	Regional Trainings
Academic Supports	244		
Assessment	78	19	
Autism	56		
Behavioral Supports	1431	110	24
College and Career Readiness	77		
Committees and Groups	270		
Early Childhood Education	370		17
Family Engagement	194	23	18
Individual Protections	696	12	24
Leadership	136		
Social/Emotional Supports	873		89
Speech and Hearing	44		
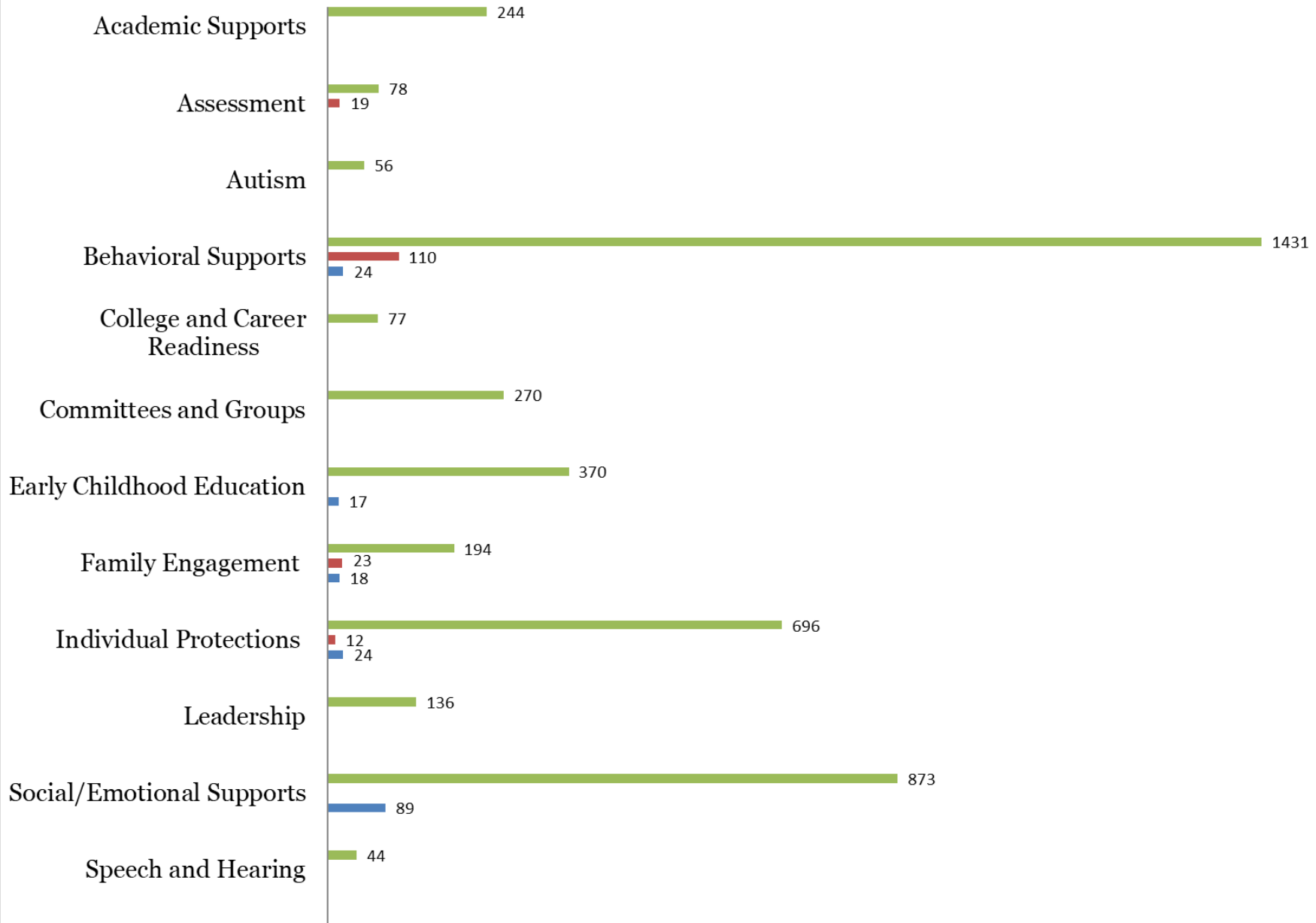
Fostering Resilient Learners:
Creating a Safety Nest to
THRIVE AND SOAR

Dave Pelzer
Keynote Speaker

Kristin Souers
Event Speaker
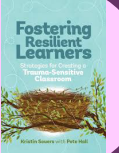
As the opening keynote speaker, Dave Pelzer brings a rare heartfelt message about a man whose life was saved by a system that many have ridiculed as being useless and incompetent. This highly emotional presentation pays tribute to those who have dedicated their lives to making a difference in the life of a child, while at the same time educating the general public of the challenges faced by those in their chosen field.

Following Dave Pelzer's powerful keynote, Kristin Souers, an expert in the field of childhood trauma, will present an engaging, relevant, and practical session with proven strategies on Fostering Resilient Learners. Through her session, Kristin will bring an understanding of what trauma is and how it hinders the learning environment. She will help create a safe space for students to learn at high levels while using a strength-based approach to help educators of all settings work with children of trauma. Kristin Souers is the lead author of the best-selling book Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom.

Date
February 26, 2020

Time
Registration begins at 7:30 a.m.
Training time is from 8:00 a.m. – 4:00 p.m.

Location
National Orange Show Events Center
689 South E Street
San Bernardino, CA 92408

Cost
$200.00
Registration fee includes continental breakfast, lunch, and a book from one of the speakers.

Registration
Please register on-line at:
https://sbcss.k12oms.org/52-179313

Special Accommodations
Please submit accommodation request at least fifteen (15) working days prior to the training by notating your request when registering.

SPACE IS LIMITED! SIGN UP EARLY!

#TRAUMAINVESTED

CAHELP

Desert/Mountain SELPA
Due Process Summary
July 1, 2019 - January 17, 2020

DISTRICT	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	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	3.5	3	33.5		0	2	0	1	0
Apple Valley USD	2	1.33	0	0	2	1	1.5	1.5	0	3.5	8	20.83		1	2	1	4	0
Baker USD	0	0	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	2	0	7.5		0	0	0	0	0
Bear Valley USD	0	0	1	0	0	0	0	1	2	0	0	4		0	0	0	0	0
Helendale SD	0	0	0	0	0	0	0	0	1	0	0	1		0	0	0	0	0
Hesperia USD	2.5	1	5.5	4	3	5	7.5	7	6	7	11	59.5		0	0	1	10	0
Lucerne Valley USD	0	4	0	1	2	1	1	2	0	1.5	0	12.5		0	0	0	0	0
Needles USD	0	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	1	1		0	0	0	1	0
Silver Valley USD	0	0	1	0	0	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	8.5	6	36.5		0	1	3	2	0
Trona USD	0	0	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	0	7	29.49		1	0	2	4	0
Victor Valley Union High SD	2.5	0	2	4	3.33	4.3	7.83	4	4	8.5	4	44.46		0	2	0	2	0
Academy for Academic Excellenc	0	1.33	0	0	4	2	0	1	2	1	1	12.33		0	0	0	1	0
CA Charter Academy	0	0	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	3	1	16.83		0	1	0	0	0
Excelsior Education Center	0	0	0	0	0	0	0	0	0	0.5	1	1.5		0	0	1	0	0
Explorer Elementary	0	0	0	0	0	0	0	0	1	0	0	1		0	0	0	0	0
Health Sciences HS & MS	0	0	0	0	0	0	0	0	0	1	1	2		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	0	0	0	0		0	0	0	0	0
High Tech Middle	0	0	0	0	0	0	0	0	1	0	0	1		0	0	0	0	0
High Tech High	0	0	2	2	0	1	0	0	0	2	3	10		0	1	1	1	0
High Tech High International	0	0	0	1	2	0	0	0	0	0	1	4		0	0	0	1	0
High Tech High Media Arts	0	2	0	0	2	0	0	0	0	0	0	4		0	0	0	0	0
High Tech Middle Media Arts	0	0	0	0	0	0	0	0	2	0	1	3		0	1	0	0	0
High Tech High Statewide Benefi	0	1	2	0	2	1	1	3	2	0	0	12		0	0	0	0	0
SELPA-WIDE TOTALS	8	15	17	18	33	29.96	33	40	34	42	49	318.9		2	10	9	28	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.

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status

1. Snowline JUSD 2019061248	1. Free Appropriate Public Education
	  a. Alternative Augmentative Communication (AAC)
	  b. occupational therapy
	  c. Functional Behavior Assessment (FBA)
	  d. missing IEP members
	  e. placement
		06/28/19	07/22/19	08/28/19	08/16/19	10/01/19 – 10/03/19	Resolution on phone; no settlement reached; mediation held; settled 09/03/19; CLOSED

2. Apple Valley USD 2019070018	1. Free Appropriate Public Education
	  a. health aide
	  b. late assessment
		06/25/19	07/19/19				07/19/19 settled - CLOSED

3. Apple Valley USD 2019061059	1. Failure to assess
	  a. occupational therapy
	  b. speech language pathology
	  c. adaptive physical education
	  d. alternative augmentative communication
		06/28/19	Waived		08/12/19	08/20/19 – 08/22/19	Attorneys negotiating outside of resolution; settled 08/14/19; CLOSED

4. High Tech High 2019070209	1. Free Appropriate Public Education
	  a. placement
	  b. Educationally Related Mental Health Services (ERMHS)
		07/08/19	07/17/19				07/23/19 settled - CLOSED

Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2019 – January 17, 2020

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status

5.
Hesperia USD
Case #2019070638
	1. Free Appropriate Public Education
	   a. speech language pathology
	   b. Functional Behavior Assessment
	   c. goals
	   d. occupational therapy
		07/17/19	08/23/19		08/30/19	09/10/19 – 09/12/19	Settled at resolution 08/23/19; CLOSED

6. Health Sciences Case #2019070740	1. Failure to evaluate Functional Behavior Assessment (FBA), Speech and Language, and Educationally Related Mental Health Services (ERMHS)	07/18/19	07/31/19		08/30/19	09/10/19 – 09/12/19	Agreement reached 08/26/19; CLOSED

7.
Victor Valley Union High School Dist
Case #2019070699
	1. Free Appropriate Public Education
	   a. lack of appropriate program
	   b. Functional Behavior Assessment (FBA)
	   c. Educationally Related Mental Health Services (ERMHS)
	   d. Occupational Therapy
	   e. adapted physical education
		07/17/19	08/16/19		08/30/19	09/10/19 – 09/12/19	Settled at resolution 08/16/19; CLOSED

8. Hesperia USD Case #2019070805	Failure to assess a. Functional Behavior Assessment (FBA)	07/22/19	08/06/19		08/30/19	09/10/19 – 09/12/19	Agreement reached; settled 08/12/19; CLOSED

Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2019 – January 17, 2020

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
	b. Educationally Related Mental Health Services (ERMHS) c. speech language, pragmatics						
9. Oro Grande SD Case #20190710076	1.Free Appropriate Public Education a. Functional Behavior Assessment (FBA) b. Educationally Related Mental Health Services (ERMHS) c. one-to-one aide d. reading goals	07/26/19	08/08/19		09/09/19	09/17/19 – 09/19/19	Settled 08/08/19 at resolution; CLOSED
10. Hesperia USD Case #2019071079	1.Free Appropriate Public Education a. reading goals b. writing goals c. math goals	07/26/19	Waived	10/08/19	11/25/19	12/03 – 12/05/19	Timeline violated; opposing attorney refused resolution; mediation scheduled; settlement agreement 09/30/19; CLOSED
11. Hesperia USD Case #2019071077	1. Child Find	07/26/19	08/12/19	10/0719	11/04/19	11/19-11/21/19	No settlement at resolution; settled post-mediation; CLOSED 10/31/19

Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2019 – January 17, 2020

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
12. Hesperia USD Case #2019081039	1. Free and Appropriate Public Education (FAPE); Least Restrictive Environment (LRE) placement; 2. Meaningful participation 3. Assessments: Functional Behavior Assessment Occupational Therapy Speech Language Therapy 4. Goals for sensory processing	08/27/19	09/10/19		10/14/19	10/22-10/24/19	Settled at resolution; agreed to compensatory education, assess Speech Language Pathology, occupational therapy, provide Independent Educational Evaluation, Functional Behavior Assessment; CLOSED
13. Victor Elem SD Case #2019081037	1.Appropriate placement Non-public School (NPS)	08/27/19	09/17/19	10/29/19	12/30/19	01/07-01/19/20	Settled post resolution; CLOSED
14. Academy of Academic Excellence (AAE) Case #2019090154	1. Denial of Free and Appropriate Public Education (FAPE) 2. Programs and services a. occupational therapy b. psychoeducational	09/05/19	09/12/19		10/18/19	10/29-10/31/19	Ongoing negotiations; settlement agreement 10/03/19; CLOSED
15. Victor Elem SD Case #2019090045	1.Invalid manifestation determination 2. Behavior related to disability 3. Failed to assess: a. autism b. emotionally disturbed c. Functional Behavior Assessment 4. Inadequate goals	09/04/19	Waived	09/17/19	09/25/19	10/29-10/31/19	Settled at mediation; agreed to expunge manifestation determination; provide Educationally-Related Mental Health Services (ERMHS); compensatory education; CLOSED

Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2019 – January 17, 2020

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
16. Apple Valley USD Case #2019081133	1.Denied accommodations for cheer tryouts 2. District policies, practice and training for special education accommodations related to sports 3. Student is devastated	08/28/19	09/11/19	11/04/19	11/18/19	12/03-12/05/19	Parent not interested in settling; had no attorney; declined counseling; wants placement on cheer squad; no settlement at mediation of 11/20/19; new attorney obtained complaint & withdrew; CLOSED

17.
High Tech High International
Case #2019081213
	1.Denied Free and Appropriate Public Education (FAPE)
	2. Assess in all areas of suspected disability
	3. Inadequate
	  a. goals
	  b. assessment
		08/29/19	09/26/19		10/14/19	10/22-10/24/19	Settled post resolution 10/23/19; CLOSED

18. Hesperia USD Case #2019090587	1. Denied Free and Appropriate Public Education (FAPE) 2.Failed to assess Speech Language Pathology, occupational therapy; 3. Insufficient goals; 4. Lack of educational benefit 5. Failure to address bullying	09/16/19	10/01/19		10/25/19	11/05-11/07/19	Settled post resolution 10/22/19; CLOSED
19. Victor Elem SD & Desert/Mtn Operations Case #2019090521	1. Placement 2. Safety – travel distance	09/13/19	09/23/19		10/25/19	11/05-11/07/19	Settlement agreement 10/07/19; CLOSED

Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2019 – January 17, 2020

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status

20. Apple Valley USD; SBCSS Case #2019090706	1.Denial of Free and Appropriate Public Education (FAPE)
	  a. Least Restrictive Environment (LRE)/placement
	  b. appropriate goals
	  c. services and supports
	2. Failure to convene Individualized Educational Plan (IEP)
	3. Failure to assess/triennial
	4. Safety
		09/18/19	10/01/19		11/04/19	11/13-11/14/19	Not settled at resolution; mediation to be scheduled;

21. Hesperia USD & VVUHSD Case #2019090656	1.Predetermined placement
	2. Least Restrictive Environment (LRE)
	3. Related services:
	  a. speech language pathology
	  b. occupational therapy
	  c. adapted physical education
		09/18/19	10/02/19		11/01/19	11/13-11/14/19	Settled post resolution 10/22/19; CLOSED

22. Victor Elem SD Case #2019090711	1. Placement 2. Negative impact on student	09/17/19	09/27/19		11/04/19	11/13-11/14/19	Filed notice of insufficiency 09/27/19; parent declined all services offered; waiting for withdrawal; OAH vacated; CLOSED
23. Excelsior Case #2019090942	1.Failure to provide Free and Appropriate Public Education (FAPE) 2. Lack of progress	09/24/19	~~10/10/19~~ 11/07/19	~~12/03/19~~ 01/08/2020	~~11/08/19~~ 01/17/20	~~11/19-11/21/19~~ 01/28-01/30/20	VVUHSD dismissed; settlement not reached at resolution; mediation rescheduled; mediation

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status

	3. Change to certificate of completion
	4. Independent Educational Evaluations (IEEs)
	  a. psychoeducational
	  b. Functional Behavior Assessment (FBA)
	5. Conduct assessment
	  a. Educationally Related Mental Health Services (ERMHS)
	  b. Special Circumstance Instructional Assistance (SCIA)
	  c. social skills
							cancelled; attorney dropped case; CLOSED

24.
High Tech High
Case #2019091119
	Failure to provide Free and Appropriate Public Education (FAPE):
	1.Timely Assessment
	  a. mental health
	  b. fine motor
	  c. assistive technology
	2. Parent participation
	  a. mental health report
	3. Lack of clear goals
	4. Failing to implement speech language pathology
		09/30/19	10/16/19	01/29/20	~~11/08/19 11/21/19~~
					02/10/20
						~~11/19 11/21/19~~
						02/25-02/27/20
							Resolution held; no agreement; mediation scheduled;

25. High Tech High Case #2019100197	Parent participation No progress report	10/02/19	10/16/19		11/18/19	11/26-11/27/19	Resolution held; no agreement; settlement

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
	Failure to provide Free and Appropriate Public Education (FAPE): 1. Unmeasurable goals 2. Placement						agreement 12/22/19; CLOSED
26. Snowline JUSD Case #2019100701	1. Denial of Free and Appropriate Public Education (FAPE) a. one-to-one b. social skills c. mental health d. vocational education 2. Psychoeducational assessment a. independent educational evaluation (IEE)	10/16/19	10/31/19	01/13/20	~~12/02/19~~ 02/14/20	~~12/10-12/12/19~~ 03/03-03/05/20	Resolution not held due to attorney not being available; Attempting to settle between lawyers; no agreement; mediation scheduled;
27. Snowline JUSD Case #2019100697	1. Denial of Free and Appropriate Public Education (FAPE) a. reading b. social needs c. behavior 2. Failure to assess a. vocational b. functional behavior assessment (FBA) c. adaptive 3. Impeded parent participation 4. Deprived of educational benefit	Amended: 11/15/19	12/11/19	01/14/20	~~12/02/19~~ 03/02/20	~~12/10-12/12/19~~ 03/10-03/12/20	No agreement at resolution; mediation scheduled;

Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2019 – January 17, 2020

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status

28. Adelanto SD Case #2019100641	1. Denial of Free and Appropriate Public Education (FAPE)
	  a. comprehensive assessment
	  b. behavior needs
	  c. emotional needs
		10/16/19	10/28/19		12/09/19	12/17-12/19/19	Settlement agreement 10/31/19; CLOSED

29. Snowline JUSD Case #2019100620	Lack of educational benefit
	  a. reading goals
	  b. writing goals
	  c. math goals
		10/18/19	10/29/19		12/02/19	12/10-12/12/19	Agreement reached; awaiting signatures; settled 11/05/19; CLOSED

30. Hesperia USD Case #2019100943	Denial of Free and Appropriate Public Education (FAPE)
	1. Failure to provide appropriate program:
	  a. academic
	  b. behavioral
	2. Failure to complete triennial review
		10/23/19	11/18/19		12/09/19	12/17-12/19/19	11/25/19 settlement post resolution; CLOSED

31. Hesperia USD Case #2019101079	Denial of Free and Appropriate Public Education (FAPE)
	  a. lack of appropriate program
	  b. not assessed in all areas
		10/28/19	11/18/19	12/17/19	01/13/20	01/22-01/23/20	01/08/20 settlement post mediation; CLOSED

32. Victor Elem SD & Desert/Mountain OPs Case #2019101108	1. Denial of Free and Appropriate Public Education (FAPE)
	  a. inappropriate placement
	  b. behavior intervention services
	  c. one-to-one aide
	2. Assessment timeline violation
		10/28/19	11/12/19	01/10/20	12/09/19	12/17-12/19/19	No agreement at resolution; mediation scheduled;

Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2019 – January 17, 2020

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
33. Hesperia USD Case #2019101171	Child Find	10/29/19	11/18/19	12/19/19	02/03/20	02/11/-02/13/20	No agreement at resolution; mediation scheduled; settlement agreement 11/20/19; CLOSED

34. Adelanto SD Case #2019110105	1. Denial of Free and Appropriate Public Education (FAPE)
	  a. failure to provide assistive technology/augmentative and alternative communication (AAC)
	  b. inconsistent one-to-one
	  c. behavior intervention services (BIS)
	2. Failure to provide safe transportation
	3. Lack of education benefit
	  a. goals
	  b. program
	  c. mainstreaming
		11/01/19	11/22/19		12/23/19	01/02/20	Resolution rescheduled; settlement agreement 12/16/19; CLOSED

35. VVUHSD Case #2019110840	1. Denial of Free and Appropriate Public Education (FAPE)
	  a. student placement
	  b. Least Restrictive Environment
	2. Goals not reasonably calculated
	  a. reading
	  b. writing
	  c. math
	3. Lack of remedial reading
		11/14/19	12/10/19		12/30/20	01/07-01/09/20	Not settled – continuing discussion about placement;

Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2019 – January 17, 2020

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
36. Apple Valley USD Case #2019110949	Denial of Free and Appropriate Public Education (FAPE) a. failure to provide transportation b. pre-determination of transportation need c. no progress report d. no permission to mainstream	11/19/19	12/02/19				Advocate only; settled at resolution; CLOSED
37. Apple Valley USD Case #2019110805	1. Failure to assess in all areas 2. Failure to implement all areas of IEP 3. Failure to offer appropriate occupational therapy services 4. Failure to offer goals in all areas of need	11/21/19	~~12/02/19~~ 12/10/19		01/13/20	01/22-01/23/20	Settlement agreement 12/19/19; CLOSED
38. Snowline JUSD Case #2019120105	Denial of Free and Appropriate Public Education (FAPE) a. augmentative and alternative communication (AAC) b. occupational therapy services c. inaccurate functional behavior assessment (FBA) d. placement e. denied orientation and mobility services f. one-to-one aide	01/27/2020	~~12/11/19~~ ~~12/17/19~~ Resolution waived		01/17/20	01/28-01/30/20	Waived resolution; second filing this year on same issue;

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status

39.
Victor Elem SD
Case #2019111084
	1. Manifestation Determination
	  a. inaccurate conclusion
	  b. incomplete team
	2. Denial of Free and Appropriate Public Education (FAPE)
	  a. exclusion on extended expulsion
	  b. services
	3. Failure to assess
	  a. Functional Behavior Assessment (FBA)
	4. Inadequately assessed
	  a) psychoeducation
		11/27/19	Waived	Expedited 12/12/19	Expedited: 12/20/19
					
					Regular: ~~01/13/20~~ 03/02/20
						Expedited: 01/07-01/09/20
						
						Regular: ~~01/22-01/23/20~~ 03/10-03/12/20
							A. Expedited claims: resolution waived; mediation held; settled on expedited claims;
							B. Regular claims: no agreement reached;

40.
Hesperia USD & Encore Junior/Senior High School
Case #2019120062
	Free and Appropriate Public Education (FAPE)
	1. Goals not reasonably calculated to ensure education benefit
	  a. reading
	  b. writing
	  c. math
	2. Failure to conduct psycho-educational assessment
		12/03/19	~~12/17/19~~ Waived	02/12/20	03/20/20	04/07-04/09/20	

41.
Adelanto SD
Case #2019120364
	Free and Appropriate Public Education (FAPE)
	1. Failure to assess in all areas
	  a. psycho-educational assessment
	  b. occupational therapy
		12/09/19	~~12/20/19~~ Waived		01/24/20	02/04-02/06/20	

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
	c. adapted physical education d. Language, speech and hearing (LSH) e. Augmentative and alternative communication (AAC) f. Special circumstances Instructional Assistance (SCIA) g. Functional behavior assessment (FBA) 2. Failure to facilitate parent participation 3. Incomplete Individualized Education Program (IEP)						
42. Victor Elem SD Case #2019120236	Free and Appropriate Public Education (FAPE) 1. Change of placement without assessment 2. Failed to provide appropriate placement	12/06/19	01/06/20		01/17/20	01/28-01/30/20	Settlement agreement at resolution - CLOSED
43. High Tech High Media Arts Case #2019120545	Free and Appropriate Public Education (FAPE) 1. Failure to assess in all areas 2. Failure to provide measurable goals 3. Unclear offer of services and placement	12/16/19	01/10/20		1/27/20	02/04-02/06/20	

Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2019 – January 17, 2020

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
44. Apple Valley USD Case #2019120678	Child Find	12/17/19	01/09/20		01/31/20	02/11-02/13/20	
45. Apple Valley USD Case TBD	Child Find	01/06/20	01/09/20		02/10/20	02/19-02/20/20	

Desert /Mountain SELPA
Legal Expense Summary
As of January 17, 2020

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	$314,479.71
2019-2020	$236,735.42

8.9 Prevention and Intervention Update
Verbal report, no materials

8.10 Compliance Update
    Verbal report, no materials

8.11 Nonpublic School/Nonpublic Agency Update
  Verbal report, no materials

CAHELP PEERS® Program
Social Skills Group for Teens

PEERS® (Program for the Education and Enrichment of Relational Skills)

is a 16 week evidence-based social skills intervention for **motivated teens** in middle and high school who are interested in learning ways to help them make and keep friends. During each group session, teens are taught important social skills and are given the opportunity to practice these skills in session during socialization activities. Parents attend separate sessions at the same time and are taught how to assist their teens in making and keeping friends by helping to expand their teen's social network and providing feedback through coaching during weekly socialization homework assignments. **Enrollment is limited. Parent participation is required.**

Your Teen Will Learn

- How to use appropriate conversational skills
- How to find common interests by trading information
- How to appropriately use humor
- How to enter and exit conversations between peers
- How to handle rejection, teasing, and bullying
- How to handle rumors and gossip

- How to be a good host during get-togethers
- How to make phone calls to friends
- How to choose appropriate friends
- How to be a good sport
- How to handle arguments and disagreements
- How to change a bad reputation

Enrollment and Group Information
PEERS may be appropriate for teens with:

- Autism Spectrum Disorder
- ADHD
- Depression

- Anxiety
- Other social or behavioral challenges

For enrollment information, please contact us at
(760) 552-6700 or email:
jennifer.rountree@cahelp.org
keri.gomez@cahelp.org or julie.wheeler@caehlp.org

New Training Available: Arts Integration: Leveraging the ART of Learning

Are you ready to provide an "optimal learning environment" for your student that allows them to be creative, and increase student achievement at the same time? If so, then allow me to introduce you to Arts Integration (AI). AI is an approach to teaching and learning through which content standards are taught and assessed equitably in and through the arts. As a participant of this training, you will have the opportunity to explore the defining characteristics of AI; learn behavioral and social strategies in enabling students to build skills necessary for establishing a sense of self-control, accountability, and camaraderie in the classroom; and learn how to integrate the basic elements and principles of dance/creative movement with the teaching of curriculum content associated with the study of different core content areas. Attending this foundational overview will enable participants to understand the many implication that AI has on student achievement, teacher success, and community and cultural awareness. Let us explore the various elements of Arts Integration-where teaching is an art form, and learning is meaningful and exciting.

Presented By
Adrien Faamausili, Program Specialist

Date
Currently available as an on-site training.

Time
This training is an all day training.

Audience
General and special education teachers, and site administrators.

Special Accommodations
Please submit any special accommodation requests at least fifteen working days prior to the training by notating your request when registering.

2019–20 California Student Assessment Accessibility Graphic for English Language Arts/Literacy

CAASPP
California Assessment of Student Performance and Progress

Unless noted in parentheses, the listed resources may be used in all domains: Listening (L), Reading (R), and Writing (W).

Available to All Students

Universal Tools

Embedded
Breaks
Digital notepad
English dictionary[1] (W)
English glossary
Expandable items
Expandable passages
Global notes[1] (W)
Highlighter

Keyboard navigation
Line reader
Mark for review
Spellcheck (W)
Strikethrough
Thesaurus[1] (W)
Writing tools
  (specific items)
Zoom (in/out)

Non-Embedded
Breaks
English dictionary[1] (W)
Scratch paper
Thesaurus[1] (W)

Designated Supports

Embedded
Color contrast
Masking
Mouse pointer
  (size and color)
Streamline
Text-to-speech[2]
  (not reading passages)
Turn off any universal
  tool

Non-Embedded
Amplification
Bilingual
  dictionary[1] (W)
Color contrast
Color overlay
Magnification
Medical supports
  (restricted
  settings)

Noise buffers
Read aloud (not
  reading passages)
Scribe (L, R)
Separate setting
**Simplified test
  directions**
**Translated test
  directions**

Available to Students with an Individualized Education Program (IEP) or Section 504 Plan

Accommodations

Embedded
American sign
  language[2] (L)
Audio transcript[2] (L)
  (includes braille
  transcript)
Braille[2]
Closed captioning[2] (L)
Text-to-speech[2] (R)
  (reading passages)

Non-Embedded
Alternate response options
Braille (special form)
Large-print special form
  (as available)
Print on demand
Read aloud (R) (reading passages)
Scribe (W)
Speech-to-text
Word prediction

Resources for the California Alternate Assessment

All eligible students shall have any instructional supports and/or accommodations, including the language of instruction, used in their daily instruction in accordance with each student's IEP.

The administration of the California Alternate Assessments (CAAs) to eligible students shall be one-on-one (test examiner to student), according to the California Assessment of Student Performance and Progress (CAASPP) manual. Depending on the student's disability or needs, the CAAs may or may not include the student's independent use of the testing interface. Because the CAAs are given to students one-on-one by a test examiner, some embedded resources are not provided. For example, while a braille version of the test is not provided, the test may be presented using an embosser or a refreshable display.

[1] Available only for full-write performance tasks.
[2] Resource not available for the CAAs.
Refer to the Matrix One web page at https://www.cde.ca.gov/ta/tg/ai/caasppmatrix1.asp for additional information.

2019–20 California Student Assessment Accessibility Graphic for Mathematics

CAASPP — California Assessment of Student Performance and Progress

Available to All Students

Universal Tools

Embedded
Breaks
Calculator[1]
 (grades
 6–8 and 11)
Digital
 notepad
English
 glossary
Expandable
 items

Expandable
 passages
Highlighter
Keyboard
 navigation
Line reader
Mark for review
Math tools
 (i.e., embedded
 ruler, embedded
 protractor)

Strikethrough
Writing tools
 (specific items)
Zoom (in/out)

Non-Embedded
Breaks
Scratch paper

Designated Supports

Embedded
Color contrast
Illustration glossaries
Masking
Mouse pointer (size and color)
Streamline
Text-to-speech[1]
Translated test directions[1]
 (Spanish stacked)
Translations[1] (glossary)

Translations[1] (Spanish stacked)
Turn off any universal tool

Non-Embedded
Amplification
Color contrast
Color overlay
Illustration glossaries
Magnification
Medical supports
 (restricted settings)

Noise buffers
Read aloud
Read aloud for Spanish
 stacked translation
Scribe
Separate setting
Simplified test directions
Translated test directions
Translations (glossary)

Available to Students with an Individualized Education Program (IEP) or Section 504 Plan

Accommodations

Embedded
American sign language[1]
Braille[1]

Non-Embedded
100s number table
 (grade 4 and up)
Abacus
Alternate response options
Braille (special form)

Calculator (specific items,
 grades 6–8 and 11)
Large-print special form
 (as available)
Multiplication table
 (grade 4 and up)
Print on demand
Speech-to-text
Word prediction

Resources for the California Alternate Assessment

All eligible students shall have any instructional supports and/or accommodations, including the language of instruction, used in their daily instruction in accordance with each student's IEP.

The administration of the California Alternate Assessments (CAAs) to eligible students shall be one-on-one (test examiner to student), according to the California Assessment of Student Performance and Progress (CAASPP) manual. Depending on the student's disability or needs, the CAAs may or may not include the student's independent use of the testing interface. Because the CAAs are given to students one-on-one by a test examiner, some embedded resources are not provided. For example, while a braille version of the test is not provided, the test may be presented using an embosser or a refreshable display.

2019–20 California Student Assessment Accessibility Graphic for Science

CAASPP — California Assessment of Student Performance and Progress

Available to All Students

Universal Tools

Embedded
- Breaks
- Calculator[1,2]
- Digital notepad
- English glossary
- Expandable items
- Expandable passages
- Highlighter
- Keyboard navigation
- Line reader
- Mark for review
- Math tools (i.e., embedded ruler, embedded protractor)
- Science charts
- Science tools
- Strikethrough
- Writing tools
- Zoom (in/out)

Non-Embedded
- Breaks
- Scratch paper

Designated Supports

Embedded
- Color contrast
- Masking
- Mouse pointer (size and color)
- Streamline
- Text-to-speech[2]
- Translations[2] (glossary)
- Translations[2] (Spanish stacked)
- Turn off any universal tool

Non-Embedded
- 100s number table
- Amplification
- Calculator[1]
- Color contrast
- Color overlay
- Magnification
- Medical supports (restricted settings)
- Multiplication table
- Noise buffers
- Read aloud
- Science charts (state-approved)
- Scribe
- Separate setting
- Simplified test directions
- Translated test directions

Available to Students with an Individualized Education Program (IEP) or Section 504 Plan

Accommodations

Embedded
- American sign language[2]
- Audio transcript (includes braille transcript)
- Braille[2]
- Closed captioning[2]

Non-Embedded
- Abacus
- Alternate response options
- Large-print special form (as available)
- Print on demand
- Speech-to-text
- Word prediction

Resources for the California Alternate Assessment

All eligible students shall have any instructional supports and/or accommodations, including the language of instruction, used in their daily instruction in accordance with each student's IEP.

The administration of the California Alternate Assessments (CAAs) to eligible students shall be one-on-one (test examiner to student), according to the California Assessment of Student Performance and Progress (CAASPP) manual. Depending on the student's disability or needs, the CAAs may or may not include the student's independent use of the testing interface. Because the CAAs are given to students one-on-one by a test examiner, some embedded resources are not provided. For example, while a braille version of the test is not provided, the test may be presented using an embosser or a refreshable display.

[1] Basic calculator for grade five; scientific calculator for grade eight and high school.
[2] Resource not available for the CAAs.
Refer to the Matrix One web page at https://www.cde.ca.gov/ta/tg/ai/caasppmatrix1.asp for additional information.

California Department of Education
November 2019

2019–20 California Student Assessment Accessibility Graphic for the California Spanish Assessment

Unless noted in parentheses, the listed resources may be used in all domains: Listening (L), Reading (R), and Writing Mechanics (W).

CAASPP — California Assessment of Student Performance and Progress

Resources Available to All Students

Universal Tools

Embedded
Breaks
Digital notepad
Expandable items
Expandable passages
Highlighter
Keyboard navigation
Line reader
Mark for review
Strikethrough
Zoom (in/out)

Non-Embedded
Breaks
Scratch paper

Designated Supports

Embedded
Color contrast
Masking
Mouse pointer (size and color)
Streamline
Text-to-speech (items only)
Turn off any universal tool(s)

Non-Embedded
Amplification
Color contrast
Color overlay
Magnification
Medical supports (restricted settings)
Noise buffers

Read aloud (not reading passages)
Scribe (L, R)
Separate setting
Simplified test directions

Resources Available to Students with an Active Individualized Education Program (IEP) or Section 504 Plan

Accommodations

Embedded
Braille (embossed and refreshable)
Closed captioning (L)
Spanish audio transcript (L) (including braille transcript)
Text-to-speech (R) (reading passages)

Non-Embedded
Alternate response options
Print on demand
Read aloud (R) (reading passages only)

Unlisted Resources

To obtain approval to use an unlisted resource, an LEA may submit a request in the Test Operations Management System (TOMS) on behalf of a student with a disability, prior to test administration.

Resources

All eligible students shall have any instructional supports and/or accommodations, including the language of instruction, used in their daily instruction in accordance with each student's IEP.

Refer to the Matrix One web page at https://www.cde.ca.gov/ta/tg/ai/caasppmatrix1.asp for additional information.

California Department of Education
November 2019

ELPAC Administration
Student Accessibility Checklist

ELPAC
English Language Proficiency
Assessments for California
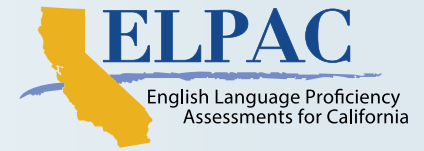
All English Learner (EL) students, or potential EL students must be assessed on the English Language Proficiency Assessments for California (ELPAC). This checklist may be used to help teachers, Section 504 teams, and Individualized Education Program (IEP) teams determine which resources, testing conditions, or combination thereof will allow each student to take the test. A complete list of accessibility resources (universal tools, designated supports, and accommodations) can be found on Matrix 4 at https://www.cde.ca.gov/ta/tg/ep/documents/elpacmatrix4.docx. For more information, refer to *ELPAC Administration Guidance and Governing Definitions for Student Accessibility Discussions* at https://www.cde.ca.gov/ta/tg/ep/documents/elpacadminguide.pdf.

Accessibility Resources

Can the student access and take the domain with or without using accessibility resources?
If yes, administer the ELPAC. Indicate in the boxes below which accessibility resources are needed to access each domain.

Listening	Speaking	Reading	Writing
Universal tools	Universal tools	Universal tools	Universal tools
Designated supports	Designated supports	Designated supports	Designated supports
Accommodations*	Accommodations*	Accommodations*	Accommodations*
Unlisted resources*	Unlisted resources*	Unlisted resources*	Unlisted resources*

If any domain cannot be accessed with these resources, please consider the domain exemptions listed below.

Local educational agencies (LEAs) should document the use of designated supports, accommodations, or unlisted resources to determine test settings. If an unlisted resource is required, the LEA must seek approval from the California Department of Education.

Domain Exemption

If the student has an IEP or Section 504 Plan, and cannot access a domain with the use of accessibility resources listed above, should the student be exempted from the domain?
If yes, indicate for which domain(s) and document the exemption in the IEP or the Section 504 plan. Administer the domains of the ELPAC which are accessible to the student. If the student does not have an IEP or Section 504 plan, please review the accessibility resources listed above to determine which resource(s) will best allow access to the ELPAC. Administer the ELPAC with appropriate resources.

Domain Exemption*

Listening   Reading
Speaking   Writing

For an Overall score to be generated, only one domain from the Oral Language score (Listening or Speaking) and one from the Written Language score (Reading or Writing) may be exempted.

Alternate Assessment

Does the student have a significant cognitive disability and an IEP?

Yes   No

If yes, the student is eligible to be administered an alternate assessment. If no, reevaluate the use of accessibility resources listed above. Federal law allows this option only for students with the most significant cognitive disabilities who have an IEP.

*An IEP or Section 504 plan is required for the use of accommodations, unlisted resources, and domain exemptions.
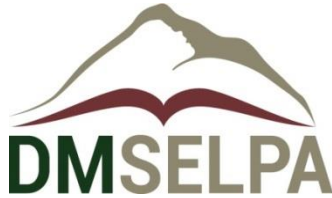
Desert/Mountain Special Education Local Plan Area   P   760-552-6700
17800 Highway 18   F   760-242-5363
Apple Valley, CA 92307-1219   W   www.dmselpa.org

MEMORANDUM

DATE: October 23, 2019

TO: Special Education Directors and MIS Contacts

FROM: Colette Garland, MIS Support Analyst

SUBJECT: Desired Results Access Project (DRDP) – Fall 2019

The Desired Results Access Project supports special educators, administrators, and families in implementing the California Department of Education's Desired Results Developmental Profile (DRDP (2015)) for:

All infants and toddlers with Individualized Family Service Plans (IFSPs) who are reported in the CALPADS (formerly CASEMIS) system; and all preschool-age children (3-5 year olds not enrolled in transitional kindergarten or kindergarten) who have Individualized Education Programs (IEPs). The Fall 2019 DRDP will be based on observations made between October 1 and January 1.

The Desert/Mountain SELPA and Desert/Mountain Charter SELPA now use the electronic data collection by the Assessors through the DRAccess Reports Portal at https://DRAccessReports.org starting with the Fall 2019 DRDP reporting period. This electronic collection of data will allow for our Assessors to access reports based on student data in a more timely manner and allow for a more accurate student plan moving forward. The rating assessments to be used are the DRDP 2015 Preschool Fundamental View and the DRDP 2015 Infant/Toddler View.

The SELPA is responsible for certifying and submitting the completed data to the California Department of Education (CDE). In order to meet the deadline, LEAs must enter the DRDP data directly into the https://DRAccessReports.org portal no later than **Friday, January 31, 2020**. For additional information on DRDP, please visit www.draccess.org.

If you have any questions, please feel free to contact me at (760) 955-3565 or via email at colette.garland@cahelp.org.

MEMORANDUM

Date: January 9, 2020

To: Directors of Special Education

From: Richard Frederick, Area Director

Subject: Audiological Service Reports

Attached are the Audiological Service Reports for the month of December 2019 by district.

If you have any questions concerning these reports, please contact Dale Folkens, Ed. D. Principal at (760) 244-6131 ext 247 or via email at dale.folkens@sbcss.net.

Student Services • Randy Elphic, Assistant Superintendent

Desert/Mountain Operations • Richard Frederick, Area Director
17800 Highway 18 • Apple Valley, CA 92307-1219 • P: 760.955.3530 • F: 760.646.8280 • www.sbcss.net

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   January 17, 2020

To: Directors of Special Eduation

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 at kathleen.peters@cahelp.org

Desert Mountain SELPA
2019-2020 Non-Public School Placement Report

	July				August				September				October				November				December			
	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL
Adelanto	10		3	13	10		2	12	12		2	14	12		1	13	11		2	13	13		1	14
Apple Valley	14		12	26	15		9	24	14		9	23	18		12	30	17		12	29	16		13	29
Baker																								
Barstow	6	1		7	5	1		6	5	1		6	5	1		6	5	1		6	5	1		6
Bear Valley		1		1		1		1		1		1		1		1		1		1		1		1
Helendale																								
Hesperia	12	1	1	14	9	1	1	11	8	1	1	10	8	1	1	10	10	1		11	9	1		10
High Tech High																								
Lucerne Valley	1	1		2	1	1		2	1	1		2	1	1		2	1	1		2	1	1		2
Needles																								
Oro Grande																								
Silver Valley																								
Snowline	8	3	1	12	7	3	1	11	5	2	1	8	5	2	1	8	6	2	1	9	6	2	1	9
Trona																								
Victor Elem	9		2	11	8		2	10	8		3	11	8		3	11	9		3	12	10		3	13
VVUHSD	20	4		24	19	4	1	24	20	2	1	23	17	2	1	20	16	2	1	19	15	2	1	18
TOTALS	**80**	**11**	**19**	**110**	**74**	**11**	**16**	**101**	**73**	**8**	**17**	**98**	**74**	**8**	**19**	**101**	**75**	**8**	**19**	**102**	**75**	**8**	**19**	**102**
2018-19 Totals	56	18	10	84	63	15	10	88	66	15	13	94	76	13	15	103	81	12	17	110	82	12	17	111
2017-18 Totals	32	17	5	54	30	16	5	51	33	16	6	55	30	17	5	51	21	17	6	44	23	17	5	45
2016-17 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

California Association of Health and Education Linked Professions
Upcoming Trainings

Date/Time	Event	Location
1/21/2020 8:00 AM - 4:00 PM	BASIC RESTORATIVE PRACTICES	DMESC
1/21/2020 10:00 A - 1:00 PM	STRATEGIES FOR POSITIVE PARENTING	DMESC
1/22/2020 8:00 AM - 4:00 PM	AUTISM SPECTRUM DISORDERS AND BEHAVIOR	DMESC
1/22/2020 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
1/22/2020 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
1/23/2020 8:30 AM - 11:00 A	THE WHAT, WHY, AND HOW OF IEP MEETING NOTES	DMESC
1/28/2020 8:30 AM - 12:30 PM	1:1 PARAPROFESSIONAL ASSISTANCE: DETERMINING THE NEED AND WORKING EFFECTIVELY WITH ONE	DMESC
1/28/2020 8:30 AM - 3:30 PM	THE PARAPROFESSIONAL SUPPORTING THE CLASSROOM	DMESC
1/29/2020 8:30 AM - 3:30 PM	CPI	DMESC
1/29/2020 1:00 PM - 4:00 PM	SLP COLLABORATION GROUP #2	DMESC

For more information, visit the CAHELP Staff Development calendar (url: www.cahelp.org/calendar)
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(760) 552-6700 Office * (760) 242-5363 Fax

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California Association of Health and Education Linked Professions
Upcoming Trainings

Date/Time	Event	Location
1/30/2020 8:30 AM - 3:30 PM	THE ROLE OF UNIVERSAL SCREENING IN TIERED SYSTEMS OF SUPPORT	DMESC
1/30/2020 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
1/30/2020 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
1/31/2020 1:30 PM - 3:30 PM	EARLY CHILDHOOD PROFESSIONAL LEARNING COLLABORATIVE GROUP	DMESC
2/4/2020 1:00 PM - 4:00 PM	ADMINISTERING THE CALIFORNIA ALTERNATE ASSESSMENT (CAA) AFTERNOON SESSION	DMESC
2/4/2020 8:30 AM - 11:30 A	ADMINISTERING THE CALIFORNIA ALTERNATE ASSESSMENT (CAA) MORNING SESSION	DMESC
2/5/2020 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
2/5/2020 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
2/6/2020 8:30 AM - 4:30 PM	MANAGING SCHOOL CRISIS: FROM THEORY TO APPLICATION	DMESC
2/6/2020 8:30 AM - 12:45 PM	SCHOOL PSYCHOLOGIST COMMITTEE MEETING	DMESC

For more information, visit the CAHELP Staff Development calendar (url: www.cahelp.org/calendar)
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California Association of Health and Education Linked Professions
Upcoming Trainings

Date/Time	Event	Location
2/6/2020 12:30 PM - 3:30 PM	SOCIAL SKILLS TRAINING: AN EVIDENCE-BASED PRACTICE FOR INDIVIDUALS WITH AUTISM	
2/6/2020 8:30 AM - 12:45 PM	THE TRAUMA-INFORMED SCHOOL	DMESC
2/6/2020 8:00 AM - 3:30 PM	TRANSITION PLANNING FOR ALL STUDENTS	CITY OF VICTORVILLE
2/11/2020 8:30 AM - 3:30 PM	THE PARAPROFESSIONAL SUPPORTING BEHAVIOR	DMESC
2/11/2020 8:30 AM - 12:00 PM	UNDERSTANDING ACCESSIBILITY RESOURCES WITHIN THE CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)	DMESC
2/12/2020 8:30 AM - 3:30 PM	DYSLEXIA: ASSESSMENTS AND ACADEMICS	DMESC
2/13/2020 8:30 AM - 2:30 PM	DISCOURAGING PROBLEM BEHAVIORS: MANAGING THOSE LITTLE RASCALS	DMESC
2/14/2020 8:30 AM - 3:30 PM	PBIS TEAM WORKGROUP K-12	DMESC
2/18/2020 8:30 AM - 3:30 PM	CO-TEACHING: THE POWER OF TWO	DMESC
2/19/2020 8:30 AM - 3:30 PM	EARLY CHILDHOOD TRAUMA INFORMED PBIS BOOTCAMP	DMESC

For more information, visit the CAHELP Staff Development calendar (url: www.cahelp.org/calendar)
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California Association of Health and Education Linked Professions

Upcoming Trainings

Date/Time	Event	Location
2/19/2020 8:30 AM - 3:30 PM	PBIS AND MENTAL HEALTH: IMPLEMENTATION AND INTEGRATION ACROSS THE TIERS	APPLE VALLEY UNIFIED SCHOOL DISTRICT
2/19/2020 1:30 PM - 3:30 PM	SUNSHINE CIRCLES	DMESC
2/19/2020 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
2/19/2020 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
2/20/2020 5:30 PM - 7:00 PM	COMMUNITY ADVISORY COMMITTEE (CAC) MEETING	DMESC
2/20/2020 8:30 AM - 11:30 A	IT'S A MATCH! APPLYING IN-VIVO SUPPORTS TO STUDENTS WITH MILD-SEVERE INTELLECTUAL DISABILITIES	DMESC
2/21/2020 2:00 PM - 4:00 PM	LEAST RESTRICTIVE ENVIRONMENT	DMESC
2/25/2020 8:30 PM - 3:30 AM	AUTISM FOR PARAPROFESSIONAL BEHAVIOR, COMMUNICATION, AND SOCIAL UNDERSTANDING	
2/25/2020 8:30 AM - 3:30 PM	CLASSROOM STRUCTURE AND MANAGEMENT	DMESC
2/26/2020 8:30 AM - 3:30 PM	CPI	DMESC

For more information, visit the CAHELP Staff Development calendar (url: www.cahelp.org/calendar)
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California Association of Health and Education Linked Professions
Upcoming Trainings

Date/Time	Event	Location
2/26/2020 8:30 AM - 3:30 PM	FORMS AND FACTS 101	DMESC
2/26/2020 8:00 AM - 4:00 PM	I-MTSS- FOSTERING RESILIENT LEARNERS: CREATING A SAFETY NEST TO THRIVE AND SOAR	NOS EVENT CENTER
2/28/2020 8:30 AM - 3:00 PM	EARLY CHILDHOOD CLASSROOM STRATEGIES FOR EFFECTIVE LARGE GROUP (CIRCLE TIME) INSTRUCTION	DMESC
2/28/2020 8:30 AM - 3:00 PM	EARLY CHILDHOOD CLASSROOM STRATEGIES FOR EFFECTIVE LARGE GROUP (CIRCLE TIME) INSTRUCTION	DMESC
2/28/2020 1:00 PM - 4:00 PM	MANAGING SCHOOL CRISIS: REFRESHER	DMESC
2/28/2020 8:30 AM - 3:30 PM	UNIVERSAL DESIGN FOR LEARNING: IMPLEMENTATION THROUGH INSTRUCTIONAL DESIGN AND INSTRUCTIONAL TECHNOLOGIES	DMESC
3/2/2020 8:30 AM - 4:00 PM	IMSE INTERMEDIATE ORTON-GILLINGHAM	DMESC
3/3/2020 8:30 AM - 3:30 PM	BEHAVIORAL SUPPORT PLAN (BSP), THROUGH THE PBIS LENS	DMESC
3/3/2020 10:00 A - 1:00 PM	STRATEGIES FOR POSITIVE PARENTING	DMESC
3/4/2020 1:00 PM - 4:00 PM	SLP COLLABORATION GROUP #3	DMESC

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California Association of Health and Education Linked Professions

Upcoming Trainings

Date/Time	Event	Location
3/4/2020 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
3/4/2020 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
3/5/2020 8:00 AM - 4:00 PM	BASIC RESTORATIVE PRACTICES	DMESC
3/5/2020 8:30 AM - 12:30 PM	MEANINGFUL PARENT PARTICIPATION	DMESC
3/5/2020 2:30 PM - 4:00 PM	VIDEO MODELING: AN INSTRUCTIONAL STRATEGY FOR ALL	DMESC
3/6/2020 12:30 PM - 3:30 PM	BUILDING TEACHER RESILIENCE IN PRESCHOOL CLASSROOMS - HOW TO KEEP YOUR CUP FULL	DMESC
3/10/2020 1:30 PM - 2:30 PM	SPANISH WEBIEP	DMESC
3/11/2020 8:30 AM - 3:30 PM	CPI	DMESC
3/12/2020 8:30 AM - 3:30 PM	WHY TRY? THE ADVANCE COURSE LEVEL 2	DMESC
3/13/2020 12:30 PM - 4:00 PM	LDSIMS	DMESC

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California Association of Health and Education Linked Professions

Upcoming Trainings

Date/Time	Event	Location
3/13/2020 2:30 PM - 4:00 PM	SPANISH TRANSLATORS' WORKGROUP	DMESC
3/13/2020 8:30 AM - 3:30 PM	TRAUMA, TOXIC STRESS, BEHAVIOR, AND THE DEVELOPING BRAIN AND SUPPORTING AND UNDERSTANDING CHILDREN FROM ADVERSE	DMESC

For more information, visit the CAHELP Staff Development calendar (url: www.cahelp.org/calendar)
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Special Education Teacher Academy

This pathway is designed to provide teachers new to special education with the knowledge and skills they need to have a successful start. Courses will cover classroom management and IEP basics.

Schedule

Day 1: **February 26, 2020** | 8:30 a.m. - 3:30 p.m.
Forms and Facts 101
Presented by Sheila Parisian, Program Specialist and Colette Garland, MIS Support Analyst

Day 2: **March 10, 2020** | 8:30 a.m. - 3:30 p.m.
High-Leverage Practices in Special Education/Classroom Structure and Management Presented by Renee Garcia, Program Specialist and Linda Rodriguez, Program Specialist

Day 3: **March 18, 2020** | 8:30 a.m. - 3:30 p.m.
Plops, Goals, and Educational Benefit
Presented by Sheila Parisian, Program Specialist

Day 4: **Provided Monthly** | 3 hour sessions
WebIEP- See OMS calendar on cahelp.org
Presented by Colette Garland, MIS Support Analyst

Registration

Please register online at:
https://sbcss.k12oms.org/52-171071

Cost

$100 per individual
All materials included. Lunch will be provided on day two.

Audience

Year 1 and year 2 special education teachers.

Presenters

Renee Garcia, Program Specialist

Sheila Parisian, Program Specialist

Linda Rodriguez, Program Specialist

Colette Garland, MIS Support Analyst

Special Accommodations

Please submit any special accommodation requests at least fifteen working days prior to the training by notating your request when registering.