

**East Valley SELPA  
STEERING COMMITTEE MEETING**

Held Virtually via WebEx  
Phone Number: 415-655-0003  
Meeting Number: 809 078 070

**\*\* AGENDA \*\***

**APRIL 16, 2020 8:00 A.M.**

	<u>PRESENTER</u>
1.0 CALL TO ORDER	Patty Metheny
2.0 PUBLIC COMMENTS	
3.0 REVIEW/APPROVAL OF MINUTES	Patty Metheny
4.0 DISCUSSION/PRESENTATION	
<u>Finance Issues</u>	
4.1 SBCSS Proposed FFS Rates 2020-2021	Jennifer Alvarado
4.2 NPS Services/MOU during School Closures	Patty Metheny
4.3 EV SELPA 2019-2020 Fiscal Reporting Calendar	Andrea Tennyson
<u>Program Issues</u>	
4.4 CDE Annual Requirements	Patty Metheny
• 2019-2020 Local Plan	
• Annual Service & Annual Budget Plans	
4.5 CDE Required Corrective Actions 3.9.20 DINC Data	Anne-Marie Foley
4.6 CALPADS EOY4 Data Submission	Lisa Horsley
4.7 EV SELPA Program Specialists Services During School Closures	Mary Anne Klenske Shannon Vogt
4.8 EV SELPA OT/PT/ERMHS Services During School Closures	Tracy Schroeder Jo-Ann Vargas
4.9 EV SELPA TPP Services During School Closures	Helen Junker
4.10 EV SELPA Due Process Update	Rick Homutoff
4.11 SBCSS East Valley Operations	Scott Wyatt

5.0 OTHER

5.1 2020-2021 EV SELPA Steering Committee Meetings

5.2 2020-2021 EV SELPA Board of Directors Meetings

5.3 2020-2021 EV SELPA Community Advisory Committee Meetings

5.4 Next Meeting – May 14, 2020 8:00 AM

East Valley SELPA  
STEEERING COMMITTEE MEETING MINUTES  
March 12, 2020

MEMBERS PRESENT:

Dr. Patty Metheny	East Valley SELPA
Rob Pearson	Colton Joint Unified School District
Jason Hill	Redlands Unified School District
Derek Swem	Rim of the World Unified School District
Jim Stolze	Yucaipa-Calimesa Joint Unified School District

FISCAL STAFF PRESENT:

Nicole Albiso	Business Services, Rialto
Scott Whyte	Business Services, Rim
Jennifer Alvarado	Internal Business, SB County Schools
Lacey Hall	Internal Business, SB County Schools
Grace Granados	Internal Business, SB County Schools
Keith Bacon	Business Services, Yucaipa

OTHERS PRESENT:

Anne-Marie Foley	East Valley SELPA
Andrea Tennyson	East Valley SELPA
Rosalva Contreras	East Valley SELPA
Vicki Ford	San Bernardino County Supt of Schools

1.0 CALL TO ORDER: SELPA Administrator Dr. Patty Metheny, at the East Valley SELPA office, 670 E. Carnegie Drive, San Bernardino, California, called the meeting to order at 8:00 a.m.

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the February 13, 2020 meeting were reviewed. Motion to approve the minutes was made by Keith Bacon and seconded by Jim Stolze. The minutes were approved by consensus of the members present.

4.0 DISCUSSION/PRESENTATION

## Finance Items

### 4.1 2019-2020 SBCSS EV Ops FFS Budget to 2<sup>nd</sup> Interim

Jennifer Alvarado presented the 2<sup>nd</sup> Interim Budget for the SBCSS East Valley Operations. Ms. Alvarado shared that this is the fourth consecutive year that county services has experienced a reduction in referrals for services. This has caused a reduction in revenue and a reduction to the local assistance entitlement. Also, the grant award notification came in late and it included an unexpected reduction of \$130,000. Although County Operations has put in place cost containment measures and an overall reduction of expenditures there remains a deficit of \$258,914 for 2019-2020. This will be reviewed again in June 2020. She further reiterated that costs have not gone up but that this a direct result of the reduction in referrals.

### 4.2 EV SELPA Regional Services Proportionate Cost FY 19-20

Andrea Tennyson presented the Regional Services Proportionate Cost for FY 19-20 based on student counts as of December 2019. These costs reflect Mental Health Counseling, Occupational Therapy, and Physical Therapy services provided by the East Valley SELPA.

### 4.3 Governor's January 2020 Budget Proposal & Special Education

Dr. Metheny presented an excerpt of the Governor's January 2020 Budget Proposal for special education. Governor Newsom proposed a multi-phased approach aimed to improve special education. The first phase makes a \$645 million augmentation from 2019-20 ongoing to modify the base formula. The Governor proposes to increase the base rate for most SELPAs to approximately \$660 per student. In addition, the Governor proposes to modify the base formula to use a three-year rolling average of student attendance per LEA and not SELPA counts. Future phases will be determined by a privately funded study. He proposes \$1.1Million for a governance study and two workgroups to inform future phases. The governance study may recommend a new funding model aimed at addressing variation in student needs and costs, promoting inclusive practices, and encouraging early intervention and identification of students with disabilities. The study is expected to be completed within the next year. The Governor's proposal also includes \$250 million in one-time funding to be allocated to districts for preschool services and \$4 Million in one-time dollars to create the California Dyslexia Initiative to promote best practices regarding the treatment of dyslexia across the state.

### 4.4 Assembly Bill 2291

Dr. Metheny reported on AB 2291 which has three important components to increase and equalize special education funding across the state. It will level up special education funding to the 95<sup>th</sup>ile for all SELPAs within the state, establish a high-cost service allowance for the purpose of providing supplemental funding to SELPAs on the basis of the number of pupils who are severely disabled, and provide special education preschool money. Currently, preschool services for special education students are not funded.

## Program Items

### 4.5 EV SELPA Professional Crisis Management (PCM) Updates

EV SELPA Program Specialists provided the Committee information on PCM including data on current trainings, the different requirements and levels of PCM certification, and a live demonstration of PCM techniques as taught in trainings. 2019-2020 is the first year district PCM instructors have been providing PCM re-certification trainings. EV SELPA program specialists continue to provide initial PCM trainings and re-trainings. A request to have initial trainings provided by district PCM instructors was made during the February Steering Committee Meeting. Committee members discussed the advantages and challenges of moving to this model. Some districts would like their PCM instructors to do all initial trainings in house and some districts would like a hybrid model where some initial trainings will be done in district and some by SELPA staff. It was agreed that during the 2020-2021 school year, a hybrid model will be in place. The directors will communicate directly with the EV SELPA regarding trainings in district, both initial and re-certifications. The EV SELPA program specialists will continue to provide some initial trainings at the Dorothy Inghram Learning Center and will assist with initial trainings in district locations as requested and as schedules permit.

The Committee also discussed the reporting of restrains and seclusions as required by recent legislation for enactment in 2019-2020. Directors were reminded this is a requirement for all students, general education and those with IEPs as well as those in nonpublic schools. Committee members spoke about how districts are doing the reporting via their student data systems, such as Aeries.

### 4.6 Care Solace Presentation

Chad Castruita of Care Solace provided information virtually regarding his product/service. Care Solace is a web-based platform which can facilitate mental health services via a referral process. A referral to Care Solace is done via a web portal. Care Solace then connects those referred to resources available to them based on the criteria selected in the portal. The services or referral to Care Solace is never written into an IEP. This is not an educational service. Care Solace serves as a liaison between the LEA staff member referring and the community-based person or agency who could provide the service. Mr. Castruita clarified that Care Solace does not assist clients with any paperwork required by the community-based person or agency to fund the services. Care Solace services are fee-based per district ADA. Districts were encouraged to contact them directly for more information. Jim Stolze and Derek Swem indicated their districts have contracts with Care Solace. YCJUSD has contracted with them for about eight months and Rim of the World School District just initiated a contract.

### 4.7 Analyzing SELPA-wide Occupational Therapy Referrals to-date

Jo-Ann Vargas, EV SELPA Lead OT, presented an analysis of the OT referrals from 2018/19 and 2019/20. Ms. Vargas identified the early months of each school year as the period when referrals for services peak due to students transferring into districts with services listed on their IEP. Throughout both school years, the majority of referrals for assessment appeared to be based on requests from parents and teachers. The data also demonstrated that roughly only 40% of the assessment referrals resulted in students

qualifying for OT services. She suggested training for teachers on strategies and techniques for students as a means of decreasing the number in referrals for assessment and to better use the time of the occupational therapists. Ms. Vargas provided an overview of a PowerPoint presentation for this purpose with activities, strategies and resources for teachers regarding handwriting and sensory needs. District directors were encouraged to work directly with Ms. Vargas to access trainings.

#### 4.8 EV SELPA Database for Parent Rights in Multiple Languages

Recently, Dr. Metheny received a request for the EV SELPA Parent Rights in Urdu. After reaching out to the State SELPA organization, Dr. Metheny was unable to locate a translation for that language. After a brief discussion, it was determined that a database for housing the Parent Rights in multiple languages will help expedite translation requests and would be cost effective. The EV SELPA will begin to collect parent rights translations from SELPA administrators throughout the state for the development of an EV SELPA parents' rights resource library. Committee members were encouraged to send Dr. Metheny any translations they may already have.

#### 4.9 CDE Compliance Monitoring Update

Anne-Marie Foley provided an update on compliance monitoring activities. The process for DINC will be different this year due to the migration from CASEMIS to CALPADS. District specific DINA data was pulled March 9, 2020 and identified for corrective actions. A final DINA data pull will occur again on May 15, 2020 with CDE expectation of 100% compliance. Now is the time to complete the corrective actions and to incorporate data review and management practices in anticipation of May 15, if those practices are not already in place. As part of DINC requirements, districts are expected to include a description of these district practices in the Special Education Plan (SEP) required for other Targeted Monitoring activities. The DINC data pull also included Office of Administrative Hearings (OAH) collected data on resolution session outcomes. OAH provides this form directly to districts as the result of any filing. A copy of it was presented and reviewed. Districts are expected to complete and send this form electronically to OAH. This is not something the SELPA does for districts.

All EV SELPA districts will be participating in Targeted Monitoring. A CDE training is scheduled for April 21, 2020 at the EV SELPA in the Dorothy Inghram Learning Center. CDE continues to use a *padlet* as the repository for Target Monitoring forms and documents. The link to the *padlet* was included with the CDE notification letters to district superintendents. CDE continues to update this *padlet* regularly. Directors were encouraged to check it frequently. Directors were also encouraged to schedule Targeted Monitoring Team meetings with staff members now because the completed SEPs will be due September 15, 2020.

In respect to Intensive Review monitoring, a CDE Intensive Review training is scheduled for April 15, 2020 at the EV SELPA in the Dorothy Inghram Learning Center. The CDE *padlet* also contains documents and forms for this process.

4.10 CALPADS Timelines Update

Ms. Foley presented a document with the CALPADS Postsecondary Status Codes. Committee members were reminded that Indicator 14 data will be gathered through Web DA and entered into CALPADS. It will not be gathered through WebIEP as these students graduated in 2019.

4.11 EV SELPA Due Process Update

Dr. Metheny provided an update of 2019-2020 due process filings in Dr. Homutoff's absence. To date, 29 cases have been filed this year with five filed within the last week. In comparison to last year at this time, 31 cases had been filed.

4.12 EV SELPA IEP Forms Work Group & WebIEP Program Updates

In respect to Indicator 14 data, the EV-57 form has been revised to more accurately collect this post-secondary data. The data will be collected and gathered into Web DA for inclusion in the CALPADS end of the year report for each district.

The revised Individual Service Plan (ISP) form is ready and available for use within WebIEP.

Additional WebIEP forms remain to be revised and most of them are specific to sub-groups of staff as was true with the ISP. Consequently, while the Forms work group continues there are also sub-groups meeting and collaborating. The revision of WebIEP forms has been prioritized. In addition, Ms. Foley commented that a team within the EV SELPA department is working to identify EV documents that no longer need to be included in the WebIEP document library.

Ms. Foley also shared that the auto function of the Web IEP/Web DA ridge is fully operational. District staff no longer need to manually bridge records.

She also clarified that all alternative education classroom sites within SBCSS are listed under a single school code within CALPADS. If a student is transferred between alternative classroom sites, an amendment IEP to change placement is not needed.

4.13 SBCSS East Valley Operations

Dr. Wyatt was absent, and no update was reported.

4.14 Hot Topics

Ms. Foley shared that CDE was at Childhelp NPS this week conducting a regularly scheduled review, and as a result of that visit, corrective actions are likely. Ms. Foley will follow-up with districts when the review report is provided by CDE. Dr. Metheny shared that Catapult Learning is on track and expecting to open locally by June 2020. Erik Ryan of Catapult Learning will present to the Committee in May 2020.

OTHER

4.15 EV SELPA Professional Development – March & April 2020

6.0 ADJOURNMENT: Meeting adjourned at 12:52 pm. Next meeting will be held on April 16, 2020.

## FINANCE ISSUES

### 4.1 SBCSS Proposed FFS Rates 2020-2021

San Bernardino County Superintendent of Schools  
 East Valley County Operated Special Education Program  
 2020-21 FFS Budget Summary  
 April 2020

**2020-21 Budget Assumptions**

- 3% COLA on salary
- Step and Column included in contracted salaries
- 5% increase on Medical, Dental, Vision and Life
- Assume no medical opt-out
- Employer paid statutory rates as follows (increase in PERS and STRS)
  - Medicare: 1.45%, SUI: .05%, Workers Comp: 2.76%
  - STRS: 18.40%, PERS: 22.80%, Alt. Retirement: 2.25%
- Information Technology User Fees: \$2,207 per full user, \$105 per email only
- Indirect Cost Rate: 8.0%

**Budget**

Program	CERT FTE	CLASS FTE
SAI/Self Contained	24.79	34.15
Low Incidence Itinerant	9.20	5.16
1:1 Aides	0.00	7.74
First Class	0.58	0.00
Early Start (includes direct charged Pupil Support & Admin)	7.77	3.81
Allocated Cost (Admin, Facilities, Pupil Support)	4.6	6.74
<b>TOTAL</b>	<b>46.94</b>	<b>57.6</b>

**2020-21 Fee-For-Service Budget**

Total Budgeted Expenditures	\$ 12,237,794
Less Budgeted Offsetting Revenue	\$ 3,187,101
<b>2020-21 Excess Cost</b>	<b>\$ (9,050,693)</b>

**2020-21 Proposed Fee-For-Service Rates**

RATES	SAI	Low Incidence	1:1 Aides
<b>20/21 Rate</b>	\$ 42,706	\$ 9,263	\$ 55,097
19/20 Rate	\$ 38,856	\$ 8,271	\$ 52,099

Counts	SAI	Low Incidence	1:1 Aides
<b>20/21 Count</b>	175	215	9
19/20 Count	210	213	8

**Additional Services**

Additional Services	Fee
Intensive Therapeutic Services Fee-For-Service	\$ 9,250.00

San Bernardino County Superintendent of Schools  
 EAST VALLEY COUNTY OPERATED SPECIAL EDUCATION PROGRAM  
 2020-21 Projected Fee For Service Budget  
 April 2020

		1	2	3	4	5	6	
		SAI SELF-CONTAINED	LOW INCIDENCE ITINERANT DHH, VI, OM	1:1 AIDE SERVICES	FIRST CLASS	EARLY START	TOTAL	
		SDC	ITINERANT	1:1 AIDES	No FFS - Grant Funded	No FFS - State /Grant Funded		
1	<b>OBJECT</b>	<b>EXPENSE</b>						
2	1000-1999	Certificated Salaries	2,540,419	822,662	-	57,531	842,642	4,263,254
3	2000-2999	Classified Salaries	1,252,608	207,865	240,173	-	106,523	1,807,169
4	3000-3999	Employee Benefits	2,017,035	507,158	218,223	23,058	399,869	3,165,343
5	4000-4999	Books & Supplies	23,120	5,520	-	3,521	11,767	43,928
6	5000-5999	Services & Other Operating Expenditures	69,600	29,722	747	2,032	42,205	144,306
7	6000-6999	Capital Outlay	-	-	-	-	0	0
8								
9		Sub total	\$ 5,902,782	\$ 1,572,927	\$ 459,143	86,142	1,403,006	9,424,000
10		% of Total	0.78959	0.21041		n/a	n/a	1.0000000
11								
12		Allocated Cost ( FN 3120, 2100, 2700, 8100)	1,320,215	351,801	-	-	235,275	1,907,291
13		Sub total 1000-5000 costs	\$ 7,222,997.37	\$ 1,924,727.63	\$ 459,143.00	\$ 86,142	\$ 1,638,281	\$ 11,331,291
14								
15	7300-7380	Indirect Cost @ 8.0%	577,840	153,978	36,731	6,891	131,062	906,503
16								
17		<b>TOTAL EXPENSE</b>	<b>\$ 7,800,837</b>	<b>\$ 2,078,706</b>	<b>\$ 495,874</b>	<b>\$ 93,033</b>	<b>\$ 1,769,343</b>	<b>\$ 12,237,794</b>

Obj	RS	Revenue:	SAI SELF-CONTAINED	LOW INCIDENCE ITINERANT DHH, VI, OM	1:1 AIDE SERVICES	FIRST CLASS	EARLY START	TOTAL
			SDC	ITINERANT	1:1AIDES	No FFS - Grant Funded	No FFS - State /Grant Funded	
19	8097	6500	Property Tax Revenue					0
20	8181	3310	Federal Local Assistance	327,162	87,179			414,341
21	8311/8319	6500	AB602 FFS Revenue (including Base for ADA)					0
22			<b>Total FFS Revenue</b>	<b>327,162</b>	<b>87,179</b>	<b>0</b>	<b>0</b>	<b>414,341</b>
23								
24			<b>Other Revenue Sources</b>					<b>0</b>
25	86XX	8710	Local Control Funding Formula					0
26	8182	3315	Federal Preschool - RS 3315			24,660		24,660
27	8182	3310	Federal Local Assistance Applied to the First Class Program			68,374		68,374
28	8182	3345	Preschool Staff Development	191				191
29	8182	3385	Infant Part C				57,745	57,745
30	8311	6510	Infant State Apportionment				1,541,062	1,541,062
31	8590	6515	Infant Discretionary				31,628	31,628
32	8677	9285	Parent Infant Program				10,941	10,941
33	8285	9385	Other Local Revenue (contracts with districts)				119,885	119,885
34	8600/8799	6500	Other Local Revenue (contracts with districts)					0
35			2020-21 Beginning Balance				918,274	918,274
36			<b>TOTAL REVENUE:</b>	<b>327,353</b>	<b>87,179</b>	<b>0</b>	<b>93,034</b>	<b>2,679,535</b>

**Excess Cost (expense minus revenue)**      \$ (7,473,485)    \$ (1,991,526)    \$ (495,874)    \$ 0    \$ 910,192    \$ (9,050,694)

<b>Number of Estimated Services in 2020-21</b>		175	215	9	N/A	N/A
<b>2020-21 Proposed Rates</b>		<b>\$42,706</b>	<b>\$9,263</b>	<b>\$55,097</b>	-	-
2019-20 Rates		\$38,856	\$8,271	\$52,099	N/A	N/A

## 4.2 NPS Services/MOU during School Closures

## 4.3 EV SELPA 2019-2020 Fiscal Reporting Calendar

**JULY 2019**

- 7/2/19** - SELPA to submit Annual NPS ADA to districts, due to CDE July 8
- 7/17/19** - Districts to provide signed Grant Expenditure Report #3 (Apr 1 – Jun 30 PY) expenditure reports to SELPA
- 7/18/19** - Districts to provide SELPA June PARs and PYR for TPP
- 7/18/19** - SELPA to provide Q4 NPS Reimbursement Transfer for invoices received-to-date to districts
- 7/18/19** - SELPA to present Fiscal Reporting Calendar to Steering/Finance
- 7/18/19** - SELPA to present Final SBCSS Fee-for-Service and Regional Services Costs at Steering/Finance
- 7/18/19** - SELPA to provide June Certs and Schedule REX at Steering/Finance
- 7/31/19** - SELPA finalize closing of FY 18/19
- 7/31/19** - SELPA to submit May and June TPP Service and Certified Invoices to DOR
- 7/31/19** - SELPA to prepare and finalize P-2 June certifications for PY (18/19, 17/18, 16/17) AB602 Funding Allocation

**AUGUST 2019**

- 8/19/19** - Districts to provide SELPA August PARs and PYR for TPP

**SEPTEMBER 2019**

- 9/12/19** - SBCSS to present PY (18/19) fee-for-service year-end actuals and return of funds (if appropriate) at Steering/Finance
- EV SELPA to present PY (18/19) OT Regional program Proportionate Share return of funds
- 9/12/19** - SELPA to present PY (18/19) adjusted 4<sup>th</sup> Quarter NPS reimbursement transfers for invoices at Steering/Finance
- 9/12/19** - SELPA to present PY (18/19) EV SELPA Budgets ending fund balances to Steering/Finance
- 9/12/19** - SELPA to present preliminary MOE at Steering/Finance
- 9/20/19** - Districts to submit to SELPA Excess Cost Calculation
- 9/20/19** - Districts to provide SELPA August PARs and PYR for TPP
- 9/30/19** - SELPA to submit July TPP Service and Certified Invoices to DOR

**OCTOBER 2019**

- 10/10/19** - SELPA to present SEMA, SEMB, SYT, Excess Cost Reports at Steering/Finance
- 10/15/19** - SELPA to begin working on 1<sup>st</sup> Interim budget updates
- 10/15/19** - SELPA to submit PY (18/19) Annual Infant Funding Report to SBCSS
- 10/15/19** - Districts to provide Grant Expenditure Report 4 (July 1 – September 30 CY) to SELPA if applicable
- 10/15/19** - Districts provide SELPA with CY (19/20) P-1 ADA estimates & changes to PY ADA by Oct 15 for First Interim reporting
- 10/15/19** - Districts to provide SELPA September PARs and PYR for TPP
- 10/31/19** - SELPA/SBCSS to submit CY (19/20) Part C Early Start Application to CDE
- 10/31/19** - SELPA to submit Medi-CAL CRCS Report to Medi-Cal Billing Technologies
- 10/31/19** - SELPA to submit Aug. TPP Service and Certified Invoices to DOR

**NOVEMBER 2019**

- 11/1/19** - SELPA to submit Infant Waiver Request to CDE if applicable
- 11/7/19** - SELPA to present CY (19/20) 1<sup>st</sup> Interim EV SELPA Budgets at Steering/Finance
- 11/7/19** - SELPA to present CY (19/20) 1st Quarter NPS reimbursement transfer for invoices at Steering/Finance
- 11/15/19** - SELPA to submit Maintenance of Effort SEMA 18/19 Unaudited Actuals vs. 17/18 Actuals to CDE
- 11/15/19** - SELPA to submit Maintenance of Effort SEMB 18/19 Unaudited Actuals vs. 19/20 Budget to CDE
- 11/15/19** - SELPA to submit Excess Cost Calculation(s) to CDE
- 11/15/19** - SELPA to submit Maintenance of Effort Subsequent Year Tracking Worksheets to CDE
- 11/15/19** - SELPA to submit Table 8 due to CDE
- 11/15/19** - SELPA to submit Extraordinary Cost Pool for Nonpublic School, funding calculates only at Annual
- 11/15/19** - Districts to provide Oct PARs and PYR for TPP to SELPA
- 11/30/19** - SELPA to submit Medi-Cal Program Annual report
- 11/30/19** - SELPA to submit September TPP Service and Certified Invoices to DOR

**DECEMBER 2019**

- 12/15/19** - Districts to provide November PARs and PYR for TPP to SELPA
- 12/21/19** - SELPA to provide CY (19/20) December 1 Count for SBCSS Fee-for-service Students
- 12/30/19** - SELPA to submit October TPP Service and Certified Invoices to DOR

**JANUARY 2020**

- 1/3/20** - SELPA to provide NPS P-1 ADA to Districts \*\*\*District deadline to BAS January 8th
- 1/15/20** - Districts to verify Dec 1 count for SBCSS FSS
- 1/15/20** - SELPA to submit to SBCSS Infant Funding Report for P-1, to CDE January 31
- 1/15/20** - Districts to provide Grant Expenditure Report # 1 (Jul 1 – Dec 31) to SELPA for CY (19/20)
- 1/31/20** - SELPA to submit November TPP Service and Certified Invoices to DOR
- 1/31/20** - Districts to provide December PARs and PYR for TPP to SELPA

**FEBRUARY 2020**

- 2/13/20** - SELPA to present 2019-20 2<sup>nd</sup> Interim EV SELPA Budgets
- 2/13/20** - SELPA to present CY (19/20) 2<sup>nd</sup> Quarter NPS reimbursement transfer for invoices paid thru Dec 2019 at Steering/Finance
- 2/15/20** - Districts to provide January PARs and PYR for TPP to SELPA
- 2/15/20** - Districts to provide SELPA with CY 19/20 P-2 estimates
- 2/28/20** - SELPA to provide Budget Development documents for FY 20/21 to SBCSS Internal Business Services
- 2/28/20** - SELPA to submit December TPP Service and Certified Invoices to DOR
- TBD** - SELPA to prepare February certifications for CY (19/20) and PY (18/19, 17/18) AB602 Funding Allocation

**MARCH 2020**

- 3/12/20** - SBCSS to present EV Ops FFS Budget to 2nd Interim including FFS as of December 9<sup>th</sup> count
- 3/12/20** - SELPA to present CY (19/20) Regional services Proportionate Share Costs as of 2nd Interim related to OT & MH at Steering/Finance
- 3/15/20** - Districts to provide February PARs and PYR for TPP to SELPA
- 3/31/19** - SELPA to submit January TPP Service and Certified Invoices to DOR

**MARCH 2020 continued**

- TBD** - SELPA to present PY (18/19,17/18) AB602 allocations based on February Certifications by e-mail to districts
- TBD** - SELPA to present the CY (19/20) AB602 Certifications based on P-1 State Funding Exhibit, projected P-2 ADA, and December 1 service counts by e-mail to districts

**APRIL 2020**

- 4/15/20** - Districts to provide Grant Expenditure Report #2 (Jan 1 – Mar 31) to SELPA for CY (19/20)
- 4/15/20** - Districts to provide March PARs and PYR for TPP to SELPA
- 4/16/20** - SELPA to send districts Low Incidence Inventory Report for review **\*\*Postponed\*\***
- 4/16/20** - SBCSS to present proposed FFS rates for FY 20/21 at Steering/Finance
- 4/16/20** - SELPA to provide P-2 NPS ADA to districts **\*\*\*District deadline to BAS April 23<sup>rd</sup> Done**
- 4/17/20** - SELPA to present 20/21 Operating Budget to Board Budget Ad Hoc
- 4/17/20** - Districts to confirm county-served student count for FFS sent via e-mail
- 4/23/20** - SELPA to submit P-2 Infant Funding Report to SBCSS, due to CDE May 1
- 4/30/20** - SELPA to submit February TPP Service and Certified Invoices to DOR
- TBD** - Districts to complete and submit Personnel Data Report via CDE online portal and send copy electronically to SELPA
- TBD** - Districts to complete final Low Incidence purchases for FY 19/20

**MAY 2020**

- 5/14/20** - Districts to provide April PARs and PYR for TPP to SELPA
- 5/14/20** - SBCSS to present final proposed FFS rates for FY 20/21 for Steering/Finance recommendation for Board approval
- 5/14/20** - SELPA to present 3<sup>rd</sup> Quarter NPS reimbursement transfer for invoices paid at Steering/Finance
- 5/14/20** - SELPA to present FY (20/21) Preliminary EV SELPA Operating Budgets at Steering/Finance
- 5/14/20** - SELPA to present 20/21 Annual Budget and Service Plans at Steering/Finance
- 5/14/20** - SELPA to present CY 19/20 estimated actuals for NPS, Due Process, CCS at Steering/Finance
- 5/15/20** - Districts to return reviewed Low Incidence Inventory Report to SELPA and all Low Incidence reimbursement requests for CY 19/20
- 5/29/20** - SELPA to submit March TPP Service and Certified Invoices to DOR

**JUNE 2020**

- 6/15/20** - Districts to provide May PARs and PYR for TPP to SELPA
- 6/30/20** - SELPA to submit April TPP Service and Certified Invoices to DOR
- TBD** - SELPA to finalize AB602 CDE Certifications for CY (19/20) and PY (18/19 & 17/18)

## PROGRAM ISSUES

### 4.4 CDE Annual Requirements

East Valley Special Education Local Plan Area  
Board of Directors

## **NOTICE OF PUBLIC HEARING**

The East Valley SELPA Board of Directors hereby give notice that a Public Hearing will be held on the following topic:

### **Review of East Valley SELPA 2020/21 Annual Budget Plan**

The documents may be inspected upon request at:  
East Valley SELPA, 670 E. Carnegie Drive, San Bernardino, California

Hearing Date: May 20, 2020  
Time: 2:00 p.m.  
Location: Virtual meeting via WebEx  
Meeting number: 282 427 612  
Meeting password: BOD52020  
Phone: 415-655-0003

For additional information contact SELPA Administrator Dr. Patty Metheny at  
(909) 252-4507

Date Posted: April 20, 2020

East Valley Special Education Local Plan Area  
Board of Directors

## **NOTICE OF PUBLIC HEARING**

The East Valley SELPA Board of Directors hereby give notice that a Public Hearing will be held on the following topic:

### **Review of East Valley SELPA 2020/21 Annual Service Plan**

The documents may be inspected upon request at:  
East Valley SELPA, 670 E. Carnegie Drive, San Bernardino, California

Hearing Date: May 20, 2020  
Time: 2:00 p.m.  
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For additional information contact SELPA Administrator Dr. Patty Metheny at  
(909) 252-4507

Date Posted: April 20, 2020

East Valley Special Education Local Plan Area  
Board of Directors

## **NOTICE OF PUBLIC HEARING**

The East Valley SELPA Board of Directors hereby give notice that a Public Hearing will be held on the following topic:

### **Review of East Valley SELPA 2019/20 Local Plan**

The documents may be inspected upon request at:  
East Valley SELPA, 670 E. Carnegie Drive, San Bernardino, California

Hearing Date: May 20, 2020  
Time: 2:00 p.m.  
Location: Virtual meeting via WebEx  
Meeting number: 282 427 612  
Meeting password: BOD52020  
Phone: 415-655-0003

For additional information contact SELPA Administrator Dr. Patty Metheny at  
(909) 252-4507

Date Posted: April 20, 2020

## 4.5 CDE Required Corrective Actions 3.9.20 DINC Data

**East Valley SELPA  
Data Identified Non-Compliance (DINC)  
March 10, 2020**

<b>EV SELPA SUMMARY DATA</b>								
<b>Indicator</b>	<b>Description</b>	<b>Colton</b>	<b>Redlands</b>	<b>Rialto</b>	<b>Rim</b>	<b>Yucaipa</b>	<b>SBCSS</b>	<b>Totals</b>
SPPI 11	Elig Eval	0	0	0	0	0	0	<b>0</b>
SPPI 12	Part B Date	2	4	1	0	1	0	<b>8</b>
SPPI 13	Transition	0	1	1	0	0	1	<b>3</b>
Ann Date	Timeliness	7	12	20	1	1	7	<b>48</b>
Tri Date	Timeliness	1	5	4	0	0	5	<b>15</b>
<b>Totals</b>		<b>10</b>	<b>22</b>	<b>26</b>	<b>1</b>	<b>2</b>	<b>13</b>	<b>74</b>

## 4.6 CALPADS EOY4 Data Submission

# CDE

## Flash #173 - COVID-19 Guidance and Resources

During this time the CDE places the highest priority on the health and safety of students and staff. We understand that LEAs would like specific guidance on data submission as it relates to the upcoming End-of-Year (EOY) submissions and we appreciate your dedication. The CDE continues to work with state leaders and the federal government to determine which data are required during these unusual times. To that end, this FLASH communicates what is known at this time.

Information and resources regarding coronavirus (COVID-19) and California's response can be found on the CDE's homepage at <https://www.cde.ca.gov/ls/he/hn/coronavirus.asp>.

LEAs are encouraged to check this page often, as it is updated on an ongoing basis.

More information on Special Education Guidance for COVID-19 can be found on CDE's website at <https://www.cde.ca.gov/ls/he/hn/specialeducovid19guidance.asp>

Contact  
1.866.468.2891  
[sdsupport@cde.ca.gov](mailto:sdsupport@cde.ca.gov)

3

# Meeting Delays

In the event that initial evaluations, annual reviews, or triennial reviews cannot be held on time, the following delay reason codes may be used:

### Part B Initial Evaluations

- The delay was due to the parent not making student available for testing despite the LEA being open for distance learning: Use meeting delay code "20"
- The delay was due to LEA closure due to COVID-19 quarantine requirements: Use code "60"

### Part C initial Evaluations

- The delay was due to the parent not making child available for testing: Use meeting delay code "20"
- The delay was due to LEA closure due to COVID-19 quarantine requirements: Use code "60" or "75"

### Annual review or Individual Family Service Plan meeting

- The delay was due to the parent not making the child available for testing: Use meeting delay code "20"
- The delay was due to the LEA closure due to COVID-19 quarantine requirements: Use code "60" or "75"

Contact  
1.866.468.2891  
[sdsupport@cde.ca.gov](mailto:sdsupport@cde.ca.gov)

4

# Meeting Delays

Users can Bulk Update the Meeting Delay field for any IEP that have become or will become overdue during this time.

Users can also Bulk Update the Meeting Delay code, if the incorrect code was selected for a group of students.

The screenshot displays a search interface with three main panels. On the left, the 'Column Options' panel shows 'Type of Report' set to 'Student report (Add columns to show)' and 'Select Columns for Report' with 'Date of Next Annual IEP' and 'Meeting Delay Code' selected. The middle 'Criteria' panel shows 'Student Enrolled' set to 'equals' with 'Yes' selected, and 'Date of Next Annual IEP' set to 'is between' with dates '03/01/2020' and '06/30/2020'. The right panel shows 'Meeting Delay Code' with a dropdown menu set to '---Select One---'. Buttons for '+ Add', 'Edit', and 'Search' are visible at the bottom of the criteria panel.

Contact  
1.866.468.2891  
[sdsupport@sjcoe.net](mailto:sdsupport@sjcoe.net)

5

# CALPADS

User should continue to hold meetings and deliver services (if possible) and continue to submit data to CALPADS. EOY data is still being collected, so users need to continue to submit data.

It is unknown as of the moment if deadlines will be extended or if there will be any exceptions.

## SPED0375 – Duplicate SPED Transaction

We have received numerous reports regarding CALPADS Error SPED0375 – Duplicate SPED Transaction.

This error is stemming from the Amendment Identifier field.

We reached out to CALPADS on behalf of the user reports and it is now a known issue. We are working on a resolution to fix this error.

In the meantime, please provide us with the students receiving a SPED0375 error, if a duplicate transaction does not exist, and we will manually update the Amendment Identifier field.

Contact  
1.866.468.2891  
[sdsupport@sjcoe.net](mailto:sdsupport@sjcoe.net)

6

## DINC

The CDE will suspend the DINC process for the 2019-20 school year

The requirements to hold timely assessments and IEPs is still in place under IDEA.

LEAs should work to ensure that all the students that were identified as having a late assessment and IEPs have timely assessments and IEPs at the beginning of the next school year as outlined in 34 Code of Federal Regulations (CFR) 300.323(a)

Contact  
1.866.468.2891  
[sdsupport@sjcoe.net](mailto:sdsupport@sjcoe.net)

7

## CALPADS – EOY Checklist

- Ensure all students who received parental consent for evaluation who were enrolled in your LEA from July 1 – June 30 are represented in the child counts
- Ensure services have been submitted for every student on an IEP, IFSP, and ISP
- Ensure that special education program exits are populated for all students who are not or no longer eligible for services
- Ensure all students with disabilities who have exited secondary education in 2018-19 have been surveyed for their postsecondary outcomes and responses have been recorded in the special education data system
- Review DSEA extract

Contact  
1.866.468.2891  
[sdsupport@sjcoe.net](mailto:sdsupport@sjcoe.net)

8

# Work-Based Learning Indicators

Per Flash #174 – Name and Definition Changes for Work-Based Learning Indicator Fields on the Special Education file for 2019–20 Reporting  
The field names and definitions for Workability and Rehabilitation have been updated:

## 47. - Transition Work-Based Experience

An indication of whether or not a student successfully completed a minimum of 100 hours of work-based learning since entering 9th grade of a program for students with disabilities on an individualized education program (IEP) that offers students work-based learning experiences that develop knowledge and job skills, in compliance with the Fair Labor Standards Act (FLSA) requirements.

## 48. - Transition Classroom-Based Work Exploration

An indication of whether or not a student successfully completed the equivalent of four courses of college and career exploration/preparation designed to prepare a student with an IEP for employment and independent living since entering 9th grade.

Contact  
1.866.468.2891  
[sdsupport@sjcoe.net](mailto:sdsupport@sjcoe.net)

9

# DRDP

At this time, please let the service and support of children and families be your top priority.

We are waiting for official guidance from California Department of Education, Special Education Division regarding the spring DRDP (2015) assessment. If you already have DRDP (2015) records completed, please hold off on submitting them until we receive further guidance. Thank you for your patience and your dedication to young children and their families.

For the latest updates, visit DRDP's website at <https://draccess.org/>

Contact  
1.866.468.2891  
[sdsupport@sjcoe.net](mailto:sdsupport@sjcoe.net)

10

# CAASPP & ELPAC

If your school is closed due to the unprecedented circumstances surrounding COVID-19, here is some information about statewide testing for this school year. The California Department of Education (CDE) is doing the following:

- Suspending all CAASPP testing
- Suspending Summative ELPAC testing
- Placing the Physical Fitness Test on hold until students return to school
- Canceling the California High School Proficiency Examination test administration for the weekend of March 21<sup>st</sup>.
- Placing high school equivalency testing on hold until testing centers are reopened

Postponed: Initial ELPAC postponed while schools are closed

- Once students return to school, CDE's expectation is that students identified as requiring the initial ELPAC will be tested

For more CAASPP updates, see the Assessment Spotlight page at <https://www.cde.ca.gov/ta/tg/sa/assessmentspotlight.asp>

Contact  
1.866.468.2891  
[asssupport@cde.ca.gov](mailto:asssupport@cde.ca.gov)

## 4.7 EV SELPA Program Specialists Services During School Closures



# HyperDoc Lesson Plan Template

Shannon Vogt  
Courtney Beatty

*Special thanks and credit to: [HyperDoc.co](http://HyperDoc.co)*

# Your Presenters

*Shannon Vogt, M.A.*



Program Specialist,  
EVSELPA

Education Specialist, Moderate/Severe  
and Multiple Subjects

*Courtney Beatty, M.A.*



Program Specialist,  
EVSELPA

Board Certified Behavior Analyst (BCBA)

Education Specialist, Moderate/Severe and  
Multiple Subjects

# Agenda

1

Review tools used  
within lesson plan  
template samples

2

Demonstrate two  
sample lessons  
using HyperDoc  
lesson template

3

Discuss accessibility  
used within lesson  
samples for students  
with various needs

# Tools Used in Creating Sample Lessons

- [How to Add a Hyperlink in Word](#)
- [How to Insert a Hyperlink Within a Picture](#)
- [How to Rename a Hyperlink](#)
- [How to Insert and Edit Shapes in Word](#)

## LESSON TITLE

	<b>Engage</b> To <b>engage</b> students at the beginning of a lesson, insert video, image, quote, or another inspirational hook in this box.
	<b>Explore</b> Curate a collection of resources (articles, videos, infographics, text excerpts, etc.) for students to <b>explore</b> a topic.
	<b>Explain</b> Use this section of the HyperDoc to <b>explain</b> the lesson objective through direct instruction using your favorite web tool, or gather students together to teach the content.
	<b>Apply</b> Create an assignment for students to <b>apply</b> what they learn by using web tools to create, collaborate, and/or connect beyond the classroom.
	<b>Share</b> Collect student work to provide feedback, and/or include a section for students to <b>share</b> work with an authentic audience.
	<b>Reflect</b> Include an opportunity for face-to-face or digital <b>reflection</b> to guide students along their learning progression and set new goals.
	<b>Extend</b> Add links to more activities and online resources to <b>extend</b> the

[HyperDoc Lesson Plan Template](#)

# HYPERDOC LESSON PLAN TEMPLATE



# ELEMENTARY LESSON SAMPLE

# Mammals Lesson Plan

Engage	
	<ul style="list-style-type: none"><li> <a href="#">Vocabulary Terms</a></li><li> <a href="#">Mammal Video 1</a></li><li> <a href="#">Mammal Video 2</a></li></ul>

Explore	
	<ul style="list-style-type: none"><li> <a href="#">San Diego Zoo Mammals</a></li><li> <a href="#">Mammal Video 3</a></li><li> <a href="#">Mammals Worksheet</a></li><li> <a href="#">Article 1</a></li><li> <a href="#">Article 2</a></li></ul>

Explain	
	<ul style="list-style-type: none"><li> <a href="#">Mammals Lesson</a></li><li> <a href="#">Thinking Map</a></li></ul>



## Apply

1. You will be assigned a mammal to research (each student will have a different mammal).
2. Include the 5 main characteristics of mammals. **(Explain)**
3. Include where they live and what they eat.
4. Include a unique characteristic of your assigned mammal.
5. Tell about your personal interaction with this mammal. Have you ever seen this mammal? Where?
6. Remember to write/type in complete sentences. [What is a complete sentence?](#)
7. Include a picture/pictures of your mammal



## Share

-  [Share your work here](#)
-  [Polar Bears Sample 1](#)
-  [Polar Bears Sample 2](#)
-  [Polar Bears Sample 3](#)



## Reflect

Remember to check your student folder for teacher feedback.

-  [My Email](#)
-  [My Office Hours Schedule](#)



## Extend

-  [Mammal Crafts](#)
-  [National Geographic](#)

# Engage

To **engage** students at the beginning of a lesson, insert video, image, quote, or another inspirational hook in this box.



## Engage



[Vocabulary Terms](#)



[Mammal Video 1](#)



[Mammal Video 2](#)

## Accessibility

- Clean and clear layouts
- Descriptive wording for text in links
- Large bold fonts with plain backgrounds
- Color contrast, without too many colors
- Inserted shape/color icon to help guide to the correct link
- Defined vocabulary terms

# Explore

Curate a collection of resources (articles, videos, infographics, text excerpts, etc.) for students to **explore** a topic



## Explore

- ▲ [San Diego Zoo Mammals](#)
- ◆ [Mammal Video 3](#)
- 😊 [Mammals Worksheet](#)
- ➔ [Article 1](#)
- [Article 2](#)

## Accessibility

- The use of a variety of resources to create balance including the following:
  - video, worksheet, articles, and website

# Explain

Use this section of the HyperDoc to **explain** the lesson objective through direct instruction using your favorite web tool, or gather students together to teach the content.



## Explain

★ [Mammals Lesson](#)

▲ [Thinking Map](#)

## Accessibility

- Transcript/written information for lesson
- Thinking map can be completed through chosen platform (zoom)
- Thinking map is a clear visual to place main ideas of the lesson

# Apply

Create an assignment for students to **apply** what they learn by using web tools to create, collaborate, and/or connect beyond the classroom.



## Apply

1. You will be assigned a mammal to research (each student will have a different mammal).
2. Include the 5 main characteristics of mammals. **(Explain)**
3. Include where they live and what they eat.
4. Include a unique characteristic of your assigned mammal.
5. Tell about your personal interaction with this mammal. Have you ever seen this mammal? Where?
6. Remember to write/type in complete sentences. [What is a complete sentence?](#)
7. Include a picture/pictures of your mammal

## Accessibility

- Numbered checklist to follow
- Color coded reminders of where information can be found in the template
- Direct link to explanation of complete sentence

# Share

Collect student work to provide feedback, and/or include a section for students to **share** work with an authentic audience.

	<b>Share</b>	
		<a href="#">Share your work here</a>
		<a href="#">Polar Bears Sample 1</a>
		<a href="#">Polar Bears Sample 2</a>
		<a href="#">Polar Bears Sample 3</a>

## Accessibility

- Direct link to chosen platform (google classroom)
- 3 student work samples for different ability levels
- Sample 1 : typing skills, paragraphing skills and google searching
- Sample 2 : hand writing skills, paragraphing skills and drawing skills
- Sample 3: tracing simple sentences

# Reflect

Include an opportunity for face-to-face or digital **reflection** to guide students along their learning progression and set new goals.



## Reflect

**Remember to check your student folder for teacher feedback.**

➤ [My Email](#)

✘ [My Office Hours Schedule](#)

## Accessibility

- Highlighted reminders
- Direct link to teacher email for questions
- Direct link to office hours schedule
- One-on-one explanation during office hours if needed through chosen classroom platform (zoom, web-ex)
- Individual feedback in student folder through classroom platform (google classroom)

# Extend

Add links to more activities and online resources to **extend** the learning.



## Extend

-  [Mammal Crafts](#)
-  [National Geographic](#)

## Accessibility

- Hands on craft activities for all ability levels
- Easy to follow website including black font and white background, videos with basic titles, clean and clear layouts



# MIDDLE SCHOOL LESSON SAMPLE

# Ratio Lesson Plan

## Math

Understand ratio concepts and use ratio reasoning to solve problems.  
CCSS.MATH.CONTENT.6.RP.A.1: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

**Engage**

- [Introduction to Ratios-YouTube](#)
- [Intro to Ratios-Khan Academy](#)

**Explore**

**Example #1:**

The ratio of red to blue is 3:1  
 The ratio of green to blue is 3:4  
 The ratio of green to red is 2:3  
 The ratio of red to blue to green is 1:2:1

**Ratio**  
 A comparison of **two** amounts that can be expressed **three** ways.

**Example #2:**

**2:4**   **2 to 4**    $\frac{2}{4}$

**Equivalent ratios**  
 Ratios that have the **same** value.

**1 to 2**    $\rightarrow$    **2 to 4**

**Explain**

Watch the learning videos then complete the practice questions:

- [Introduction to Ratios Lesson](#)
- [Basic Ratios Lesson](#)
- [Ratio Review](#)
- [Quiz-4 Questions](#)

**Apply**

Create a Ratio Matching Game to share with your teacher and classmates!

- Create a ratio matching game with at least 5 matches. Be sure to include an answer key.
- You may create this in Microsoft Word, Microsoft PowerPoint, or create the game using your own materials and take a photo. See examples:

2 items for every class	3 boxes of popcorn for every 1 box of drinks	2 shirts for every 10 pants	3 boxes of popcorn for every 1 box of drinks
\$4 concert for every \$1 spent	5 girls rocks for every 1 black rock	\$1 concert for every \$1 spent	4 shirts for every 10 pants
3 girls for every 2 boys	2 wheel-ops for every 2 wheel-ops	1 girl for every 10 pants	3 wheel-ops for every 2 wheel-ops
\$4 for 5 snacks	For every 5 students with a part dog, 5 do not have a part dog	3 shirts for every 10 pants	For every 3 students with a part dog, 5 do not have a part dog
100 wheel-ops for every \$100 wheel-ops	1 wheel-ops for every 4 hats	100 wheel-ops for every \$100 wheel-ops	1 wheel-ops for every 4 hats
100 wheel-ops for every \$100 wheel-ops	\$1 for 5 snacks	100 wheel-ops for every \$100 wheel-ops	\$1 for 5 snacks
100 wheel-ops for every \$100 wheel-ops		100 wheel-ops for every \$100 wheel-ops	

**mini marshmallow RATIOS**

\_\_\_\_ Blue      \_\_\_\_\_ Pink  
 \_\_\_\_\_ Yellow      \_\_\_\_\_ Orange

If I eat 3 of blue      If I eat 3 of pink  
 If I eat 3 of orange      If I eat 3 of blue  
 If I eat 3 of blue      If I eat 3 of orange  
 If I eat 3 of orange      If I eat 3 of blue  
 If I eat 3 of orange      If I eat 3 of orange  
 If I eat 3 of orange      If I eat 3 of orange  
 If I eat 3 of orange      If I eat 3 of orange  
 If I eat 3 of orange      If I eat 3 of orange

- Submit your game to \_\_\_\_\_ (ie. Google classroom, email, etc.).

**Share**

- Go to \_\_\_\_\_ (ie. Google classroom, email, etc.) and complete **one** of your classmates' ratio matching games and leave a positive comment!

**Reflect**

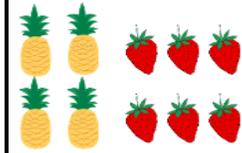
- Teachers: Create a short video for each student within the necessary platform (ie. Google classroom, email, etc.) to provide feedback on their demonstration of the learning objectives.

**Extend**

- [Ratio Asteroid Game](#)
- [Ratio Stadium Game](#)
- [Ratio Blaster Game](#)
- [Decomposition](#)

# Engage

To **engage** students at the beginning of a lesson, insert video, image, quote, or another inspirational hook in this box.



## Engage



[Introduction to Ratios-YouTube](#)



[Intro to Ratios-Khan Academy](#)

## Accessibility

- Clean and clear layouts
- Descriptive wording for text in hyperlink
- Large bold fonts with plain backgrounds
- Color contrast, without too many colors
- Inserted shape/color icon to help guide to the correct link
- Present content in multiple ways (e.g., in a combination of text, video, audio, and/or image format)

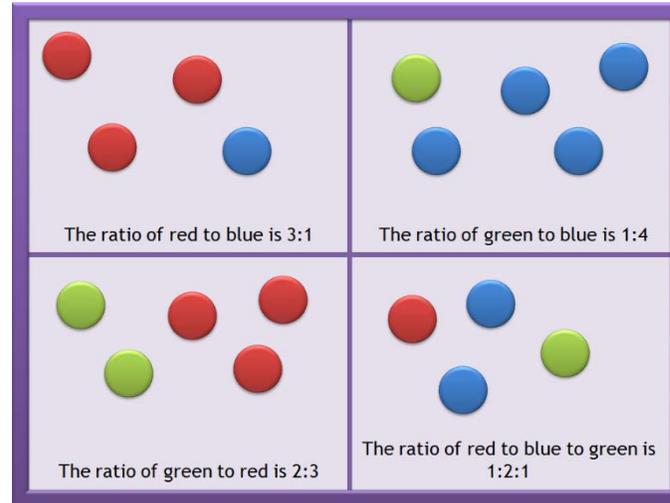
# Explore

Curate a collection of resources (articles, videos, infographics, text excerpts, etc.) for students to **explore** a topic

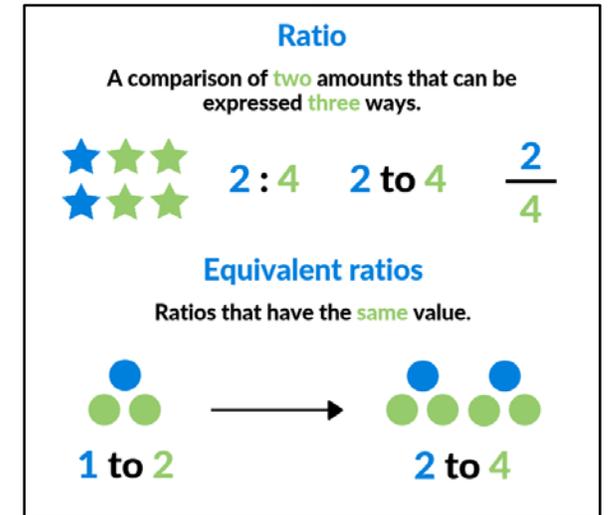


## Explore

Example #1:



Example #2:



## Accessibility

- Clean and clear layouts
- Large bold fonts with plain backgrounds
- Present content in multiple ways (e.g., in a combination of text, video, audio, and/or image format)

# Explain

Use this section of the HyperDoc to **explain** the lesson objective through direct instruction using your favorite web tool, or gather students together to teach the content.

RATIOS  
3:7 

## Explain

Watch the learning videos then complete the practice questions:



[Introduction to Ratios Lesson](#)



[Basic Ratios Lesson](#)



[Ratio Review](#)



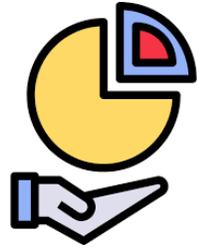
[Quiz](#)

## Accessibility

- Clean and clear layouts
- Descriptive wording for text in hyperlink
- Inserted shape/color icon to help guide to the correct link
- Provide adequate opportunities to practice
- Present content in multiple ways (e.g., in a combination of text, video, audio, and/or image format)

# Apply

Create an assignment for students to **apply** what they learn by using web tools to create, collaborate, and/or connect beyond the classroom.



## Apply

Create a Ratio Matching Game to share with your teacher and classmates!

- Create a ratio matching game with at least 5 matches. Be sure to include an answer key.
- You may create this in Microsoft Word, Microsoft PowerPoint, or create the game using your own materials and take a photo. See examples on next slide.
- Submit your game to \_\_\_\_\_ (ie Google classroom, email, etc.).

# Apply

Create an assignment for students to **apply** what they learn by using web tools to create, collaborate, and/or connect beyond the classroom.



## Apply

		ANSWER KEY	
2 wins for every 1 loss	3 slices of pepperoni for every 1 slice of cheese	2 : 1	3 : 1
\$4 earned for every \$1 spent	5 gray rocks for every 1 black rock	4 : 1	5 : 1
3 girls for every 2 boys	5 weekdays for every 2 weekend days	3 : 2	5 : 2
\$4 for 3 snacks	For every 5 students with a pet dog, 3 do not have a pet dog	4 : 3	5 : 3
Jane earned \$5 for every \$4 James earned	Jaden flipped heads 7 times for every 4 tails	5 : 4	7 : 4
Kayla read 6 books for every 5 movies she watched	\$7 for 5 minutes	6 : 5	7 : 5

### mini marshmallow Ratios

— Red — Green  
— Yellow — Orange

TOTAL number of mini marshmallows:

# Red to # Yellow	# Yellow to # Red
# Green to # Orange	# Orange to # Green
# Yellow to Total #	Total # to # Orange
# Red to # Green	# Yellow to # Orange
# Red and # Orange to # Green and # Yellow	
create your own words and numbers please	

## Accessibility

- Present content in multiple ways (e.g., in a combination of text, video, audio, and/or image format)
- Make examples and assignments relevant to learners with a wide variety of interests and backgrounds
- Provide options for demonstrating learning (e.g., different types of test items, portfolios, presentations, discussions)

# Share

Collect student work to provide feedback, and/or include a section for students to **share** work with an authentic audience.



## Share

Go to \_\_\_\_ (ie Google classroom, email, etc.) and complete **one** of your classmates' ratio matching games and leave a positive comment!

## Accessibility

- Clean and clear layouts
- Provide options for communicating and collaborating that are accessible to individuals with a variety of disabilities.
- Provide adequate opportunities to practice

# Reflect

Include an opportunity for face-to-face or digital **reflection** to guide students along their learning progression and set new goals.



## Reflect

Teachers: Create a short video for each student within the necessary platform (ie Google classroom, email, etc.) to provide feedback on their demonstration of the learning objectives.

## Accessibility

- Individual feedback in student folder through classroom platform (ie Google classroom, email, etc.)
- Provide feedback on project parts and offer corrective opportunities

# Extend

Add links to more activities and online resources to **extend** the learning.



## Extend



[Ratio Asteroid Game](#)



[Ratio Stadium Game](#)



[Ratio Blaster Game](#)



[Decention Jr](#)

## Accessibility

- Descriptive wording for text in hyperlink
- Inserted shape/color icon to help guide to the correct link
- Provide adequate opportunities to practice
- Make examples and assignments relevant to learners with a wide variety of interests and backgrounds
- Assume students have a wide range of technology skills and provide options for gaining the technology skills needed for course participation
- Present content in multiple ways (e.g., in a combination of text, video, audio, and/or image format)

## ACCESSIBILITY RESOURCE LINKS

- Webinars for Distance Learning
- Lesson Design for Distance Learning
- Accessibility for Students with Disabilities
- 20 Tips for Teaching an Online Accessible Course

# Thank you

## **Contact Information:**

Shannon Vogt

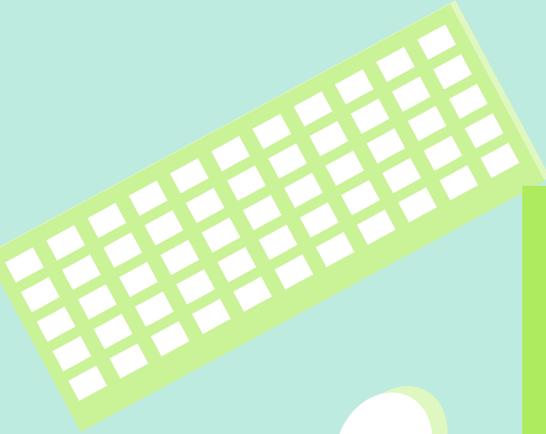
[Shannon.vogt@sbcss.net](mailto:Shannon.vogt@sbcss.net)

Courtney Beatty

[Courtney.beatty@sbcss.net](mailto:Courtney.beatty@sbcss.net)

# POUR

Accessible Web  
Content for Every  
Learner



# Your Presenters



EV SELPA Program  
Specialists:  
Mary-Anne Klenske  
Colleen Meland  
Susanne Ferguson

# Objectives

- Viewers will learn about the “Web Content Accessibility Guidelines(WCAG)”
- Viewers will understand how to design quality online instruction using the “POUR” principles
- Viewers will have access to links that will further explain different areas of accessibility needs for online learners
- Viewers will also have access to various links that will check that their content is compliant with WCAG”





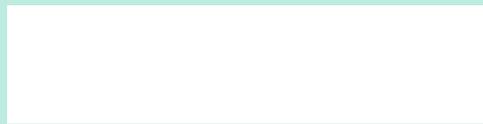
# Intro to Accessibility and the WCAG

- Section 508 (Amendment to the Rehabilitation Act of 1973)– requires...Electronic and Information Technology (EIT) accessible to people with disabilities... comparable to access available to others.
- The foundation for Section 508 “Web Content Accessibility Guidelines (WCAG)”
- In order to make the WCAG more easily understood, we have “P.O.U.R.” Principles that define a quality accessible experience for the user.





Pour: Perceivable





# Perceivable: What does it mean?

To make surdeafners can see and hear your content you can:

- Add alternative text to images and other visuals
- Close caption videos or provide transcripts
- Provide sufficient color contrast between text and its background
- Make sure content does not rely on color alone
- Make text readable and legible





# Adding Alternative Text

Who? Individuals who are visually impaired / use a screen reader, slow connection with graphics turned off.

- Alternative text – Used with screen readers which reads aloud to the user, including what they type.
- Screen readers are unable to analyze an image to determine the information it is representing
- Alternative Text will be read by screen readers and convey the information to the reader.





The following links explain in more detail about designing Alternative Text:

- ❑ [Basics of developing Alternative Text](#)
- ❑ [Image Description Guidelines](#)



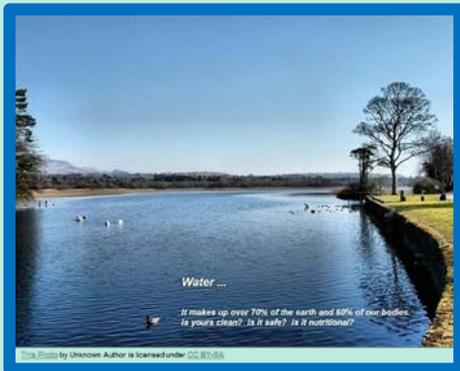


# Use closed caption videos and provide a transcript:

Who? Hard of hearing, Deaf, English as a Second Language Accessing video in a noisy environment or has poor sound quality.



- This tool provides the same information that others receive but is presented in a text form which is easier for them to understand.
- This must be available on pre-recorded as well as live video content.
- Voice recognition software is sometimes built into the device.



# Examples of Close Captioning

Links:

[Benefits of Closed Captioning video \(1:00\)](#)

[Introduction to close captioning video \(1:04\)](#)

[Captioning YouTube Videos link](#)

[Adding captions to vimeo videos link](#)

[Caption And description editing link](#)



# Elements of Quality Captioning

- Accurate
- Consistent
- Clear
- Readable
- Equal

[Elements of quality captioning link](#)

*The above guidelines are consistent with the 2014 mandates by the Federal Communications Commission (FCC).*





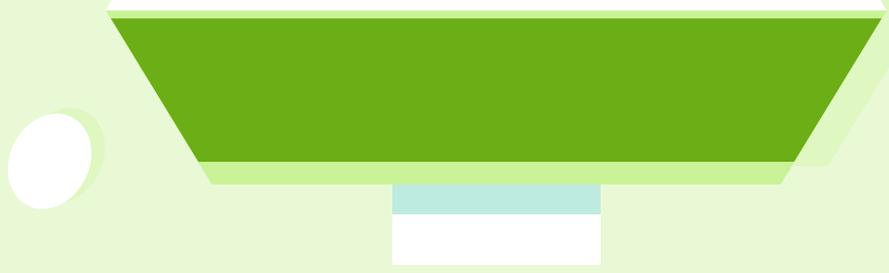
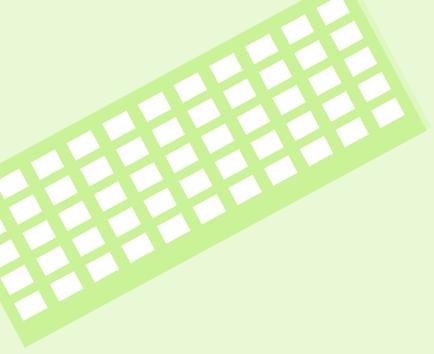
# Provide sufficient contrast between text and its background:

Who? Individuals who have low vision; who are color blind or who accesses content in bright lighting or with the screen brightness turned up

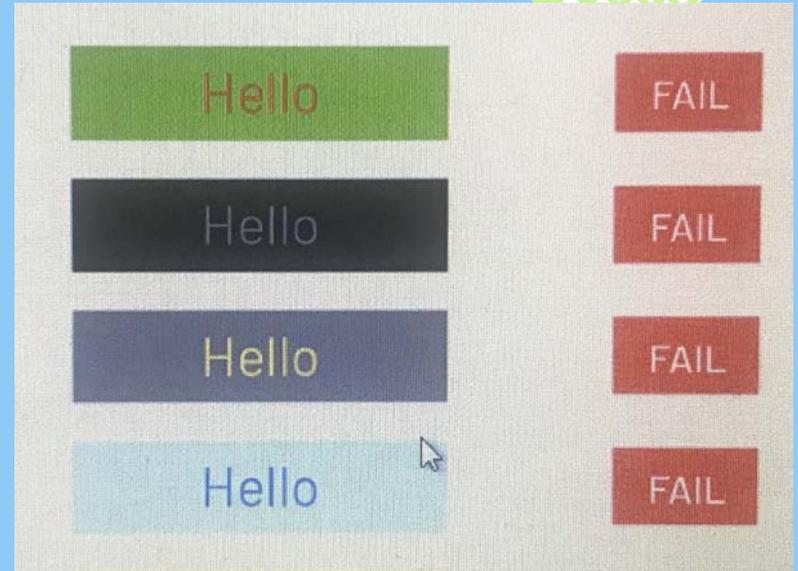
- This does not only apply to color contrast.
- Screen lighting or brightness
- Text size and style

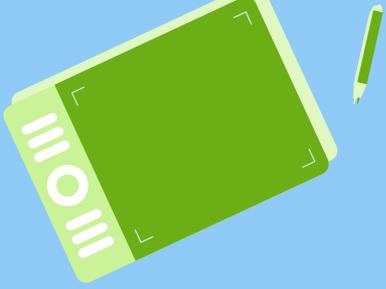


- [Good contrast of color video \(1:03\)](#)



# Insufficient color contrast





Good color contrast

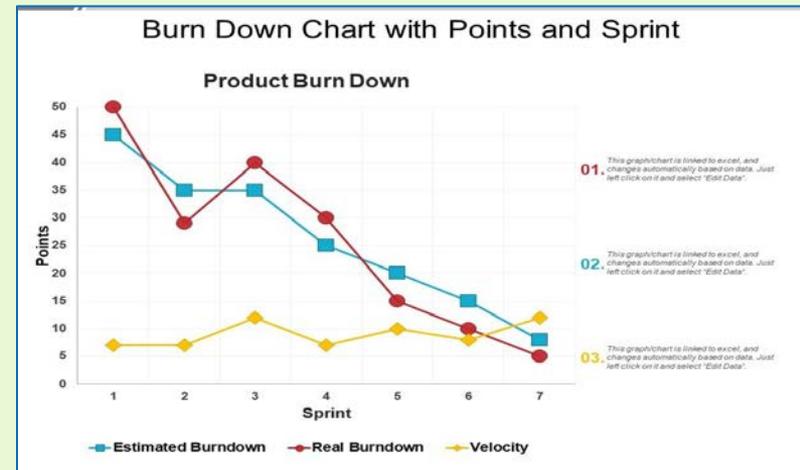
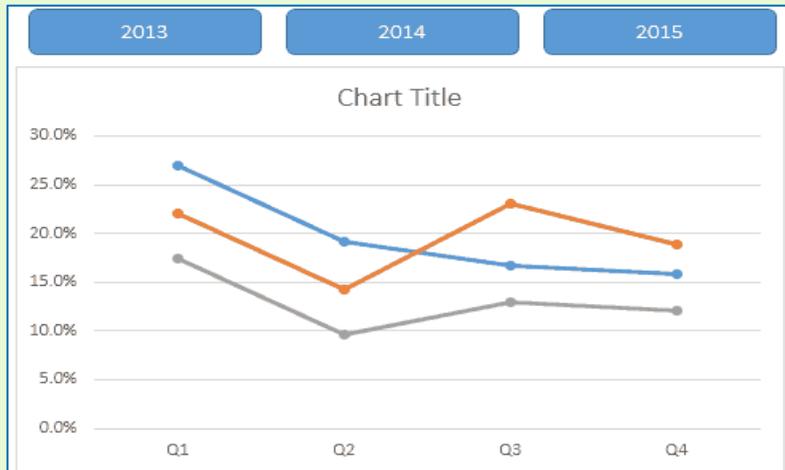




# Make sure content does not rely on color alone:

Who? Individuals that are color blind or have low vision.

- For learners who have difficulty seeing certain colors, you can add other visual cues like an icon or label like adding shapes to data points



# Color Coding Guidelines

- Color coding "do's and don'ts"
- Adding chart labels
- Formatting chart elements





# Make the text readable and legible:

Who? Individuals with learning or cognitive disabilities

- Text and words are arrangement; spacing, alignment, font choice, styling
- Make the content easy to navigate
- Reduce the number of different fonts and styles
- Make shorter lines, as longer blocks can tire out someone who takes longer to read



## Font and accessibility

- American Printing House for the Blind recommends 12 pt. for the smallest font and 18 pt. as a start for large print.

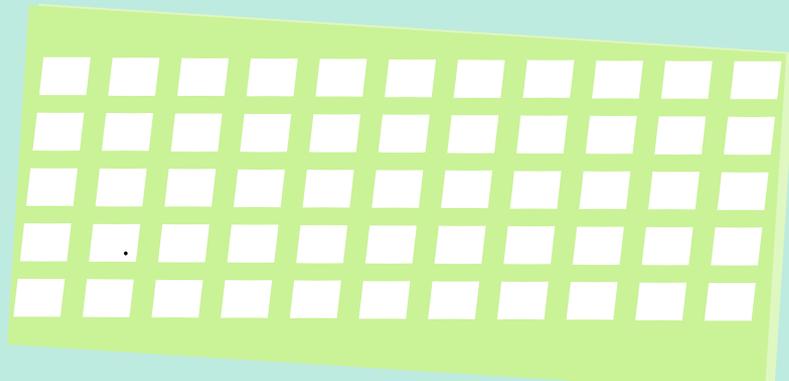


- [Principles of font accessibility](#)





# Pour: Operable





# Operable: What does it mean?

- All computer functionality can be controlled by use of a keyboard
- Users have enough time to read and use content
- Content that causes seizures is not used
- Web page and document design helps users navigate and find content
- Descriptive links make sense without surrounding context
- Make inputs other than keyboard available for computer user





## Web Content Accessibility Guidelines & Accompanying Success Criterion



WCAG Guidelines for Operable Accessibility	WCAG Success Criterion
All functionality available from a keyboard	2.1.1 Keyboard
User is permitted to adjust the time	2.2.1 Timing Adjustable
Avoid content design that can cause seizures	2.3.1 Three Flashes or Below Threshold
Link purpose understood from link text	2.4.4 Link Purpose
More than one way available to locate a Web page	2.4.5 Multiple Ways
Headings and labels describe topic or purpose	2.4.6 Headings and Labels



# Keyboard 2.1.1





# Independent Keyboard Functions

- **Independent Keyboard Function** allows full page and document navigation & interaction
- **No Keyboard Trap** feature, through use of standard exit method keys (arrow, tab, escape) can prevent interference of **focus box** movement through the main text, by extraneous information components on the screen.
- **Shortcut click** to a list of **heading titles** supports easier document review and location of desired information.
- **Key shortcuts** can be programmed to expedite user performance functions
- **Widget** and **applet** use to enable and enhance keyboard functions and software interaction.





# Keyboard Compatibility

Web Accessibility Initiative (WAI)



[https://www.youtube.com/watch?time\\_continue=4&v=9OA2gBDS03Y&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=4&v=9OA2gBDS03Y&feature=emb_logo)



# Keyboard Operation of All Functionality of Content



[https://www.youtube.com/watch?time\\_continue=4&v=9OA2gBDS03Y&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=4&v=9OA2gBDS03Y&feature=emb_logo)



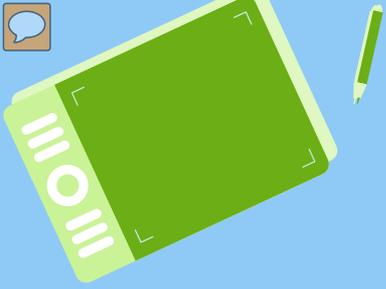
# Testing Video/Audio Player Controls for Keyboard Accessibility

## Accessibility Training

Understanding  
Keyboard Accessibility



[https://www.youtube.com/watch?v=smAPpgNDeUQ&feature=emb\\_logo](https://www.youtube.com/watch?v=smAPpgNDeUQ&feature=emb_logo)



# Adjustable Time 2.2.1



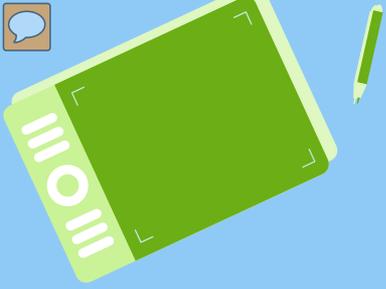


# Provide sufficient time for interaction and response

## Computer programmed session time limits

- Turn off time limit
- Program extended time, at least ten times the length of the default time limit programmed
- Warned before default time expires, given 20 seconds to extend time by a simple pressing of the space bar and allowed to extend the time limit at least ten times the default time limit





# Three Flashes or Below Threshold 2.3.1



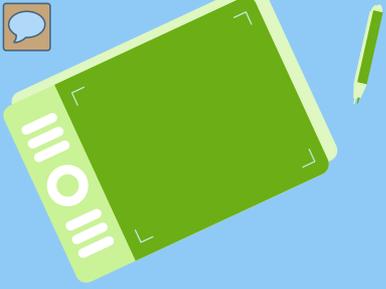


# Avoid content that can trigger seizures

## Use animation, video and audio carefully

- Sensitivity to flashing light and certain visual patterns and light intensity can trigger seizures
  - No content component should flash more than three times in any 1-second period
  - Keep a flashing area on a page small
- Audiogenic seizures can be caused by indeterminate auditory triggers of varying qualities and decibals
- Provide play/ pause buttons





# Link Purpose 2.4.4





# Create descriptive links that make sense out of context

Screen readers can shortcut to bring up a list of links within a document

- Link text should be unique and describe the content they reference without the need for surrounding text to make sense of it.
- Avoid full web addresses, unless short & descriptive.
- Differentiate links within the body of text on a page with underlines or noncolor indicators.





# Multiple Ways 2.4.5





# Ways to Access a Web Page Within a Set of Web Pages



- Providing links to related Web pages
- Providing a Table of Contents
- Providing bookmarks in PDF documents
- Providing a site map
- Providing a search function to help users find content
- Providing a list of links to all other Web pages
- Linking to all of the pages on the site from the home page





# Headings & Labels

2.4.6





# Provide a clear structure with properly marked up headings

Consistent format makes document scanning and screen reader navigation easier:

- Use *built-in design* and *layout style features* when creating documents, PDFs, and PowerPoint slides.
- Structure content with *hierarchical headings* that are nested in logical order.
  - *Titles, headers, and captions* provide a sense of the *big ideas* and concepts.



# Accessibility Training

## Structuring an Accessible PowerPoint Presentation



[https://www.youtube.com/watch?v=6VzeyHjvrN4&feature=emb\\_rel\\_pause](https://www.youtube.com/watch?v=6VzeyHjvrN4&feature=emb_rel_pause)



# Sample Document for Accessibility Test



**FEBRUARY**

SAVE the DATE!

Please Register to Attend: <https://sbcss.k12oms.org/46-168703>

**FEBRUARY 6<sup>TH</sup>, 2020**

8:00 a.m. – 1:00 p.m.

**3<sup>rd</sup> Quarterly ATP Network Meeting**



8:00 a.m. – 10:45 a.m.

Riverside Unified School District  
**Project T.E.A.M. Campus**  
6666 Circle Drive  
Riverside, 92506  
(951) 328 - 2522

Functional academics taught in a classroom setting  
On-site work activity center teaches on-task behavior & task completion  
Work training experiences in a wide variety of real work environments

11:00 a.m. – 1:00 p.m.

**Woody's Classic Grill**  
22400 Barton Road, Suite #1  
Grand Terrace, 92313  
(909) 422-1100

Observe PIP participant on-the-job  
Hear about employer's worker expectations  
Enjoy lunch while debriefing about Project T.E.A.M. Observations  
IRC & DOR Services Access Information and Questions & Answer Session

# Accessibility Training

## Using the Microsoft Office Accessibility Checker



Checking for Document for Screen  
Reader Compatibility

Spelling & Grammar | Thesaurus | Word Count | Read Aloud | Check Accessibility | Translate Language | New Comment | Delete | Show Comments | Track Changes | Simple Markup | Show Markup | Reviewing Pane | Accept | Compare | Protect | Link | Resume

**SAVE the DATE!**  
 Please Register to Attend: <https://sbss.k12oms.org/46-168793>  
**FEBRUARY 6<sup>TH</sup>, 2020**  
 8:00 a.m. - 1:00 p.m.  
**3<sup>rd</sup> Quarterly ATP Network Meeting**

**8:00 a.m. - 10:45 a.m.**  
 Riverside Unified School District  
**Project T.E.A.M. Campus**  
 6666 Circle Drive  
 Riverside, 92506  
 (951) 328 - 2522

**11:00 a.m. - 1:00 p.m.**  
**Woody's Classic Grill**  
 22400 Barton Road, Suite #1  
 Grand Terrace, 92313  
 (909) 422-1100

### Help

Search help

**Use the Accessibility Checker**

- On the ribbon, select the Review tab. If you are using Outlook, note that you'll only see the Review tab when writing or replying to messages.
- Select Check Accessibility.

Page Layout | Formulas | Data | **Review**

Check Accessibility | Smart Lookup | Translate | New Comment

- Review your results. You'll see a list of errors, warnings, and tips with how-to-fix recommendations for each. See [Rules for the Accessibility Checker](#) for more information.

**Fix recommendations with ease**

To easily address accessibility errors and warnings, select an issue to open the Recommended Actions list. You can apply a one-click fix by selecting an action, or select the arrow button next to an action for more options.

### Accessibility Checker

Inspection Results

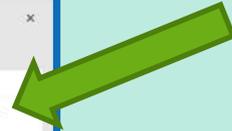
**Warnings**

- Hard-to-read text contrast (4)

Keep accessibility checker running while I work

**Additional Information**

[Read more about making documents accessible](#)





File Home Insert Draw Design Layout References Mailings Review View Help Search

Clipboard Font Paragraph Styles Editing Voice

**CELEBRARY**

**Hard-to-read text contrast → SAVE the DATE!**

Please Register to Attend: <https://sbcss.k12oms.org/46-168703>

**FEBRUARY 6<sup>TH</sup>, 2020**  
8:00 a.m. – 1:00 p.m.

**3<sup>rd</sup> Quarterly ATP Network Meeting**

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Project T.E.A.M. Campus  
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**Hard-to-read text contrast → Functional academics taught in a classroom setting.**

**Hard-to-read text contrast → On-site work activity center teaches on-task behavior & task completion**  
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Woody's Classic Grill  
22400 Barton Road, Suite #1  
Grand Terrace, 92313  
(909) 422-1100

**Hard-to-read text contrast → Observe PIP participant on the job**  
Hear about employer's worker expectations  
Enjoy lunch while debriefing about Project T.E.A.M. Observations  
IRC & DOR Services Access Information and Questions & Answer Session



## Help

Search help

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## Accessibility Chec...

Inspection Results

### Warnings

- ✓ **Hard-to-read text contrast**  
SAVE the DATE!  
Functional academics taught in...  
On-site work activity center tea...  
Observe PIP participant on-the-...

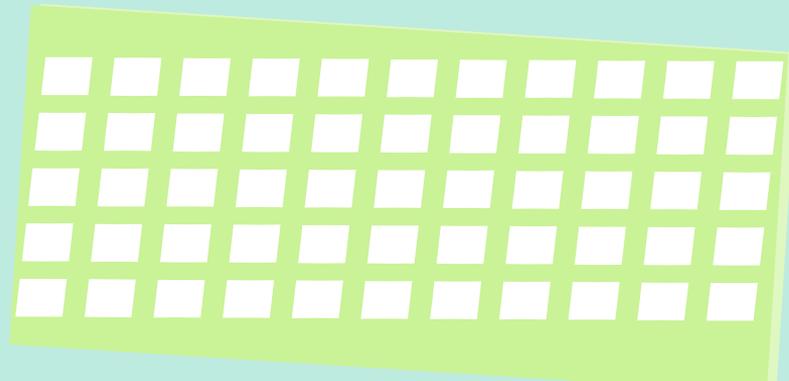
Keep accessibility checker running while I work

### Additional Information

Windows taskbar with search bar and application icons (File Explorer, Edge, Word, etc.)



# POUR: Understandable





# Understandable: What does it mean?

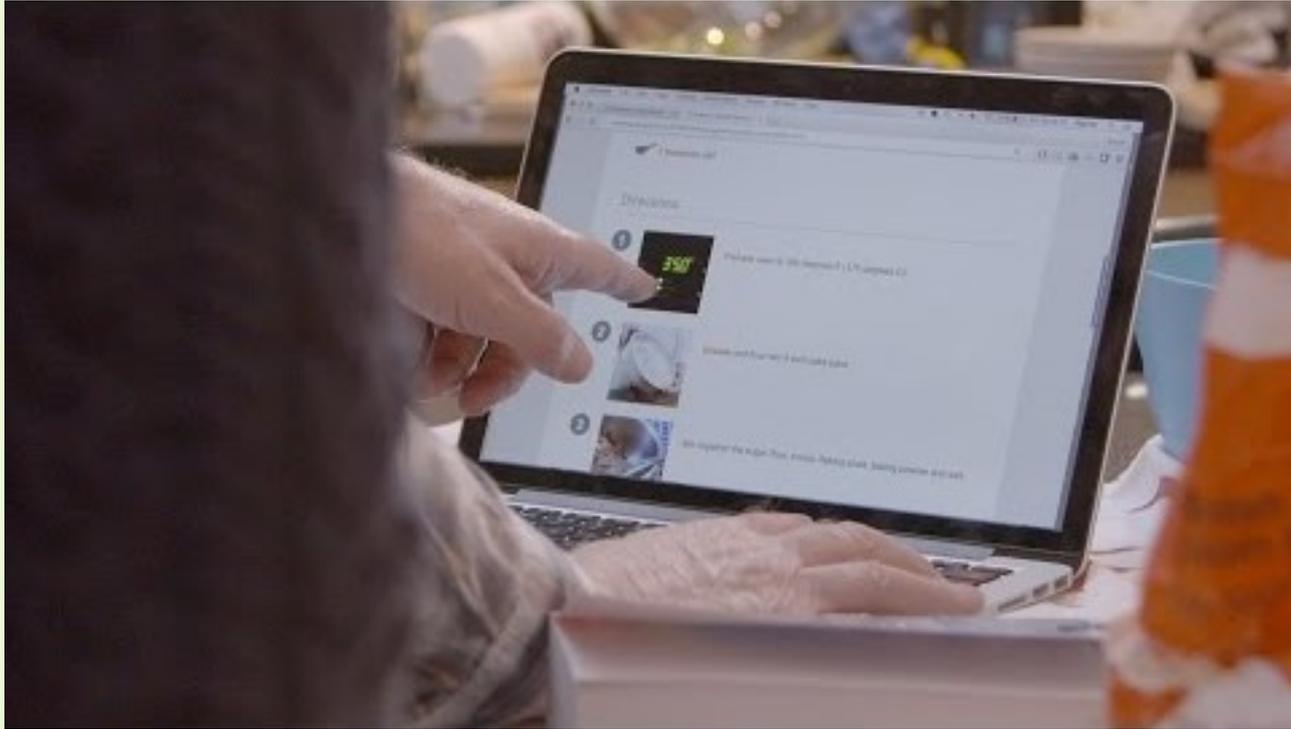
To make sure everyone can understand your content and enjoy a predictable experience, you can:

- Clarify expectations through clear directions and models
- Follow conventions to ensure a predictable and consistent experience
- Use plain language
- Indicate the language of your content





# Understandable Content Video (0:54)



[UnderstandableContent](#)



# Clarify expectations through clear directions and models

- Provide clear directions for expectations (length of answers, citations format)
- Link to a rubric and an example of a finished product
- Ensure your directions don't rely on color, shape, position, or size (not all individuals can perceive these characteristics)
  - Screen readers can't perceive location directions such as “review the passage to the right”
  - Better to say “review the passage labeled “More Information”





# Follow conventions and strive for consistency

- Consistency in structure and formatting help learners understand how the content works
- Conventions help with usability
  - i.e., underline all hyperlinks
  - Include a “how to use this resource” section at the beginning to explain the meaning of recurring icons and other recurring features



Example: “A  indicates a useful tip is following”



# Use plain language

- Use language appropriate to the reading level of your audience
- The [Hemingway Editor](#) is a tool that identifies the reading level of your content and suggests simpler, shorter sentences





# Using the Hemingway Editor



<http://www.hemingwayapp.com/>



# Use plain language

- Provide a glossary at the end or provide a link to online definitions of unfamiliar words, including jargon and idioms

[Click here for a video on how to turn a word into a hyperlink!](#)

- *She sat adjacent to the tall man*



**adjacent**  
*adjective* • formal

US  /əˈdʒeɪ.sənt/ UK  /əˈdʒeɪ.sənt/

---

**C2**

**very near, next to, or touching:**

- *They work in adjacent buildings.*
- *They lived in a house adjacent **to** the railroad.*



## Use plain language

- Expand acronyms and abbreviations the first time you write them



*The National Aeronautics and Space Administration (NASA) is responsible for the civilian space program, as well as aeronautics and aerospace research. NASA was established in 1958.*



# Use plain language

- Consider the [top 10 Principles of Plain Language](#) from the Open Government at the National Archives



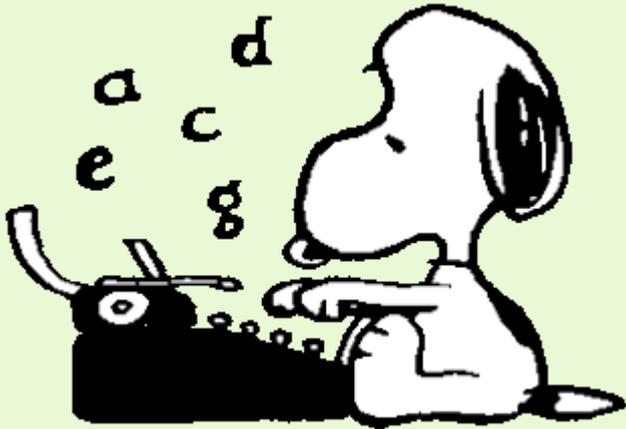
<https://www.archives.gov/open/plain-writing/10-principles.html>



Scan for a Padlet of the top ten principles of plain writing



The top 10 Principles of Plain Language from the Open Government at the National Archives



1. Write for your reader, not yourself
2. Write in the active voice. Use the passive voice only in rare cases.
3. Use pronouns when you can.
4. Proofread your work and have a colleague proof it as well.
5. Use short sentences as much as possible.
6. State your major point(s) first before going into details.

## The top 10 Principles of Plain Language from the Open Government at the National Archives

There are 12 principles.....not 10!



Hmmmmm...

7. Use headings, lists, and tables to make reading easier.
8. Omit unneeded words.
9. Stick to your topic.
10. Limit each paragraph to one idea and keep it short.
11. Keep the subject and verb close together.
12. Use everyday words. If you must use technical terms, explain them in the first reference.



# Indicate the language of your content

- Identify language so screen readers can select correct voice and pronunciation rules
- Screen readers cannot determine which language to use unless it is identified
- If a web page contains more than one language each language must be identified



# Indicate the language of your content

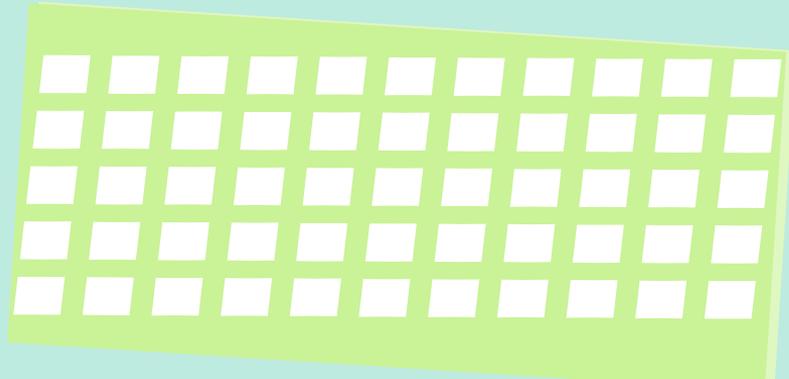
- For detailed instructions on how to define the language of screen readers in HTML, Canvas, and Adobe PDF go to the [Accessible Technology web page](https://www.washington.edu/accessibility/checklist/language/) of the University of Washington



<https://www.washington.edu/accessibility/checklist/language/>

Understandable

# POUR: Robust





# Robust: What does it mean?

To ensure your content works well with current and future technologies you can:

- Provide descriptive metadata to make content easier to find and use
- Perform an accessibility check to prioritize accessibility issues
- Test your content on a variety of platforms to make content usable in various places and devices





# Provide descriptive metadata

Robust

- Understanding metadata to satisfy WCAG success criteria
- Metadata is data or information about other data
- For instance, the title of the content can help an individual quickly determine if they are on the desired document.
- The author's name can also help users find specific content by searching the author's name.



# Changing properties for Office or PDF files

- [Change properties for an Office file](#)
- [Change properties for a pdf file](#)



# What does accessibility mean?

**Accessibility**



<https://www.youtube.com/watch?v=QJICBji5NpA>

# Designing for Accessibility: Overview



Perform an accessibility check



Magnifier

450% Views

**Windows Magnifier**  
**The Basics**

Live Accessible

<https://www.youtube.com/watch?v=PMihdIZUh7Y>



Office 365



# Free accessibility checker tool

Microsoft Support

**Built -in Computer Accessibility Checker**

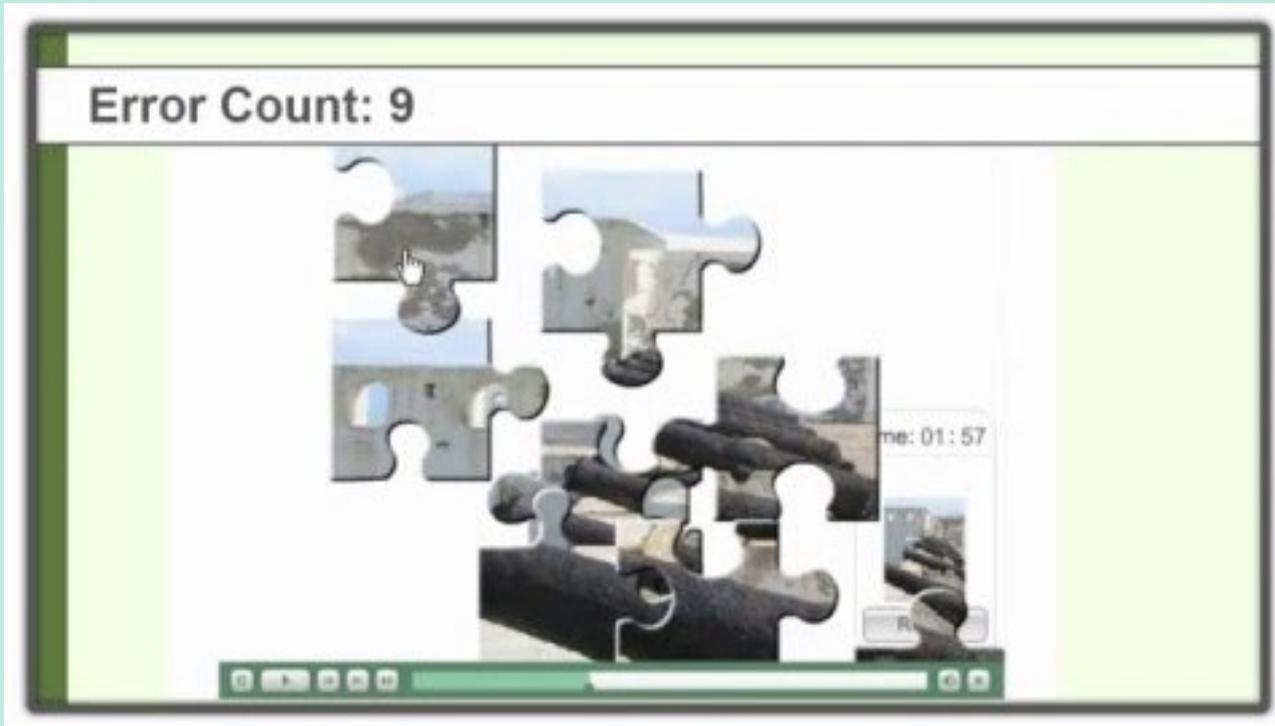


Web Accessibility Perspective

# Clear Layout and Design

<https://w3.org/WAI/>





## Checking a Website for Accessibility Without Tools



# Accessibility Training

## Composing Meaningful Alternative Text

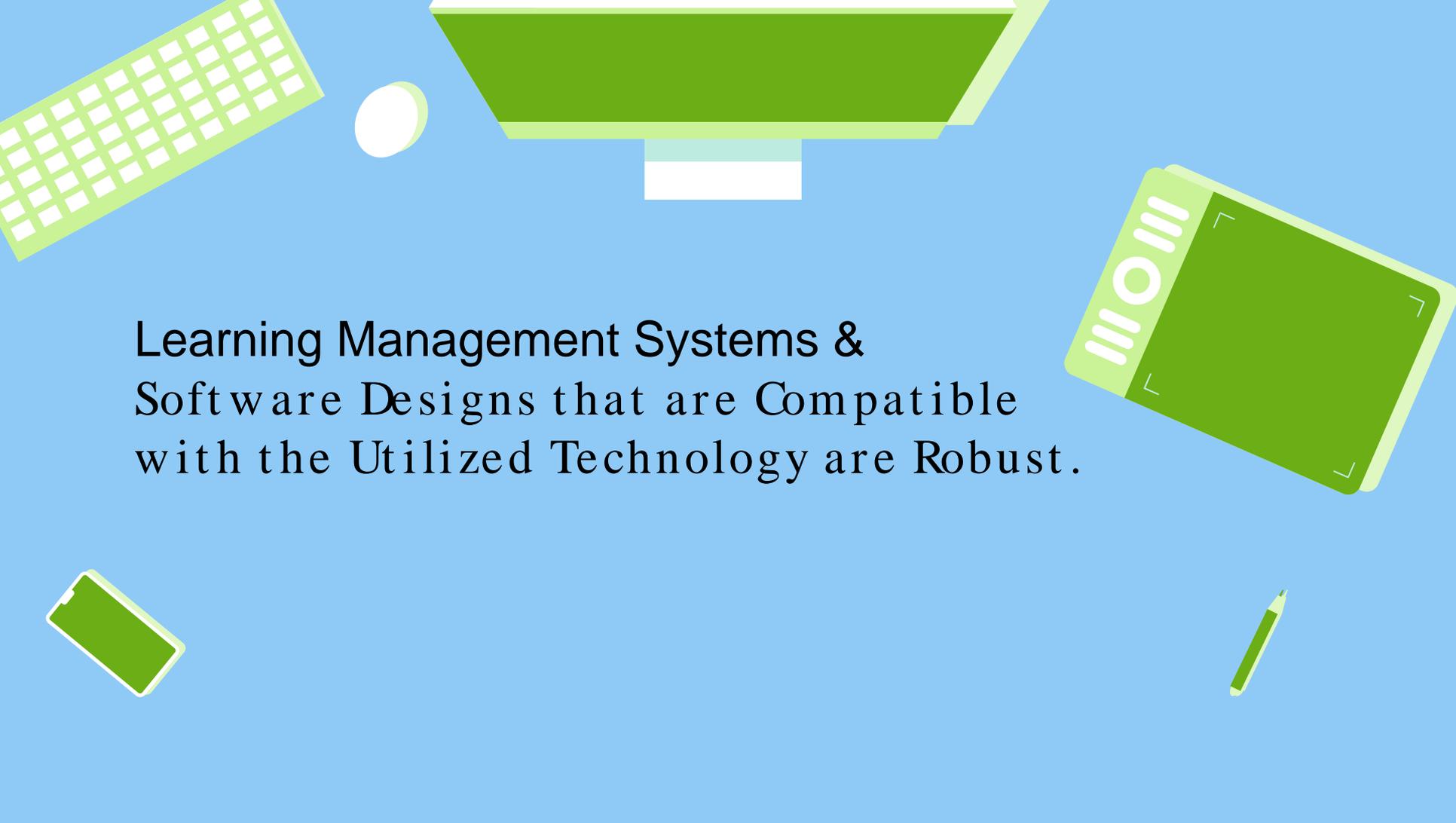


**Identifying graphics and images for screen reader**



## Handsfree Mind Mouse Accessibility Tool

[https://www.youtube.com/watch?time\\_continue=20&v=8EEIJaltjn0&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=20&v=8EEIJaltjn0&feature=emb_logo)

The background is a solid light blue color. Scattered around the central text are several stylized, flat-design icons in shades of green and white. At the top center is a computer monitor with a white base and a green screen. To its left is a keyboard with a grid of white keys on a green background, and a white mouse. To the right is a tablet with a green screen and a white home button area. At the bottom left is a smartphone with a green screen. At the bottom right is a green pencil with a white eraser and a white tip.

Learning Management Systems &  
Software Designs that are Compatible  
with the Utilized Technology are Robust.



# Test your content on a variety of platforms

- Access your content on the devices your learners are using to identify problems
- Content that worked well on a keyboard may not work well through a touch screen and vice versa
- Tell your learners to report any accessibility problems to you right away



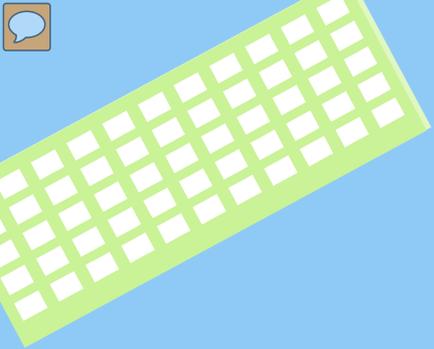


# Test your content on a variety of platforms

Accessibility is a shared responsibility:

- Using NVDA for web accessibility testing on Windows (WebAIM)
- Using VoiceOver for web accessibility testing on the Mac (WebAIM)
- Mobile Accessibility Testing Guide for Android and iOS (Paciello Group)





# Final Thoughts

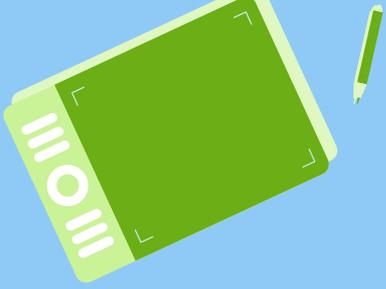




# Web Accessibility Practices:

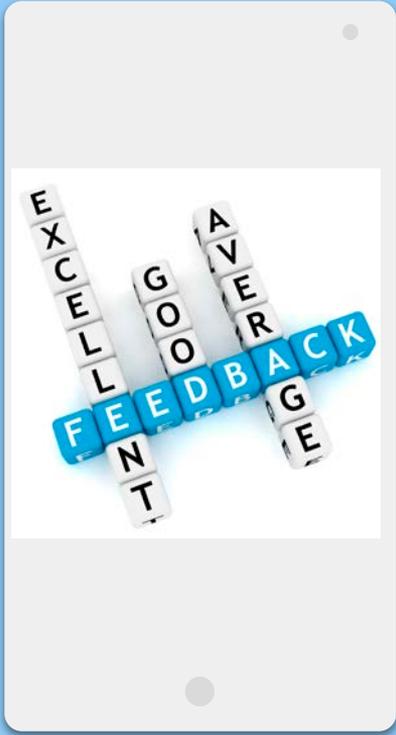
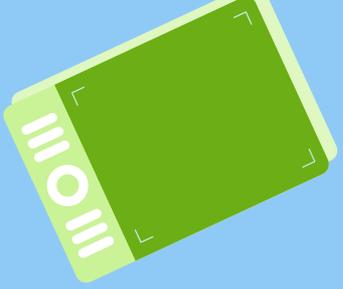
- AT accessible software and tools reduces the need for *accommodations*
- Good Instructional Design ~~is~~ Good Universal Design Learning practice
- UDL and Accessible teaching strategies benefit ALL students
- Hearing impaired, ELL, and technical education students all benefit from video captioning for learning the spelling of the language being spoken

..."*everyone benefits from course content that is presented in a logical consistent manner*"



Thank you!





Please take  
the electronic  
Survey



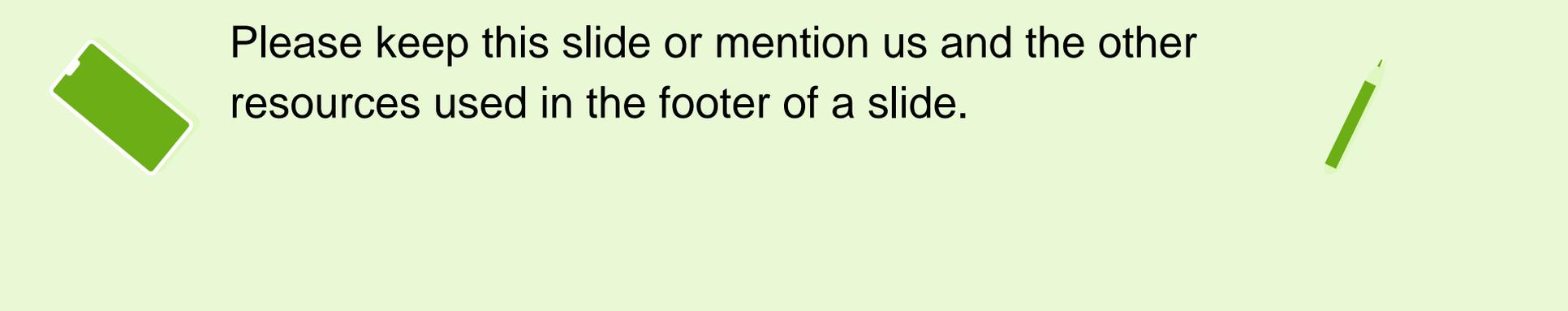


# Credits

Presentation Template: SlidesMania

Images: Unsplash

Please keep this slide or mention us and the other resources used in the footer of a slide.





# Online References

## 1. Accessible Infographics and Flyers Checklist

<https://www.csun.edu/universal-design-center/accessibleinfographicsand-flyers-checklist>

## 2. Accessible Technology

<https://www.washington.edu/accessibility/documents/word/>

## 3. ADA Compliance for Online Course Design

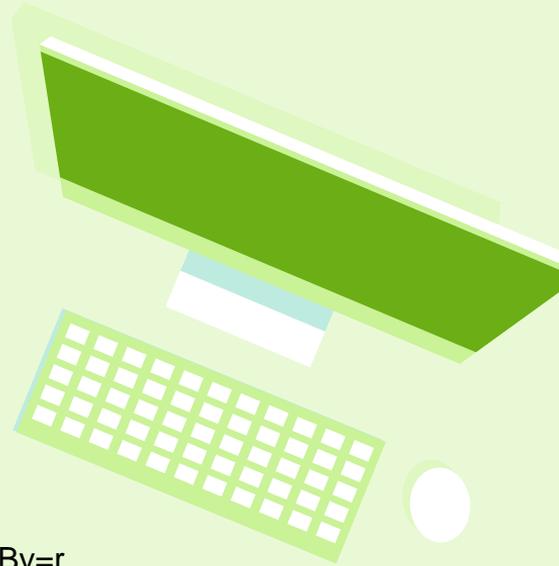
<https://er.educause.edu/search?q=ADA+Compliance+for+Online+Course+Design&sortBy=relevance&sortOrder=asc&page=1>

## 4. Designing for Accessibility with Pour

<http://aem.cast.org/creating/designing-for-accessibilitypour.html>

## 5. How to Meet WCAG (Web Content Accessibility Guidelines)

(Quick Reference) <https://www.w3.org/WAI/WCAG21/quickref/>





# Online References

## 6. Overview of Changes to the National Standards for Quality Online Courses: Third Edition (2019)

[https://www.nsqol.org/wp-content/uploads/2019/09/NSQCourses\\_ChangeDocument2019.pdf](https://www.nsqol.org/wp-content/uploads/2019/09/NSQCourses_ChangeDocument2019.pdf)

## 7. Standards and Indicators from the National Standards for Quality Online Teaching

<https://www.nsqol.org/wp-content/uploads/2019/02/National-Standardsfor-Quality-OnlineTeaching.pdf>

## 8. REMOTE LEARNING RECOMMENDATIONS DURING AN EMERGENCY

<https://www.isbe.net/Documents/RLRecommendations-27-20.pdf>

## 9. Remote Learning Resources

<https://sites.google.com/sbccs.org/sbccsremoteteachingresources/home>





# Online References



10. Riverside County Office of Education Lessons from the Field:  
Remote Learning Guidance <https://www.cde.ca.gov/ls/he/hn/appendix2.asp>

11. SBCSS Distance Learning Resources  
<https://www.sbcss.k12.ca.us/index.php/superintendent/communications/covid19-information/distance-learning>

12. Standards and Indicators from the National Standards for Quality  
Online Teaching <https://www.nsqol.org/wp-content/uploads/2019/02/National-Standards-for-Quality-Online-Teaching.pdf>

13. The UDL Guidelines <https://udlguidelines.cast.org/>



# Online References

## 14. WCAG2.1 at a Glance

<https://www.w3.org/WAI/standards-guidelines/wcag/glance/>

## 15. Web Accessibility for Designers

<https://webaim.org/blog/accessibility-for-designers/>





# Operational Concepts

## 1. Web Accessibility Perspectives: Keyboard Compatibility

Audio Described Version <https://www.youtube.com/watch?v=1rBwxGMT9ZM>

## 2. WordPress Web Accessibility 101: Tab Navigation

[https://www.youtube.com/watch?time\\_continue=4&v=9OA2gBDSO3Y&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=4&v=9OA2gBDSO3Y&feature=emb_logo)

## 3. Accessibility Training: Understanding Keyboard Accessibility

[https://www.youtube.com/watch?v=smAPpgNDeUQ&feature=emb\\_logo](https://www.youtube.com/watch?v=smAPpgNDeUQ&feature=emb_logo)



# Operational Concepts

## 4. Accessibility Training: Structuring an Accessible PowerPoint Presentation

[https://www.youtube.com/watch?v=6VzeyHjvrN4&feature=emb\\_rel\\_pause](https://www.youtube.com/watch?v=6VzeyHjvrN4&feature=emb_rel_pause)

## 5. Creating Accessible Word Documents

[https://www.youtube.com/watch?time\\_continue=120&v=6Enn9gJU\\_EE&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=120&v=6Enn9gJU_EE&feature=emb_logo)

## 6. Accessibility Training: Using the Microsoft Office Accessibility Checker

[https://www.youtube.com/watch?v=ms\\_ZVA5ThRY&feature=emb\\_rel\\_pause](https://www.youtube.com/watch?v=ms_ZVA5ThRY&feature=emb_rel_pause)



# Robust Accessibility Concepts

## 1. What Does Accessibility Mean?

<https://www.youtube.com/watch?v=QJICBji5NpA>

## 2. Designing for Accessibility Overview

<https://www.youtube.com/watch?v=dJfhi2P60Xo>

## 3. Magnifier and Keyboard Shortcuts

<https://www.youtube.com/watch?v=PMihdIZUh7Y>

## 4. Office 365 Free Accessibility Checker

[https://www.youtube.com/watch?v=0sC\\_JVgCtJU](https://www.youtube.com/watch?v=0sC_JVgCtJU)



# Robust Accessibility Concepts

5. Clear Layout and Design <https://www.youtube.com/watch?v=PMihdIZUh7Y>

6. Checking a Website for Accessibility Without Tools

[https://www.youtube.com/watch?time\\_continue=12&v=AwZycjD4zvU&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=12&v=AwZycjD4zvU&feature=emb_logo)

7. Composing Meaningful Alternative Text

[https://www.youtube.com/watch?time\\_continue=3&v=9KIHn52HXPk&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=3&v=9KIHn52HXPk&feature=emb_logo)

8. Mind Technologies Mind Mouse

[https://www.youtube.com/watch?time\\_continue=20&v=8EEIJaltjn0&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=20&v=8EEIJaltjn0&feature=emb_logo)



## 4.8 EV SELPA OT/PT/ERMHS Services During School Closures

OT Distant Learning Student Contacts as fo 4/15/20

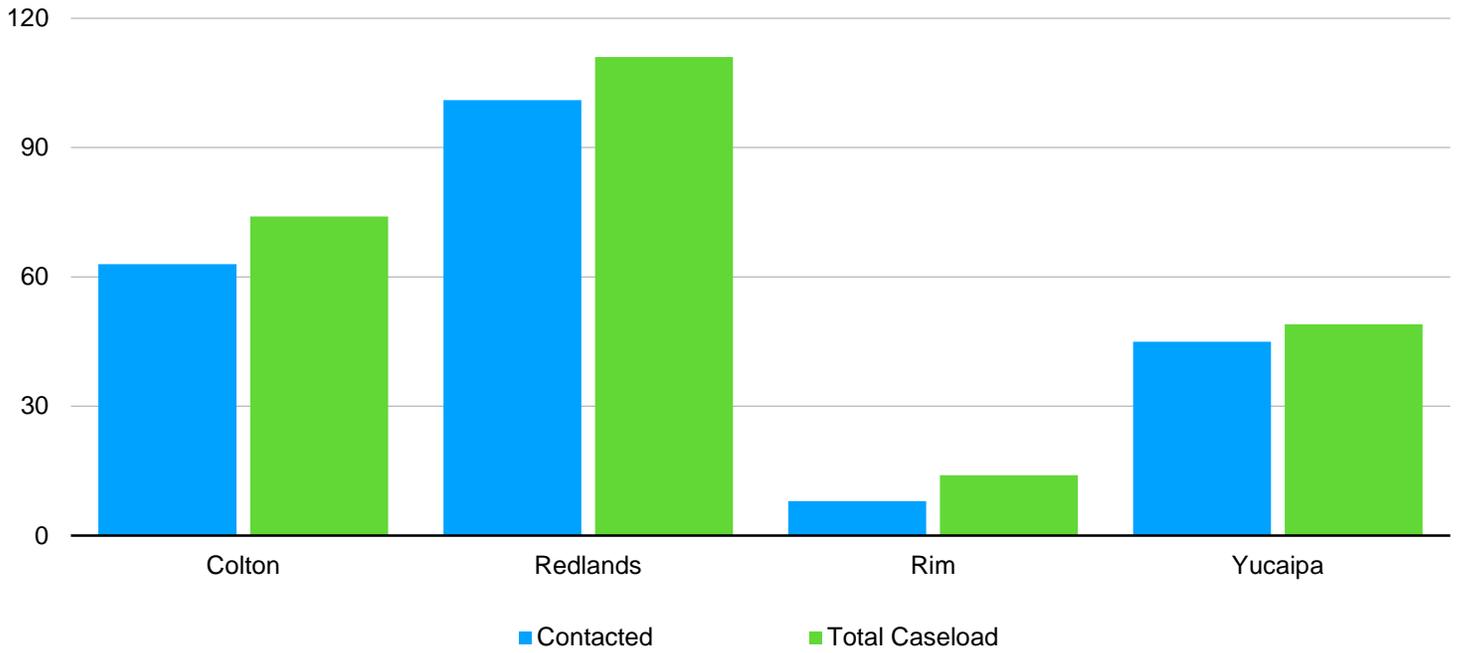


Table 1

	Contacted	Total Caseload	Students already served for the year
<b>Colton</b>	63	74	
<b>Redlands</b>	101	111	4
<b>Rim</b>	8	14	
<b>Yucaipa</b>	45	49	1

## PT Distant Learning Student Contacts as of 4/15/20

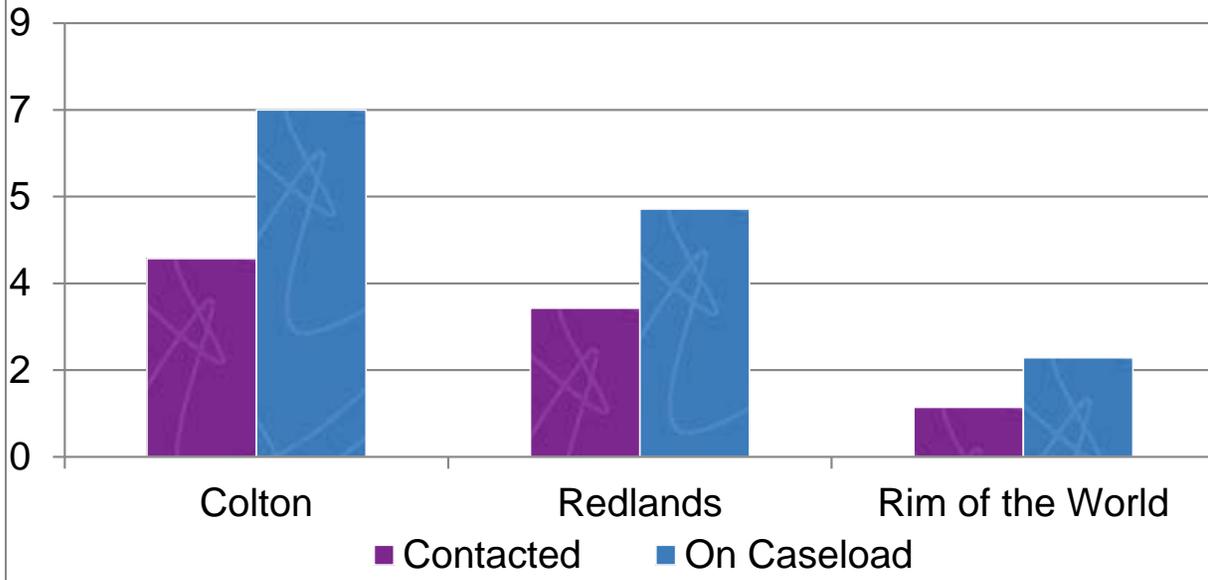
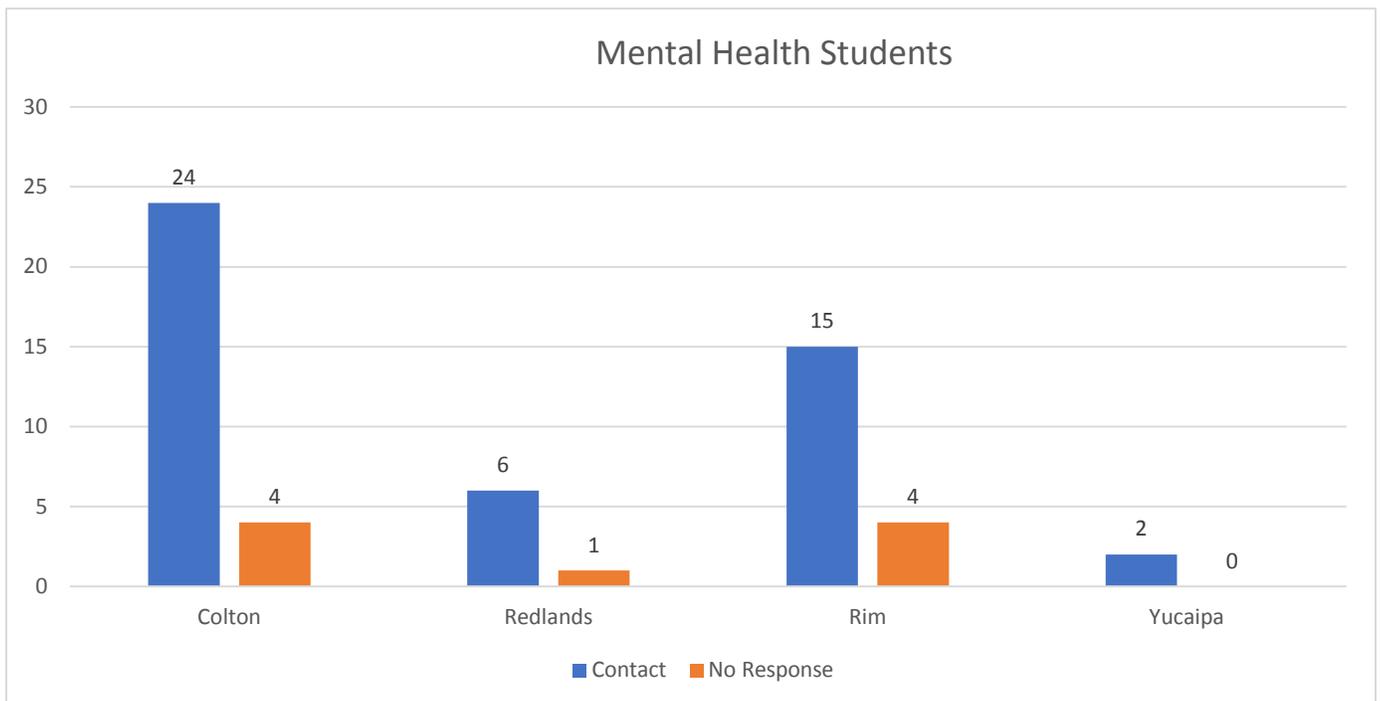


Table 1

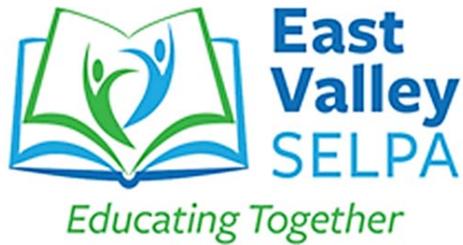
	Contacted	On Caseload	Pending Placement	Services for next yr
Colton	4	7	1	1
Redlands	3	5	2	
Rim of the World	1	2		1

## Mental Health, OT, PT Update

- Established and maintaining Distance Learning Call Logs
- Trained staff in technology
- Purchased Zoom licenses
- Called and scheduled appointments
- Held sessions via Zoom or phone
- Sending letters to parents who have not responded (English and Spanish)
- Residentially placed students: No change in services and not providing distance learning, IEPs continue to be held, two placements are pending



## 4.9 EV SELPA TPP Services During School Closures



4/10/2020

Dear TPP Teachers:

The East Valley SELPA Transition Partnership Program team is here to support you as you provide instructional learning to your students through the distant learning model. Our team has been working over the last couple of weeks and contributing to the EV SELPA online resource library:

[EV SELPA Resources - School Closure & DL](#)

Within the Transition Folder, you will find many different resources as well as additional instructional materials for your students such. These include worksheets on a variety of topics, folders with materials for lesson planning and links to websites with varied and multiple resources. In addition, the TPP curriculum binder, student workshop materials, student assessments, and other documents required for inclusion in the student portfolios are also available in the EV SELPA online resource library.

We also need to hear from you regarding how you are providing distance learning to your students. Our goal is to partnership in this as we meet the requirements of the he EV SELPA – Department of Rehabilitation Contract for transition services. The contract remains in place during school closures with the expectation that we are fulfilling the requirements of the contract.

One of the most important ways we evidence compliance with the contract is through the documents in each student's transition folder provided to the Department of Rehabilitation at the end of the school year. During the past few weeks, the EV SELPA transition case technicians have been auditing every students' transition file to identify missing documents. Each case technician will be sending you a personal e-mail to let you know what is still missing from each of your students' transition files. Please work closely with your assigned transition case technician to provide any missing documents as well as with the students to complete the documents and provide them for the files. A written, hard copy version of each document is best but given the current distance learning environment scanned versions of documents are acceptable. **Please do so**

**with a computer scanner as phone scanner resolution is not typically as clear and some documents recently provided are not legible.**

Documents are deemed acceptable based on the following

1. **Legible & neatly written**
2. **Fully completed**
3. **Application is complete & current** (includes more information than applications completed earlier in the school year)
4. **Include evidence of the use of the *Occupational Research Form*** for research collected information

Department of Rehabilitation required documents for each student's file include:

- Current Master Application
- Cover Letter
- Resume
- Learning Styles Assessment
- Occupational Research Form

We greatly value our partnership with each of you in providing transition education and experiences to students with disabilities as they matriculate from high school. We look forward to hearing from you so that we can better learn how to support you as you provide distant learning instructional services.

We wish you all good health.

Sincerely,

Helen Junker  
Transition Project Assistant

Colleen Meland  
Program Specialist

## 4.10 EV SELPA Due Process Update

BEFORE THE  
OFFICE OF ADMINISTRATIVE HEARINGS  
SPECIAL EDUCATION DIVISION  
STATE OF CALIFORNIA

GENERAL ORDER FOR DUE PROCESS HEARINGS AND  
MEDIATIONS AND CLOSURE OF PUBLIC COUNTERS

APRIL 15, 2020

Under Governor Newsom's Proclamation of a State of Emergency and Executive Order N-25-20 arising out of the COVID-19 pandemic, and any subsequent additional emergency orders, the declarations of county and city public health emergencies throughout the state in response to the rapidly-increasing spread of COVID-19, President Trump's declaration of a national emergency over the outbreak, the directives from government officials to ensure and facilitate social distancing, and, in some instances, to shelter in place, to protect the health and safety of the public and administrative court personnel, and under the authority granted under Government Code section 11512, subdivision (b), providing for the exercise of all powers relating to the conduct of hearings when an agency has delegated a matter to an administrative law judge,

The Office of Administrative Hearings (OAH) Special Education Division **HEREBY FINDS AND ORDERS AS FOLLOWS:**

1. From April 15, 2020 until otherwise ordered, all Special Education hearing rooms at OAH locations are closed to the public, and no hearings or mediations at off-site locations will take place.

2. Special Education prehearing conferences, mediations and hearings will be held by video conferencing or telephonically.

3. All motions and filings must be submitted through OAH's online Secure e-File system, sent by U.S. mail, or overnight carrier. Special arrangements may be made for in-person drop off at OAH offices by calling 916-263-0880.

OAH Address:

Office of Administrative Hearings  
Special Education Division  
2349 Gateway Oaks, Suite 200  
Sacramento, CA 95833

**NOTICE IS HEREBY GIVEN THAT ALL SPECIAL EDUCATION MATTERS WILL BE CONDUCTED BY PHONE OR VIDEO CONFERENCE, AS APPLICABLE. THIS ORDER IS EFFECTIVE IMMEDIATELY AND WILL REMAIN IN EFFECT UNTIL FURTHER NOTICE, AND MAY BE AMENDED AS CIRCUMSTANCES REQUIRE.**

IT IS SO ORDERED

DocuSigned by:  
  
DCD57329F386489...

Director and Chief

Administrative Law Judge

Office of Administrative Hearing

## 4.11 SBCSS East Valley Operations

## 5.0 OTHER

### 5.1 2020-2021 EVSELPA Steering Committee Meetings

**2020/2021**  
**East Valley SELPA**  
**Steering/Finance Committee Meeting Schedule**

All meetings will be held at the Dorothy Inghram Learning Center  
670 E. Carnegie Drive, San Bernardino CA 92408  
Conference Room E  
Home of the East Valley SELPA  
beginning at 8:00 a.m. & ending at 2:00 p.m., unless otherwise notified.

**JULY 16, 2020**

**AUGUST 2020 – NO MEETING**

**SEPTEMBER 10, 2020** (Conference Room D)

**OCTOBER 15, 2020**

**NOVEMBER 12, 2020**

**DECEMBER 10, 2020**

**JANUARY 2021 – NO MEETING**

**FEBRUARY 11, 2021**

**MARCH 18, 2021**

**APRIL 15, 2021**

**MAY 13, 2021**

**JUNE 10, 2021**

## 5.2 2020-2021 EV SELPA Board of Directors Meetings

**2020/2021  
East Valley SELPA  
BOARD OF DIRECTORS MEETING SCHEDULE**

September 16, 2020

November 18, 2020

February 24, 2021

March 24, 2021

May 19, 2021

June 16, 2021

**All meetings will be held at 2:00 p.m. at the  
Dorothy Ingrham Learning Center  
670 E. Carnegie Drive,  
San Bernardino CA 92408  
home of the  
EAST VALLEY SELPA**

## 5.3 2020-2021 EV SELPA Community Advisory Committee Meetings

**2020/2021  
East Valley Special Education Local Plan Area**

**CAC Meeting Schedule**

All meetings are held at the Dorothy Inghram Learning Center  
Home of the East Valley SELPA  
beginning at 9:30 a.m. & ending at 11:00 a.m.

**SEPTEMBER 21, 2020**

**NOVEMBER 16, 2010**

**FEBRUARY 22, 2021**

**APRIL 19, 2021**

