



UNITED STATES DEPARTMENT OF EDUCATION
Office for Civil Rights

1244 SPEER BLVD., SUITE 310
DENVER, COLORADO 80204-3582

REGION VIII

ARIZONA
COLORADO
NEW
MEXICO
UTAH

August 25, 2016

Cheryl Parker,
Director of Student Support Services
Arizona Ball Charter Schools
17606 N. 7th Avenue
Phoenix, AZ 85023

Re: 08-16-1313, Arizona Ball Charter Schools - Hearn Academy
08-16-1315, Arizona Ball Charter Schools - Dobson Academy
08-16-1317, Arizona Ball Charter Schools - Val Vista Academy, and
08-16-1318, Arizona Ball Charter Schools Headquarters

Dear Director Parker:

This is to advise you of the resolution of the above-referenced complaint investigations of Arizona Ball Charter Schools and its Hearn Academy, Dobson Academy, and Val Vista Academy (collectively, “the Schools”) by the United States Department of Education (“Department”), Office for Civil Rights (“OCR”). The complaints, which were received on May 9, 2016, alleged that the Schools are discriminating, on the basis of disability, because certain pages on their websites are not accessible to persons with disabilities.

OCR is responsible for enforcing section 504 of the Rehabilitation Act of 1973, as amended (Section 504), 29 United States Code (U.S.C.) § 794, *et seq.*, and its implementing regulations at 34 Code of Federal Regulations (C.F.R.) Part 104, which prohibit discrimination on the basis of disability in programs and activities of recipients of federal financial assistance. OCR also is responsible for enforcing title II of the Americans with Disabilities Act of 1990, as amended (Title II), 42 U.S.C. § 12131, *et seq.*, and its implementing regulations at 28 C.F.R. Part 35, which prohibit discrimination on the basis of disability in programs, services, and activities of public entities. As recipients of federal financial assistance from the Department and as public entities, the Schools are subject to OCR’s jurisdiction under Section 504 and Title II.

This letter summarizes the applicable legal standards, the information gathered during the investigations, and how the investigations were resolved.

The Department of Education’s mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Legal Authority:

Section 504 and Title II prohibit people, on the basis of disability, from being excluded from participation in, being denied the benefits of, or otherwise being subjected to discrimination by recipients of federal financial assistance or by public entities. 34 C.F.R. § 104.4 and 28 C.F.R. § 35.130. People with disabilities must have equal access to recipients' programs, services, or activities unless doing so would fundamentally alter the nature of the programs, services, or activities, or would impose an undue burden. 28 C.F.R. § 35.164. Both Section 504 and Title II prohibit affording individuals with disabilities an opportunity to participate in or benefit from aids, benefits, and services that is unequal to the opportunity afforded others. 34 C.F.R. § 104.4(b)(1)(ii); 28 C.F.R. § 35.130(b)(1)(ii). Similarly, individuals with disabilities must be provided with aids, benefits, or services that provide an equal opportunity to achieve the same result or the same level of achievement as others. 34 C.F.R. § 104.4(b)(2); 28 C.F.R. § 35.130(b)(1)(iii). An individual with a disability, or a class of individuals with disabilities, may be provided with a different or separate aid, benefit, or service only if doing so is necessary to ensure that the aid, benefit, or service is as effective as that provided to others. 34 C.F.R. § 104.4(b)(1)(iv); 28 C.F.R. § 35.130(b)(1)(iv). Title II also requires public entities to take steps to ensure that communications with people with disabilities are as effective as communications with others, subject to the fundamental alteration and undue burden defenses. 28 C.F.R. § 35.160(a)(1). In sum, programs, services, and activities—whether in a “brick and mortar,” on-line, or other “virtual” context—must be operated in ways that comply with Section 504 and Title II.

Investigation To Date:

During the course of the investigations, OCR examined a number of pages on the Schools' websites to determine whether they are accessible to persons with disabilities. These web pages included:

- Hearn Academy Homepage - <http://www.hearnacademy.org>
- Literary Resources-
http://www.hearnacademy.org/apps/pages/index.jsp?uREC_ID=270452&type=d&pREC_ID=601248
- Supply List 2015-16 -
http://www.hearnacademy.org/apps/pages/index.jsp?uREC_ID=270452&type=d&pREC_ID=738187
- PTSA Email Signup-
http://www.hearnacademy.org/apps/pages/index.jsp?uREC_ID=270452&type=d&pREC_ID=656915
- Dobson Academy Homepage - <http://www.dobsonacademy.org>

- Enroll Now-
http://www.dobsonacademy.org/apps/pages/index.jsp?uREC_ID=269844&type=d&pREC_ID=600852
- FAQs -
http://www.dobsonacademy.org/apps/pages/index.jsp?uREC_ID=269844&type=d&pREC_ID=769697
- Request more Information-
http://www.dobsonacademy.org/apps/pages/index.jsp?uREC_ID=269844&type=d&pREC_ID=769716
- Val Vista Academy Homepage - <http://www.valvistaacademy.org>
- Description and Strategies-
http://www.valvistaacademy.org/apps/pages/index.jsp?uREC_ID=272974&type=d&pREC_ID=602109
- Kids Club-
http://www.valvistaacademy.org/apps/pages/index.jsp?uREC_ID=273007&type=d&pREC_ID=602141
- Kids Club Questions & Answers-
http://www.valvistaacademy.org/apps/pages/index.jsp?uREC_ID=273007&type=d&pREC_ID=602168
- Parent Organization's Special Education Page -
http://www.ballcharterschools.org/apps/pages/index.jsp?uREC_ID=382736&type=d&pREC_ID=914870
- Parent Organization's Mission Statement-
http://www.ballcharterschools.org/apps/pages/index.jsp?uREC_ID=383895&type=d&pREC_ID=872320
- Parent Organization's FAQs-
http://www.ballcharterschools.org/apps/pages/index.jsp?uREC_ID=385612&type=d&pREC_ID=876688

OCR evaluated the above-listed pages and determined that some important content of the websites could only be accessed by people who can use a computer mouse, which meant that content was not available to those who are blind, many who have low vision, and those with disabilities affecting fine motor control; videos did not have accurate captions; some links were not meaningfully labeled; some forms were not properly labeled; and parts of the website used color combinations that made text difficult or impossible for people with low vision to see.

These barriers deny persons with disabilities access to programs, services, and activities offered on the websites and may impede the Schools' communications with persons with disabilities.

Prior to the conclusion of OCR's investigation, the Schools expressed an interest in voluntarily resolving these cases. In order to conclude OCR's investigations of these complaints, OCR would have had to conduct interviews, review documents, and examine a broader range of pages on the Schools' websites; OCR would have sought to learn, for example, whether the Schools had received previous complaints of inaccessible website content or functionality, and how those complaints were resolved; and whether their information technology staff members and people responsible for uploading content or maintaining web pages had received training in website accessibility. In light of the Schools' willingness to address their websites comprehensively without further investigation, OCR determined entering into a voluntary resolution agreement would be appropriate.

Resolution Agreement:

The Schools submitted a signed resolution agreement (Agreement) to OCR on August 25, 2016. The Schools committed to take actions such as:

- Selecting an auditor who has the requisite knowledge and experience to identify barriers to access on the Schools' website and conducting a thorough audit of existing online content and functionality;
- Making all new website content and functionality accessible to people with disabilities;
- Developing a corrective action plan to prioritize the removal of online barriers over an 18-month period;
- Posting a notice to persons with disabilities about how to request access to online information or functionality that is currently inaccessible; and
- Providing website accessibility training to all appropriate personnel.

This concludes OCR's investigation of the complaints. These findings should not be interpreted to address the Schools' compliance with any other regulatory provision or to address any issues other than those addressed in this letter. OCR will monitor the Schools' implementation of the Agreement. When OCR concludes the Schools have fully implemented the terms of the Agreement and are in compliance with the statutes and regulations at issue in the case, OCR will terminate its monitoring and close the cases. If the Schools fail to implement the Agreement, OCR may seek compliance with the federal civil rights laws through any means authorized by law, including to enforce the specific terms of the Agreement.

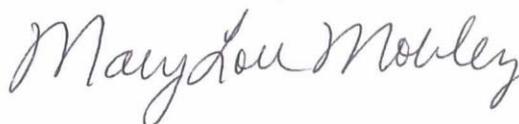
This letter sets forth OCR's determination in these individual OCR cases. This letter is not a formal statement of OCR policy and should not be relied upon, cited, or construed as such. OCR's formal policy statements are approved by a duly authorized OCR official and made available to the public. The complainant may have the right to file a private suit in federal court whether or not OCR finds a violation.

Please be advised that the Schools may not harass, coerce, intimidate, discriminate or otherwise retaliate against any individual because he or she asserted a right or privilege under a law enforced by OCR or filed a complaint, testified, or participated in the complaint resolution process. If this happens, the individual may file a retaliation complaint with OCR.

Under the Freedom of Information Act, it may be necessary to release this document and related correspondence and records upon request. In the event that OCR receives such a request, OCR will seek to protect, to the extent provided by law, personally identifiable information that could reasonably be expected to constitute an unwarranted invasion of personal privacy if released.

Thank you for your assistance to OCR in resolving this complaint. We look forward to receiving the Schools' first reports about its implementation of the Agreement within 30 days of the signature date. If you have any questions, please contact me at Mary.Lou.Mobley@ed.gov or 303-844-4480.

Sincerely,

A handwritten signature in cursive script that reads "Mary Lou Mobley".

Mary Lou Mobley, Esq.
National Disability Expert

Enclosure: Resolution Agreement

cc: State Superintendent of Public Instruction

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