

## School Medi-Cal Program Alternative Format Plan

### Purpose

The purpose of this Alternative Format Plan is to ensure that individuals with disabilities have equal access to their special education service by providing guidance, support and materials in a format that is appropriate and accessible to them. This plan is designed to comply with state and federal laws mandating equal access to healthcare services for individuals with disabilities and to support the coordinated system of care and support for students and families provided by East Valley SELPA. The alternative format plan aims to address individual communication and accessibility needs.

### Background

In compliance with state and federal laws, including the Americans with Disability Act (ADA), Section 504 of the Rehabilitation Act, and the Individuals with Disability Education Act (IDEA), the East Valley SELPA is required to establish policies and procedures for ensuring that individuals with disabilities can access guidance, supports, materials and communications in an appropriate and accessible format. This includes providing information in alternative formats, such as large print, audio, or electronic formats, to ensure that individuals with disabilities can better understand and participate in their school health decisions. The LEA of the East Valley SELPA already provides services to students with disabilities to address their individual needs, including accessibility needs, as part of our commitment to creating an inclusive and equitable learning environment. This alternative format plan builds on the East Valley SELPA system of care and support by ensuring that students with disabilities have guidance, supports and materials as well as other special education services thru an IEP that is comprehensive/accessible to their needs.

### Accessibility to Alternative Formats

There are several types of alternative formats available to East Valley SELPA students and families to assist with access to special education services. Some examples include:

- Large print: Printed materials that are enlarged to make it easier for individuals with visual impairments to read.
- Audio: Recordings or audio files that provide spoken or auditory information, which can be helpful for individuals with visual or reading impairments.
- Braille: Written materials that use a system of raised dots to represent letters and words, which can be read by individuals who are blind or have low vision.
- Electronic formats: Digital versions of print materials, which may be read with screen readers, text-to-speech software, or magnification tools, which can be helpful for individuals who use assistive technologies, such as screen readers or speech recognition software.
- Captioning: Text displayed on a screen that provides a written representation of spoken dialogue, sound effects, and other auditory information.

- Text-to-Speech: converts written text into spoken language. It can be used as an alternative format to provide access to information for people who are blind or have low vision, or who have other reading or learning disabilities.
- Voice-to-Text: technology that converts spoken language into written text. It can be used as an alternative format to provide access to information for people who have difficulty typing or writing, or who have other communication or learning disabilities.

The specific type of alternative format used will depend on the individual's needs and preferences, as well as the type of information being communicated. The following steps, while not limited to, are typically followed to provide alternative formats for students:

1. A parent, teacher, case carrier or related services provider submits a request for an alternative format or accommodation based on students needs and discussed with the IEP team.
2. The student is assessed to determine the appropriateness of the request and its potential benefit to the student.
3. The alternative format or accommodation is documented in the student's IEP, IFSP, 504, or other.
4. If the alternative format or accommodation requires a tangible object that needs to be purchased, proper authorization for the purchase is obtained, and internal processes are followed to place the corresponding order.
5. If the alternative format or accommodation is a service, such as American Sign Language, the school district has contracts in place to fulfill this accommodation.
6. Once the alternative format or accommodation is obtained, the requesting party is notified, and the product and/or service is delivered to the student. Adequate training is provided if needed.

LEA staff will ensure that alternative formats are provided in a timely manner and in a format that is accessible to the individual, without discrimination or exclusion.