



**LEGISLATION AND PUBLIC POLICY COMMITTEE (LPPC)
MEETING NOTICE/AGENDA**

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PARTICIPANT CODE:**

**1-800-839-9416
8610332**

DATE: August 9, 2016
TIME: 12:30 p.m. - to 4:30 p.m.
LOCATION: State Council on Developmental Disabilities
1507 21st Street, Suite 210
Sacramento, CA 95811
(916) 322-8481

TELECONFERENCE SITE(S):

SCDD Silicon Valley-Monterey Office
2580 North First Street, Suite 240
San Jose, CA 95131
(408) 324-2106

Pursuant to Government Code Sections 11123.1 and 11125(f), individuals with disabilities who require accessible alternative formats of the agenda and related meeting materials and/or auxiliary aids/services to participate in the meeting, should contact Michael Brett at 916/322-8481 or michael.brett@scdd.ca.gov. Requests must be received by 5:00 pm on August 3, 2016.

AGENDA

PAGE

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|---------------------------------|----------|
| 1. CALL TO ORDER | J. Lewis |
| 2. ESTABLISH QUORUM | J. Lewis |
| 3. WELCOME/INTRODUCTIONS | J. Lewis |

For additional information regarding this agenda, please contact Michael Brett, 1507 21st Street, Ste. 210 Sacramento, CA 95811, (916) 322-8481.

Documents for an agenda item should be turned into SCDD no later than 12:00 p.m. the day before the meeting to give members time to review the material. The fax number is (916) 443-4957.

4. **APPROVAL OF July 14, 2016 MINUTES** J. Lewis 3

5. **PUBLIC COMMENTS**

*This item is for members of the public only to provide comments and/or present information to the Council on matters **not** on the agenda. Each person will be afforded up to three minutes to speak. Written requests, if any, will be considered first.*

6. **NEW BUSINESS**

a. Discussion of Proposed 2017 SCDD Legislative Platform J. Lewis/All 14

7. **OLD BUSINESS (Standing Items)**

a. IHSS/CMS Updates/Overtime Discussion/DC Closures J. Lewis/All

b. Self-Determination J. Lewis/A. Lopez/C. Lapin/All

1) Statewide SDP Committee

c. Disparity Issues All

8. **MEMBER REPORTS** Members

This item is for committee members to provide a report on their legislative and/or public policy activities related to the agency or group they represent. Each person will be afforded up to three minutes to speak.

9. **MISCELLANEOUS** All 38

10. **ADJOURN** J. Lewis

4. APPROVAL OF July 14, 2016 MINUTES



DRAFT

LPPC Committee Meeting Minutes
DATE: July 14, 2016

Attending Members

Janelle Lewis (FA)
April Lopez (FA)
David Forderer (SA)
Lisa Davidson (FA)
Connie Lapin (FA)

Members Absent

Sandra Aldana (SA)

Others Attending

Bob Giovati
Michael Brett
Sheraden Nicholau
Evelyn Abouhassan
Wayne Glusker

1. CALL TO ORDER

Chairperson Janelle Lewis (FA) called the meeting to order at 12:14 p.m.

2. ESTABLISH QUORUM

A quorum was established.

3. WELCOME/INTRODUCTIONS

Members and others introduced themselves as indicated.

4. MEMBER REPORTS

Connie Lapin (FA): Briefed on the following:

- In addition to the DS (Developmental Services) Taskforce, there are two workgroups: Safety Net and Employment and Housing.
 - Employment and Housing met on June 28, 2016
 - Safety Net is going to meet on July 27, 2016
- It appears the FDA has moved to ban shock devices used on individuals with special needs. These devices have been used by the Judge Rotenberg Center, formally, the Behavior Research Institute.

Legend:
SA = Self-Advocate
FA = Family Advocate

Dr. April Lopez (FA): Briefed on the following:

- Attended the National Conference on Developmental Disabilities in Washington DC and met with several representatives along with Aaron Carruthers, Executive Director.
- Traveled the Central Coast with David Forderer (SA) and Sandra Aldana (SA) who are members of this committee and the State Council. Reason: State Council held several public hearings to meet with members of the Central Coast community regarding the closure of the Ventura area office.

David Forderer (SA): Thanked Dr. Lopez (FA) for making it possible for Mr. Forderer (SA) to participate in these public hearings with the community.

Janelle Lewis (FA): Briefed on the following:

- Represents/served on the board of Families Early Autism Treatment (FEAT). Not only does this volunteer organization deal with Regional Center and school district issues but also bio medical topics.
- Mentioned an article from the Sacramento Bee on a group called TENDR (Targeting Environmental Neuron Developmental Risks) who are top scientists/medical professionals researching environmental chemicals and Neurotoxins in brain/neuro development.
- Stated that a number of parents are having problems with delays/denial of services from the Regional Centers.

Lisa Davidson (FA): No report.

5. APPROVAL OF THE MAY 24, 2016 MEETING MINUTES

It was moved/seconded (Lapin)(FA), (Forderer)(SA) and carried to approve the May 24, 2016 meeting minutes with one correction. Lisa Davidson abstained.

(See attendance list for voting members)

Correction made to the LPPC Packet Meeting Minutes:

- Change Medicare to Medical. This is located on page 7.

6. PUBLIC COMMENTS

There were no public comments.

7. NEW BUSINESS

a. Discussion of Proposed 2017 SCDD Legislative Platform

Chairperson Lewis (FA) began this discussion by stating that she requested committee members to come up with recommendations on updating the 2014 Legislative Platform. A thorough discussion took place with the following discussed:

- Goal of getting an updated draft of the Legislative Platform to the full Council by the September 2016 meeting. Hoping to have it approved at the December 2016 Council meeting with implementation in January 2017.
- During past committee meetings, members discussed what items should be added to the platform:
 - The importance of a community safety net.
 - Closures of Developmental Centers (DCs).
 - Goals within the 2017-21 State Plan which are: Self-Advocacy, Employment, Housing, Health and Safety, Early Intervention/Education/Transition/Post-Secondary Education, and Formal & Informal Community Supports. It was agreed the Legislative Platform goals should generally align with the State Plan goals.

For more information on the 2017-21 State Plan goals, please refer to the link below which is located on the SCDD Website:

<http://www.scdd.ca.gov/res/docs/pdf/LPPC/2016/2016%20State%20Plan%20Goals%20Handout.pdf>

- Committee discussed the Work Plan. In regards to this plan, it states what functions the Council's 12 Regional Offices perform regarding implementation of the State Plan.

The 2014 Legislative Platform is separated into several different areas.

This plan needs to be broad so all concerned can understand it and to provide flexibility for our legislative efforts.

The committee then held a brainstorming session to discuss possible changes/deletions to this platform:

Self-Determination (Specific wording for these additions will be constructed later).

- Person Centered Planning (PCP) should be added to this area.
- Other important areas concerning Person Centered Planning:
 - The title of Person Centered Planning should be capitalized so it can draw attention.
 - Instead of placing it under Self-Determination, consider placing it under Quality/Community and Supports.

Health Care (Specific wording for these additions will be constructed later).

- Suggestions for changes/additions:
 - Adding: Preventing delays in a timely acquisition of health and dental care services.
 - This area will serve as guidelines for Regional Managers out in the field. Staff discussed different scenarios of how health professionals deal with I/DD.
 - Possible add: Health care should be timely, available, and offer access to alternative options, quality care, and training.
 - After much discussion, committee recommended to change the title Health Care to Health and Safety.

Education (Specific wording for these additions will be constructed later.)

- Suggestions for changes/additions:
 - Adding: A general statement on transition planning.
 - Adding: Major transition steps.

Legend:

SA = Self-Advocate

FA = Family Advocate

Page 4

- Adding: Mention of intent of IDEA/State Special Education laws and regulations.
- Adding: Opposition to all forms of seclusion/restraints - including physical, chemical, and isolation - of special education children.
- Adding: Accountability and transparency.

Housing

- No additions or edits were added to this area. Committee/staff agreed to leave this area essentially the same.
- Chairperson Lewis (FA) mentioned that housing is included in our State Plan. It is a huge priority with the Council.

Rates for Services

- No additions or edits were added to this area. Committee agreed to leave this area essentially the same.

Victims of Crime (Specific wording for these additions will be constructed later)

- Suggestions for changes/additions:
 - Committee recommended moving this item under Health and Safety with its own paragraph.
 - Adding: Something about emergency preparedness, as well as first responder training.
 - Adding: Reference to the judicial system.
 - Adding: How this area pertains to Mental and Behavioral Health.

Quality of Services and Supports

- No additions or edits were added to this area. Committee agreed to leave this area essentially the same.

Employment (Specific wording for additions will be constructed later.)

- Suggestions for changes/additions:
 - Employment deals with goal two of the State Plan.
For information on goal two, please refer to the link below:
<http://www.scdd.ca.gov/res/docs/pdf/LPPC/2016/2016%20State%20Plan%20Goals%20Handout.pdf>
 - Committee would like to increase CIE with I/DD.
 - Committee recommended moving Employment section between Education and Housing sections.
 - Adding: Barriers to employment.
 - Adding: Person Centered and benefits planning.
 - Adding: Enforcement of Employment First policy along with meaning of the policy.
 - Adding: Home and Community Based Services/WIOA.
 - Adding: Examples of employment accomplishments.

Committee discussed that Culturally Competent Services should be part of this platform:

- Chairperson Lewis (FA) shared an example of this from the State Plan: With the help of the Council's federal partners, (AIDD), the State Plan interwove culturally competent services, disparity issues, and self-advocacy throughout the State Plan.

Committee discussed having a possible preamble added to the Legislative Platform:

- This preamble would help guide the ongoing work within the areas.
- The preamble would also prevent repetitiveness within the platform. For example, instead of mentioning self advocacy in each area, it would only have to be mentioned in the preamble. Additionally, the

committee suggested/discussed placing the following into the possible preamble:

- Transitions planning.
- Cultural competency and disparity issues.
- Safety Net: Mrs. Lapin (FA) gave several recommendations to the committee on this item. To view some of these recommendations, please click on the link below which is located on the SCDD Website:

<http://www.scdd.ca.gov/res/docs/pdf/LPPC/2016/2016%20Safety%20Net%20Handout.pdf>

- Should be IPP driven.
- Should include Self Advocacy.
- Should include access to individual advocacy.
- Should mention HCBS rules that are timely.

Staff has encouraged the committee to keep the updated version of this Legislative Platform concise and user-friendly. Chairperson Lewis (FA) also stated that majority of the current Legislative Platform will remain the same with minor substantial changes.

b. New Bills

Currently, there are no new bills to discuss. Legislature is in recess.

8. OLD BUSINESS (Standing Items)

a. Bills Discussed at Last Meeting, 5/24/16

Bob Giovati, Deputy Director of Policy and Planning, updated the committee on the bills the Council is watching and supporting:

- 1) AB 1553 (Irwin) Qualified ABLE program:
 - *Supporting.*
 - *Will be heard in Senate Appropriations on August 1, 2016.*

- 2) AB 1715 (Holden) Behavior Analysis:
- *Oppose/Watching.*
 - *Dead.*

For more information on this bill, please see the link below on page 17 of the LPPC Packet which is located on the SCDD Website.

<http://www.scdd.ca.gov/res/docs/pdf/LPPC/2016/2016%20LPPC%20Packet%207%2014%2016.pdf>

- 3) AB 1821 (Maienschein) Sex Offenses:
- *Watching.*
 - *Dead.*
- 4) AB 1824 (Chang) Service Animals:
- *Watching.*
 - *Will be heard in Senate Appropriations on August 1, 2016.*
- 5) AB 2091 (Lopez) IEP Translation Services:
- *Oppose unless amend back to 30 days.*
 - *Moved from a 30 day to a 60 day translation.*
- 6) AB 2212 (Harper) Bullying:
- *Supporting.*
 - *Ready to go to the Senate floor.*
- 7) AB 2231 (Calderon) Care Facilities:
- *Watching.*
 - *Will be heard in Senate Appropriations on August 1, 2016.*
- 8) AB 2582 (Maienschein) Income Taxes:
- *Watching.*
 - *Suspense in Assembly Appropriations.*
- 9) SB 884 (Beall) Special Education:
- *Watching.*
 - *In Assembly Appropriations.*
- 10) SB 982 (McGuire) Developmental Centers:
- *Watching.*
 - *In Assembly Appropriations.*

- 11) SB 1034 (Mitchell) Health Care: Autism:
 - *Watching.*
 - *In Assembly Appropriations.*
- 12) SB 1072 (Mendoza) School Bus Alarms:
 - *SCDD is sponsoring.*
 - *In Assembly Appropriations with meeting/date in works with the Legislative consultant.*
- 13) SB 1221 (Hertzberg) Firefighters Interaction:
 - *Watching.*
 - *In Assembly Appropriations.*

Additional bill discussion:

- AB 488 (Gonzalez) Employment Discrimination:
 - *It is on the Senate floor with hopes of going to the Governor for signature.*
- AB 2606 (Grove) Crimes against Persons with Disabilities:
 - *Mrs. Lapin (FA) asked the committee about this bill which is on Council's watch list. It was determined that this bill is dead.*
- AB 2873 (Thurmond) Certified Access Specialists:
 - *Is sitting in Assemble Appropriations which will be heard August 1, 2016. DRC would like the Council to get involved with this bill.*

b. IHSS/CMS updates/Overtime Discussion/DC Closures

The committee discussed the following:

- **DC Closures:** Have access to Fairview DC Closure Plan for helpful insights on transitioning.
- **IHSS:** Matches do not always work and there should be exceptions.
- **Overtime:** It has been funded and generic services are causing delays.
- **Discussed next year's budget hearings.**

c. Self-Determination

Mrs. Lapin (FA) briefed the following on Self-Determination:

- Wavier is taking a long time to pass. On a positive note, the following budget language was passed: Self-Determination Local Advisory Committees should provide outreach and training.
- May 24, 2016 was a Self Determination meeting that went over the training modules. Trainings for the Regional Centers will begin in August 2016. Transparency training will be available to the general public.
- These Self-Determination meetings will continue.
- Mentioned a white paper on Self-Determination by Izzo and Lamb.

1) Statewide SDP Committee

Dr. Lopez (FA) briefed the committee on what took place at the last Statewide SDP Committee:

- Discussed the waiver.
- All the agendas and minutes should be centralized on the SCDD Website for collaboration. However, it was determined that a directive/formal order needs to take place. Dr. Lopez has asked staff to remind her/management on this issue so these agendas/minutes can be compiled.
- Discussed holding Self-Determination Local Advisory Committee Meetings. She feels everyone possible needs to be attending/listening in to these meetings. Need to make sure these Local Advisory Committees are taking minutes and then forwarding to the State Council to be posted. Staff has been asked to send a letter to everyone regarding these procedures.
- Question and answer session took place towards the end of the meeting. Staff is working the minutes. Once completed, minutes will be sent out to all concerned.

d. **Disparity Issues**

Committee held a discussion on this item and mentioned two articles that are in the LPPC Packet.

To view these articles, please click on the link below which are located on pages 19-25 of the LPPC Packet:

<http://www.scdd.ca.gov/res/docs/pdf/LPPC/2016/2016%20LPPC%20Packet%207%2014%2016.pdf>

DRC would like the Council to partners with them on disparity issues in the future.

Committee would like this to be a standing agenda item for future meetings.

Staff has requested that the Bay Area Office compile information on disparity issues within their area.

9. **ADJOURN**

Meeting adjourned at 4:14 p.m. Next meeting is planned for August 9, 2016 from 12:30 p.m. to 4:30 p.m.

6. PROPOSED 2017 SCDD LEGISLATIVE PLATFORM



LEGISLATIVE
and Public Policy
Platform

Approved 2011

About the Council

The federal Developmental Disabilities Assistance and Bill of Rights Act of 2000 establishes State Councils on Developmental Disabilities in each of the 56 states and territories to promote self-determination, independence, productivity, integration, and inclusion in all aspects of community life for people with intellectual and developmental disabilities (IDD) and their families. The Lanterman Act establishes the California State Council on Developmental Disabilities (Council) to fulfill those obligations through advocacy, capacity building, and systems change.

To that end, the Council develops and implements goals, objectives, and strategies designed to improve and enhance the availability and quality of services and supports.

The Council is comprised of 31 members appointed by the Governor, including individuals with disabilities and their families, and representatives from Disability Rights California, the University Centers for Excellence in Developmental Disabilities, and state agencies.

In addition to the Council's Sacramento headquarters, 13 regional offices support individuals with IDD and their families through activities such as advocacy training, monitoring, and public information. The Council strives to ensure that appropriate laws, regulations, and policies pertaining to the rights of individuals are observed and protected.

This document conveys the Council's position on major policy issues that affect individuals with IDD and their families.



SELF-DETERMINATION

Individuals with IDD and their families must be given the option to control their service dollars and their services through Self-Determination. With the support of those they choose and trust, people with IDD and their families are best suited to understand their own unique needs, develop their own life goals, and construct those services and supports most appropriate to reach their full potential. Self-Determination gives individuals the tools and the basic human right to pursue life, liberty, and happiness in the ways that they choose.



EMPLOYMENT

A regular job with competitive pay gives people an opportunity to contribute and be valued at a work site; it gives them a chance to build relationships with co-workers, be a part of their communities, and contribute to their local economies. It reduces poverty and reliance on state support, and it provides a life of greater dignity.

Integrated competitive employment is the priority outcome for working age individuals with IDD, regardless of the severity of their disability. Policies and practices must set expectations for employment, promote collaboration between state agencies, and remove barriers to integrated competitive employment through access to information, benefits counseling, job training, postsecondary education, and appropriate provider rates that incentivize quality employment outcomes.

EQUITY

Regional center services and supports must be distributed equitably so that individuals receive culturally and linguistically competent services and supports that meet their needs, regardless of their race, ethnicity, or income. Disparities in services can result in severe health, economic, and quality of life consequences.



TRANSPORTATION

Access to transportation is essential to the education, employment, and inclusion of individuals with disabilities. Individuals with IDD must be a part of transportation planning and policymaking to assure their needs and perspectives are heard and addressed. Mobility training must be a standard program among public transportation providers to increase the use of public transportation and reduce reliance on more costly segregated systems.

HEALTH CARE

Individuals must be reimbursed for insurance co-pays, co-insurance, and deductibles, when their health insurance covers therapies that are on their IPPs.

California has an obligation to assure that individuals with disabilities have continuity of care, a full continuum of health care services and equipment, and access to plain language information and supports to make informed decisions about their health care options.

California has an obligation to support the health care of individuals with IDD. This includes people with multiple health care needs, those who require routine preventative care, mental health treatment, dental care, durable medical equipment, and those with gender specific health issues.



EDUCATION

Schools must implement the goals of the Individuals with Disabilities Education Act (IDEA) to provide children with disabilities with free appropriate public education and prepare them for post-secondary education, employment, and independent living. Students with disabilities will be educated alongside their non-disabled peers in the least restrictive environment. School districts and other educational authorities need to be held accountable for implementing the letter and the intent of IDEA, in all aspects, including measureable postsecondary goals.

HOUSING

Community integrated living options for individuals with IDD must be increased and enhanced through access to housing subsidy programs and neighborhood education to reduce discrimination. Permanent, affordable, accessible, and sustained housing options must be continually developed to meet both current and future needs.

SELF-ADVOCACY

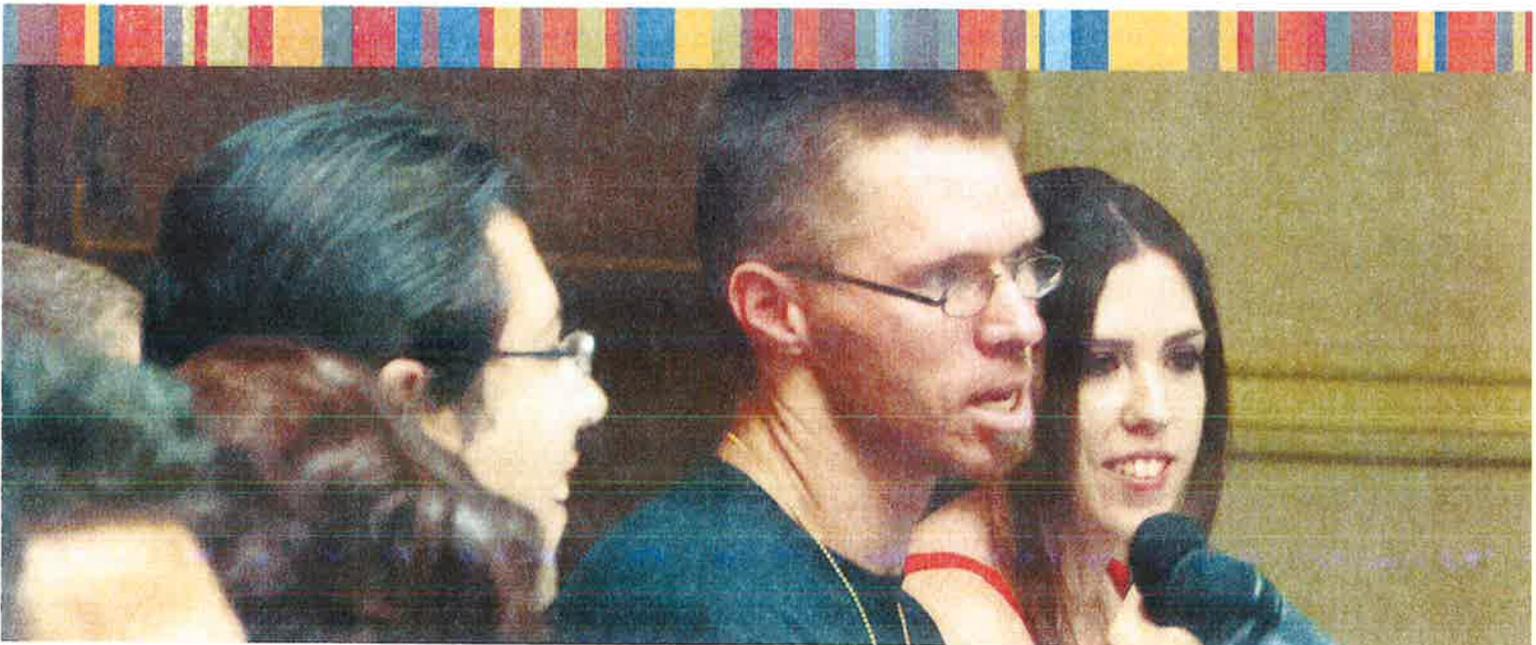
Individuals with IDD must be supported to exert maximum control over their lives. They must be provided the opportunity and support to assume their rightful leadership in the service system and society, including voting and other civic responsibilities. Self-advocates must have access to enhanced training, plain language materials, and policy making opportunities.

COMMUNITY PARTICIPATION

Individuals with IDD must have access to and be supported to participate in their communities, with their non-disabled peers, through opportunities such as education, employment, recreation, organizational affiliations, spiritual development, and civic responsibilities.

TRANSITION TO ADULT LIFE

Education, rehabilitation, and regional center services must support students to transition to integrated competitive employment or post-secondary educational opportunities that will lead to employment. Successful strategies include starting career exploration at age 14, coordination among systems, youth empowerment in their education and service planning, integrated work experiences, family engagement, and a seamless transition to post-secondary work or education.



RATES FOR SERVICES

The state must restore rates to adequately support the availability of quality services for people with all disabilities in all the systems that serve them. A planned and systematic approach to rate adjustments must prioritize and incentivize services and supports that best promotes self-determination, independence, employment, and inclusion in all aspects of community life.

VICTIMS OF CRIME

All people have a right to be safe; however, individuals with IDD experience a much greater rate of victimization, and a far lower rate of prosecution for crimes against them, than does the general public. The same level of due process protections must be provided to all people. Individuals with IDD need to be trained in personal safety, how to protect themselves against becoming victims of crime, and how their participation in identification and prosecution can make a difference. Law enforcement personnel must be trained in how to work with people with IDD who they interact with during the course of their duties, including those who are victims of crimes.



QUALITY OF SERVICES AND SUPPORTS

The State of California must ensure that funding is used to achieve positive outcomes for individuals with IDD and their families. The state must streamline burdensome and duplicative regulations and processes that do not lead to positive outcomes for people with IDD and their families. Quality assessment and oversight must be provided by the state; it must measure what matters, be administered in a culturally competent manner, and the results made public and used to improve the system of services and supports.



Promise of the Lanterman Act

The Lanterman Act promises to honor the needs and choices of individuals with IDD by establishing an array of quality services throughout the state. Services shall support people to live integrated, productive lives in their home communities, in the least restrictive environment. Access to needed services and supports must not be undermined through categorical service elimination, service caps, means testing, or family cost participation fees and other financial barriers. California must not impose artificial limitations or reductions in community-based services and supports that would compromise the health and safety of persons with IDD.



California State Council Regional Offices

North Coast (707) 463-4700

Counties Served: Del Norte,
Humboldt, Lake, Mendocino

North State (530) 895-4027

Counties Served: Butte, Glenn,
Lassen, Plumas, Modoc,
Shasta, Siskiyou, Tehama, Trinity

Sacramento (916) 263-3085

Counties Served: Alpine, Colusa,
El Dorado, Nevada, Placer,
Sacramento, Sutter, Yolo, Yuba, Sierra

North Bay (707) 648-4073

Counties Served: Napa, Solano,
Sonoma

Bay Area (510) 286-0439

Counties Served: Alameda, Contra
Costa, Marin, San Francisco,
San Mateo

North Valley Hills (209) 473-6930

Counties Served: Amador, Calaveras,
San Joaquin, Stanislaus, Tuolumne

Silicon Valley/Monterey Bay (408) 324-2106

Counties Served: Monterey, San
Benito, Santa Clara, Santa Cruz

Sequoia (559) 222-2496

Counties Served: Fresno, Kern, Kings,
Madera, Mariposa, Merced, Tulare

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State Council on Developmental Disabilities

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6. 2017 STATE PLAN (WORK PLAN)

2017-21 State Plan: 2-Year Work Plan (2016-18 Activity Compilation)

Objective	Activity	16-17	People Reached	17-18	People Reached	
Goal 1 (Self-Advocacy): Californians with I/DD and their families reflecting the diversity of the state will have increased information and supports to advocate for civil and service rights to achieve self-determination, integration and inclusion in all areas of community life.	1.1 The Council will increase knowledge about self-determination and person-centered planning by monitoring, supporting and actively engaging in the implementation of the Self-Determination Program.	Develop PCP handout (1 plain language; 1 Spanish)	2			
		Distribute in plain language		5,000	5,000	
		Distribute in Spanish		2,500	2,500	
		Transliterate PCP handout (threshold language(s))	1		3	
		Distribute/post to website PCP handout in threshold language(s)		1,000		1,200
		Develop SDP handout (1 plain language; 1 Spanish)	2			
		Distribute/post to website SDP handout in plain language		5,000		5,000
		Distribute/post to website SDP handout in Spanish		2,500		2,500
		Transliterate SDP handout (other language(s))			3	
		Distribute/post SDP handout to website SDP handout in threshold language(s)				1,200
		Develop/update/provide PCP trainings (English)	10	500	15	1,000
		Develop/update/provide PCP trainings (Spanish)	4	50	4	50
		Develop/update/provide SDP trainings (English)	10	500	15	1,000
Develop/update/provide SDP trainings (Spanish)	4	50	4	50		
Provide Statewide SDAC support	2	60	2	60		
SDAC's supported	10	150	10	150		

Collaborations	Events	Meetings	Products/Materials	Support	Training/Surveying
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Objective	Activity	2016-17			
		2016-17	People Reached	17-18	People Reached
Goal 1: Self-Advocacy (Cont.)					
1.2	The Council will promote self-advocates in leadership roles in statewide networks a) through the strengthening of a statewide self-advocacy organization and by supporting self-advocates; b) within cross-disability leadership coalitions; and c) in training other self-advocates to become leaders.				
	Provide tangible Committee member (self-advocate) support (e.g. travel, lodging, meeting arrangements, facilitation, etc.) for meetings	9	135	9	135
	SSAN	4	8	4	8
	SAAC	6	7	6	7
	Convene regularly scheduled meetings	9	135	9	135
	SSAN	4	8	4	8
	SAAC	6	7	6	7
	Convene meetings (with collaborative partners &/or a steering committee) to identify training needs	4	80	4	80
1.2	Develop (combined regional office) list of training needs	1		1	5
	Develop (combined regional office) list of interested SA trainers/candidates	1		1	2
	Convene planning/curriculum development meetings	8	15		
	Develop/update T4T curriculum	1		1	
	Develop pre/post-testing instrument	1			
	Develop satisfaction survey/instrument	1			
	T4T trainings	10	60	5	30
	Develop/update list of qualified SA trainers	1		1	
	Convene quarterly meetings with SA groups & other collaborators	4	1,000	4	1,000
	Develop schedule of upcoming trainings	1		1	
	Peer (SA) trainings	10	60	15	75

Collaborations	Events	Meetings	Products/Materials	Support	Training/Surveying

Objective	Activity	2016-17	People Reached	17-18	People Reached
Goal 2 (Employment): Californians with I/DD and their families reflecting the diversity of the state will have increased information to obtain competitive, integrated employment.					
2.1	The Council will increase and promote culturally competent strategies and resources that facilitate competitive, integrated employment (CIE) of people with I/DD.				
	Convene quarterly EFC meetings	4	25	4	25
	Monitor CIE-related activities & outcomes; compile/distribute yearly report	1	5,000	1	5,000
	Collect data & compile list of issues	1		1	
	Develop/update document with potential action/policy platform	1		1	
	Establish regional cross-disciplinary, collaborative networks	10	120		
	Convene quarterly meetings	4	40	4	40
	Develop/update regional lists of 5 CIE-related issues &/or barriers	10		10	
	Develop/update culturally competent curriculum for family/self-advocates, employers, & other stakeholders	1		1	
	Develop pre/post-testing instrument	1			
	Develop satisfaction survey/instrument	1			
	Provide training	15	200	10	150
2.1	Hold/co-host regional &/or statewide CIE-related events for employers/providers/stakeholders	5	250	10	500
	Engage with/provide input to state/local Workforce Development Boards (L/WDB)	10	100	10	100
	Distribute/update lists of information, training, &/or resources to assist in developing partnership opportunities for CIE	10		10	
	Post material to website	1	150	1	150
	Develop/update/distribute/post to website set of material(s) to family/self-advocates, stakeholders, etc.	1		1	
	Newsletters	12	2,500	12	2,500
	eBlasts	24	5,000	24	5,000
	Flyers	12	2,500	12	2,500
	Brochures	4	2,500	4	2,500
	If feasible, host regional office CIE opportunities in partnership with employment stakeholders	10	10	10	10

Collaborations	Events	Meetings	Products/Materials	Support	Training/Surveying

Objective	Activity	2016-17	People Reached	17-18	People Reached
Goal 2: Employment (Cont.)					
2.1	Maintain/expand the Council's website-based Data Dashboard, including up-to-date information & resources for family/self-advocates and other stakeholders Provide webpage dedicated to CIE-related issues, resources, training, etc. Provide set of plain language material(s) Transliterate set of CIE-related material(s) into Spanish (&/or other threshold languages, as necessary)	1	150	1	150
		1	100	1	100
(Cont.)	Transliterate set of CIE-related material(s) into threshold languages, as necessary	1	2,500		
2.2	The Council, in consultation with its federal partners, will increase identification, advocacy and/or sponsorship of legislative, regulatory, policy, procedure and/or practice changes to increase CIE for people with IDD.			3	2,500
2.2	Develop/update (if necessary) MOU with collaborative with applicable state/federal agencies Obtain/update list of employment-related &/or employment disparity data from collaborative partners/state agencies Obtain/update list of recommendations from UCEDD(s), DOR, EDD, etc. to inform employment-related strategies Update Data Dashboard on a quarterly basis Convene quarterly EFC meetings Develop/distribute list of potential legislation to support CIE Engage with/educate legislators, legislative counsel, legislative and executive staff, policymakers and other stakeholders Phone calls/teleconferences eMails Meetings/hearings Monitor legislation and promote increased employment opportunities for people with IDD &/or cross-disabilities Develop/distribute/post to website legislative platform Update website on a quarterly basis Monitor legislation/bills/proposed policy changes related to CIE	1	3 (6)	1	3 (6)
		1	25 (50)	1	25 (50)
		1	25 (50)	1	25 (50)
		4	100	4	200
		4	30	4	30
		1	500	1	500
		150	200	150	200
		150	15,000	150	15,000
		25	150	25	150
		1	5,000	1	5,000
4	100	4	200		
5	500	5	500		

Collaborations	Events	Meetings	Products/Materials	Support	Training/Surveying

Objective	Activity	2016-17	People Reached	17-18	People Reached
Goal 2: Employment (Cont.)					
2.2 (Cont.)	Attend/testify in hearings about employment-related issues affecting people with I/DD &/or cross-disabilities (e.g. physical/medical, psychiatric, age-related, etc.) Attend meetings to discuss CIE/employment issues	10	100	10	100
		24	250	24	250
Goal 3 (Housing): Californians with I/DD and their families reflecting the diversity of the state will have increased access to affordable, accessible, safe, and fully integrated housing that provides choice and flexibility regarding where and with whom they live.					
3.1	The Council will work with housing entities to increase the development and/or provision of community housing for people with I/DD.				
	Identify stakeholders & build coalitions	12	100		
	Convene quarterly stakeholder meetings	25	250	25	250
	Assess/document/update lists of current regional housing levels (including home ownership & NIMBY concerns)	12		12	
3.1	Convene/attend regional DEJH/HUD/housing authority meetings	12	120	12	120
	Develop/distribute information/letters to publicize/petition for housing needs of people with I/DD &/or cross-disabilities	12	5,000	12	5,000
	Develop/update curriculum about affordable, accessible, safe housing & housing rights	1		1	
	Provide training	12	120	24	250
3.2	The Council will identify and decrease barriers to housing for people with I/DD.				
	Develop/update training about HCBS Final Settings Rule	1		1	
	Provide training	10	100	12	250
	Develop/update training about housing needs to be included in transition & IPP planning	1		1	
	Provide training	10	100	12	250
3.2	Develop/distribute/post to website set of housing information/material(s) that includes residential options	1	5,000	1	5,000
	Develop/update training about long-range financial planning, public entitlements, etc. in regard to housing needs	1		1	
	Provide training	10	100	12	250

Collaborations	Events	Meetings	Products/Materials	Support	Training/Surveying

Objective	Activity	16-17	People Reached	17-18	People Reached
Goal 3: Housing (Cont.)					
3.2 (Cont.)	Develop/update needs assessment regarding the number of clients requiring emergency placement/relocation	1		1	
	Develop/distribute/update/post to website list of terms/definitions associated with 'emergency placement' Develop/distribute/update/post to website statewide list identifying information/emergency residential options	1	5,000	1	5,000
3.3	The Council, in consultation with its federal partners, will increase identification, advocacy and/or sponsorship of legislative, regulatory, policy, procedure and/or practice changes to increase housing for people with I/DD.				
3.3	Develop/update/maintain list of subject matter experts in housing-related issues	1	36	1	36
	Provide housing-related presentations at LPPC meetings	2	40	2	40
	Convene meetings with policymakers	20	30	20	30
3.3	Monitor/address legislation related to housing for family/self-advocates with I/DD &/or cross-disabilities	5	500	5	500
	Testify/provide information in hearings addressing housing-related issues	4	250	4	250
Goal 4 (Health & Safety): Californians w/ I/DD and their families reflecting the diversity of the state will have increased information to access health, public safety, and related services that meet their needs and health care choices.					
4.1	The Council and its federal partners will increase knowledge and awareness for people with I/DD and their families about the availability of and access to health and public safety-related services and supports.				
4.1	Participate in/outreach to family/self-advocates through health/wellness events &/or community health fairs	12	500	12	500
	Develop/distribute/update/post to website(s) set of health-related material(s)	1		1	
	Newsletters	12	2,500	12	2,500
	eBlasts	24	2,500	24	2,500
	Flyers	12	2,500	12	2,500
	Brochures	2	2,500	2	2,500
	Develop/update training curriculum about health/access to care issues for family/self-advocates with I/DD &/or cross-disabilities	1		1	
Provide training about health/access to care	12	120	12	200	
	Develop/update/distribute/post to website set of materials about health options &/or services	1	2,500	1	2,500

Collaborations	Events	Meetings	Products/Materials	Support	Training/Surveying

Objective	Activity	16-17	People Reached	17-18	People Reached
Goal 4: Health & Safety (Cont.)					
	Develop/update public safety-related training curricula for family/self-advocates with I/DD &/or cross-disabilities				
	Emergency preparedness	1		1	
	Personal Safety	1		1	
	Bullying	1		1	
4.1	Provide training in public safety-related topics				
	Emergency preparedness	4	120	12	200
	Personal Safety	4	120	12	200
	Bullying	4	120	12	200
(Cont.)	Develop/distribute/update/post to website(s) set of public safety-related material(s)	1		1	
	Newsletters	12	2,500	12	2,500
	eBlasts	24	2,500	24	2,500
	Flyers	12	2,500	12	2,500
	Brochures	2	2,500	2	2,500
4.2	The Council will increase the knowledge and skills of people with I/DD to move from institutional to community settings and to increase their ability to self-advocate.				
	Develop/update training curriculum for law enforcement, court personnel, first responders, &/or fire/paramedic/ER personnel regarding public safety & people with I/DD &/or cross-disabilities	1		1	30
	Provide training about public safety-related issues & people with I/DD &/or cross-disabilities	12	150	24	200
4.2	Develop/update/distribute/post to website set of materials/information about people with I/DD &/or cross-disabilities & related health/public safety needs	1		1	
	Newsletters	12	1,000	12	1,000
	eBlasts	24	1,000	24	1,000
	Flyers	12	1,000	3	1,000

Collaborations	Events	Meetings	Products/Materials	Support	Training/Surveying

Objective	Activity	2016-17	People Reached	17-18	People Reached
Goal 4: Health & Safety (Cont.)					
4.2 (Cont.)	Brochures	2	1,000	3	1,000
	Develop/maintain health/public safety stakeholder collaboration(s)	12		12	
	Convene planning meetings	24		24	
	Provide technical assistance (as requested)	12	60	12	60
	Develop/implement public safety plan(s)/policies to improve safety for/interactions with family/self-advocates with I/DD &/or cross-disabilities	12		12	
4.3	The Council, in consultation with its federal partners, will increase identification, advocacy and/or sponsorship of legislative, regulatory, policy, procedure and/or practice changes to increase accessibility to health care and public safety services for people with I/DD and their families.				
	Identify/develop/update list(s) of collaborators to inform Council on health/public safety-related issues	12	120	12	120
	Convene meetings with collaborative partners to inform Council on health/public safety-related issues	12	48	6	24
4.3	Develop/update recommendations for policy/regulatory solutions & improvements	12		6	
	Provide report(s) on compliance with law enforcement training mandates	12			
	Monitor/assess/report process of de-institutionalization of people with I/DD &/or cross-disabilities	4		4	12
	Convene regional meetings with health partners to advocate for health services for people with I/DD &/or cross-disabilities	12	120	12	120
Goal 5 (Early Intervention, Education, Transition & Post-Secondary Education): Californians with I/DD and their families reflecting the diversity of the state will have increased information, in order to obtain inclusive education services throughout the lifespan.					
5.1	The Council and its federal partners will increase knowledge and awareness of developmental milestones and intervention services for families of young children and professionals.				
	Identify/develop/update list(s) of collaborators to determine community training/outreach needs, etc.	12	60	12	60
5.1	Convene quarterly meetings with collaborative partners	12	120	12	120
	Develop/update list(s) of training/outreach needs &/or collaborative opportunities	12		12	
	Develop/update list(s) of recommended outreach materials	12		12	

Collaborations	Events	Meetings	Products/Materials	Support	Training/Surveying

Objective	Activity	2016-17	People Reached	17-18	People Reached
Goal 5: Early Intervention, Education, Transition & Post-Secondary Education (Cont.)					
5.1 (Cont.)	Develop/update/distribute set of outreach material(s)	1		1	
	Newsletters	12	400	12	400
	eBlasts	24	400	24	400
	Flyers	12	400	3	400
	Brochures	2	400	3	400
	Develop/update curriculum about early identification/intervention, I/DD &/or cross-disabilities, support/service resources, &/or transition into the school system, etc.	1		1	
	Provide training to parents/community members	12	250	12	250
	Develop/update curriculum about early identification/intervention, I/DD &/or cross-disabilities, support/service resources, etc. for medical, child care &/or Early Start professionals	1		1	
	Provide training to medical, child care &/or Early Start professionals	12	60	12	60
	The Council, in consultation with its federal partners and other stakeholders, will increase awareness and knowledge for families and self-advocates about the availability of and access to services which support inclusive education.				
5.2	Identify/develop/update list(s) of collaborators to determine community training/outreach needs, etc.	12	72	12	72
	Convene quarterly meetings with collaborative partners	24	150	12	72
	Develop/update list(s) of regional/community needs for training/information about inclusive education	12		12	
	Develop/update set of information/outreach materials in English	1		1	
	Transliterate material(s) into plain language	1			
	Transliterate plain language material(s) into Spanish &/or other threshold languages, as necessary	1	2,500	3	2,500
	Develop/update/distribute set of outreach material(s) about FAPE rights within the school system	3	1,000	3	1,000
	Newsletters	12	400	12	400
	eBlasts	24	400	24	400
	Flyers	12	400	3	400
Brochures	2	400	3	400	

Collaborations	Events	Meetings	Products/Materials	Support	Training/Surveying

Objective	Activity	2016-17	People Reached	17-18	People Reached
		Goal 5: Early Intervention, Education, Transition & Post-Secondary Education (Cont.)			
5.2 (Cont.)	Develop/update curriculum (with parent/peer/self-advocates) for students/parents/staff/community members about disability awareness & self-advocacy within the school system	1		1	
	Provide training to students/parents/staff/community members	12	150	12	150
	Develop/update curriculum for parent/peer/self-advocates about self-advocacy & FAPE rights within the school system	1		1	
	Provide parent peer advocacy training for parent-to-parent support within the education system	12	150	12	150
5.3	The Council, in consultation with its federal partners and in collaboration with educators and stakeholders, will increase information and technical assistance to prepare and empower students, families and professionals in developing individualized transition plans that lead to employment, post-secondary education &/or independent living options & opportunities.				
	Develop/update curriculum about the process of person-centered planning (PCP) and individualized transition planning (ITP) that leads to employment, post-secondary education &/or independent living options & opportunities	1		1	
	Provide training to educators & stakeholders	12	150	12	150
	Identify/develop/update list(s) of collaborators	12	100	12	100
	Convene meetings of collaborators to develop training resources	12	60	12	60
5.3	Develop/update set of resources about the student-led IEP/PCP/ITP process	1		1	
	Develop/update training video about the student-led IEP/PCP/ITP process	1		1	
	Develop/update curriculum on the student-led IEP/PCP/ITP process	1		1	
	Provide training to family/self-advocates	12	150	12	150
	Distribute/post to website set of outreach material(s) about PCP & ITP				
	Newsletters	12	400	12	400
	eBlasts	24	400	24	400
Flyers	12	400	3	400	
	Brochures	2	400	3	400

Collaborations	Events	Meetings	Products/Materials	Support	Training/Surveying

Objective	Activity	2016-17	People Reached	17-18	People Reached
Goal 5: Early Intervention, Education, Transition & Post-Secondary Education (Cont.)					
5.4	The Council, in consultation with its federal partners, will increase access to quality education services throughout the lifespan for regulatory, policy, procedure and/or practice changes to increase access to quality education services throughout the lifespan for people with I/DD.				
	Identify/develop/update list(s) of collaborators	1	40	1	40
	Convene meetings for networking & strategizing	12	48	12	48
	Develop/update list of key issues about accessing quality education services	1		1	
5.4	Meet/confer with/educate policymakers about the value of education throughout the lifespan of people with I/DD &/or cross-disabilities	20	25	20	25
	Testify on legislation, policies & practices addressing early intervention, education, transition & post-secondary education	3	240	3	240
Goal 6 (Formal & Informal Community Supports): Formal & Informal Community Supports					
Californians with I/DD and their families reflecting the diversity of the state will have increased information and supports to access community-based services available to the general population.					
6.1	The Council, in collaboration with our federal DD partners, will reduce service access barriers and decrease the disparity in available information, which describes services and supports that may be purchased throughout California's Regional Center system, by translating and providing that information in Spanish and tracking statewide POS disparity data for Spanish-speaking self-advocates and families.				34
	Identify/develop/update list(s) of stakeholders &/or Spanish-proficient collaborators	6	10		
	Convene meetings to track POS disparity for Spanish-speaking family/self-advocates with I/DD within statewide RC system	4	100		
	Develop list of recommendations in regard to language inaccessibility	1			
6.1	Develop English lexicon of common, industry-specific terms	1			
	Transliterate lexicon into appropriate Spanish terms/phrases	1			
	Field-test transliterated terms for cultural relevance & develop list(s) of recommendations (e.g. edits, etc.)	12	60		
	Develop list of English descriptions of available services (Purchase-of-Service[s]) that may be funded through the Regional Center system	1			
	Transliterate list into Spanish	1			

Collaborations	Events	Meetings	Products/Materials	Support	Training/Surveying

Objective	Activity	2016-17	People Reached	17-18	People Reached
Goal 6: Formal & Informal Community Supports (Cont.)					
	Develop training curriculum in Spanish on descriptions of available services (that may be funded/purchased through the RC system) to family/self-advocates	1			
	Provide training to family/self-advocates in Spanish	12	250		
	Convene meetings with collaborative partner(s) to acquire NCI data in Spanish	4	10		
	Distribute/post to website set of Spanish NCI data	1			
	Website posting	1	500		
	eBlasts	12	1,000		
	Identify/develop/update list(s) of stakeholders &/or language-proficient collaborators in 2 threshold languages			6	10
	Convene meetings to address POS disparity for family/self-advocates within the RC system who primarily speak threshold languages			4	100
	Develop list of recommendations in regard to language inaccessibility			1	
6.1	Update English lexicon of common, industry-specific terms			1	
	Transliterate lexicon into appropriate terms/phrases in 2 threshold languages			2	5
	Field-test transliterated terms for cultural relevance & develop list(s) of recommendations (e.g. edits, etc.)			24	120
(Cont.)	Update list of English descriptions of available services (Purchase-of-Service[s]) that may be funded through the Regional Center system			1	
	Transliterate list into 2 threshold languages			2	
	Develop/update training curriculum in 2 threshold languages on descriptions of available services (that may be funded/purchased through the RC system) to family/self-advocates			2	
	Provide training to family/self-advocates in 2 threshold languages			12	200
	Convene meetings with collaborative partner(s) to acquire NCI data in Spanish			4	10
	Distribute/post to website set of Spanish NCI data			1	N/A
	Website posting			1	250
	eBlasts			12	1,000

Collaborations	Events	Meetings	Products/Materials	Support	Training/Surveying

Objective	Activity	Goal 6: Formal & Informal Community Supports (Cont.)			
		2016-17	People Reached	17-18	People Reached
6.2	<p>The Council will increase the knowledge and skills of people with I/DD to move from institutional to community settings and to increase their ability to self-advocate.</p> <p>Develop/update poll/survey on closure process of state-run institutions & timely resident transfer to community-based settings</p> <p>Update poll/survey of residents & family members</p> <p>Collect information/anecdotal data from transitioned residents, stakeholders & community</p> <p>Report on/update survey results with anecdotal data</p> <p>Identify/develop/update list(s) of collaborators to ensure effective crisis intervention & continuity in healthcare support</p> <p>Convene quarterly meetings</p> <p>Develop/update list of transition findings/recommendations</p> <p>Develop/update curriculum on institutional closure process</p> <p>Deliver training to Council & RACs</p> <p>Develop/update curricula for family/self-advocates</p> <p>Provide training to family/self-advocates on personal/civil rights</p> <p>Provide training to family/self-advocates on available supports/services</p> <p>Provide training to family/self-advocates on PCP/SDP</p> <p>Provide training to family/self-advocates on conservatorship &/ alternatives</p> <p>Provide training to family/self-advocates on personal safety</p> <p>The Council will increase outreach, training, and technical assistance to improve the quality of and access to services, including (but not limited to) Regional Centers, education, transportation, public benefits, child care, and recreation for people with I/DD and their families.</p>	1	200	1	50
		1	200	1	25
		1		1	
		1	30	1	30
		4	100	4	100
		1	120	1	120
		1		1	
		13	120	13	120
		5		5	
		4	90	1	10
4	90	1	10		
4	90	1	10		
4	90	1	10		
4	90	1	10		
6.3	<p>Develop/update curriculum on HCBS Settings Rule</p> <p>Deliver training/progress updates to Council & RACs</p>	1		1	
		13	120	13	120

Collaborations	Events	Meetings	Products/Materials	Support	Training/Surveying

Objective	Activity	2016-17	People Reached	17-18	People Reached
Goal 6: Formal & Informal Community Supports (Cont.)					
	Convene meetings of Council & RACs	13	120	13	120
	Collect information & compile comprehensive list of regional & statewide formal/informal service/support trends, service barriers &/or quality of service(s)	1	120	1	120
	Develop/update comprehensive agenda for monitoring formal/informal services/supports	1	120	1	120
	Develop/update policy position	1		1	
6.3	Develop/update curricula for family/self-advocates (including underserved populations)	3		3	
	Provide training to family/self-advocates about RAC services	7	140	7	140
	Provide training to family/self-advocates about transportation services	7	140	7	140
	Provide training to family/self-advocates about generic services	11	220	11	220
(Cont.)	Develop/update/distribute set of outreach materials	1		1	
	Newsletters	12	1,000	12	1,000
	eBlasts	24	1,000	24	1,000
	Provide technical assistance, as requested, & maintain request logs	12	250	12	250
6.4	The Council, in consultation with its federal partners, will increase access to quality community-based services for people with regulatory, policy, procedure and/or practice changes to increase access to quality community-based services for people with I/DD and their families.				
	Develop/update regional lists of policy boards, councils, &/or advisory committees	12		12	
	Develop/update list/report of family/self-advocates applying/accepted for member/leadership positions	12		12	
	Develop/update curriculum on boardmanship	1		1	
	Provide boardmanship training &/or promote inclusion of family/self-advocates on policymaking bodies	12	120	6	60
6.4	Meet/confer with/educate policymakers, other state agencies & stakeholders about service/support diversity/disparity issues & other gaps in services/supports for people with I/DD &/or cross-disabilities	20	60	20	60
	Educate/testify in hearings about legislation, policies, practices addressing diversity/disparity gaps & service access for people with I/DD &/or cross-disabilities	4	200	4	200
	Monitor/directly address policy change issues, proposed legislation, etc.	5		5	

Collaborations	Events	Meetings	Products/Materials	Support	Training/Surveying

9. MISCELLANEOUS



Families for Early Autism Treatment

Dedicated to Effective Treatment for All Children and Adults with Autism

July 20, 2016

State Council on Developmental Disabilities
Attn: Director's Office, Comments/Complaints
1507 21st St. Suite 210
Sacramento, CA 95811

Dear Council members,

It has recently come to the attention of FEAT that some (or all) school districts in California are engaging in the practice of releasing student's names and income information to the Transparent California website in response to a Public Records Act request. The student's name (first and last) as well as their "job title" and earnings are posted publicly on this website. This happens regardless of whether the student is a minor or not; and without parental notification or consent. The release of information happens when a student participates in a Workability program and is paid. The student is considered "an employee" of the District and their information is subject to being released to the public.

It is our position that these students are participating in Workability as part of their educational plan under their IEP and are not "employees" of the district and thus not subject to the Transparency California requirements. Income reporting of this nature is a breach of confidentiality and can have consequences with social services. In a case in the Elk Grove Unified School District, a student has been fighting for Social Security benefits for five years due to a one-time transition-based situational assessment (paid) while in high school that was erroneously reported as "ongoing" income.

In response to parental requests, Transparent California has removed those student's information. However, since parents are not notified as a practice, how would they even know this information on their child is in the public domain?

This personal information is in the public domain, which places students with special needs at risk of becoming victims of fraud, as we know that the internet is rife with unscrupulous persons looking to take advantage of others.

We urge the State Council on Developmental Disabilities to request that the California Department of Education create a policy that forbids any personal information be shared in the public domain regarding students in Workability programs. Additionally, require that parents of minors or the student if of the age of majority, be notified whenever any information with personally identifying information is released outside of the school district.

Sincerely,

Ron, Felton on behalf of

The Board of Directors

Families for Early Autism Treatment (FEAT), Sacramento

FEAT PO Box 255722 Sacramento California 95865-5722
voicemail-fax 916.303.7405 feat.org

