LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education
Special Education Division
January 2020
B. Governance and Administration

California Education Code (EC) sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan:

The Fresno Unified School District (FUSD), founded in 1873, is a single-district special education local plan area (SELPA) that serves a 77-square mile area which covers the city of Fresno. FUSD is the third largest school district in the State with approximately 75,000 students in attendance that include close to 10,000 students with disabilities from birth to 21 years old that qualify for those services under the IDEA (Ed. Code 56195.1(a)).

FUSD supports 66 Elementary Schools, 15 Middle Schools, 2 K-8 schools, and 17 High Schools. The district also supports 3 Alternative Education Sites, 7 Specialty Schools, and 4 Charter Schools; those schools are uniquely designed to provide an opportunity for students to become fully immersed in an enhanced specially designed course of study.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

The district Governing Board provides a free and appropriate public education to all individuals with exceptional needs on any education plan, birth through 21 years, who reside in the district towards college readiness, meaningful employment and/or practical life skills. In order to meet the needs of individuals with disabilities and employ staff with expertise for this purpose, the district shall serve as a special education local plan area (SELPA).

The District Superintendent or designee shall develop a Local Plan for the education of all individuals with disabilities residing in the district. The plan shall be reviewed by the CAC and approved by the District Superintendent. The FUSD SELPA shall administer a Local Plan and the allocation of funds.

Responsibilities of the Local Governing Body:

The SELPA is governed by the Board of Education of the Fresno Unified School District. The Governing Board is responsible for the special education programs operated within its jurisdiction. The Fresno Unified School District Board of Education shall:
### Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the SELPA.

- Review the final draft and subsequent revisions of the Section B: Governance and Administration for signature by the District Superintendent.
- By approving the Local Plan, as applicable, enter into an agreement with other agencies participating in the Plan, for the purpose of delivery of regional services and programs.
- Participate in the governance of the SELPA through its designated representative, the Executive Director of Special Education.
- Approve all policies related to special education necessary to implement Education Code (EC) Part 30, Sections 56000 through 56885, special education programs, et al., and EC selection provisions not included in Part 30 and governing specific areas of special education.

### Responsibilities of Local Education Agency (LEA) Administrators

#### District Superintendent

The District Superintendent shall be responsible for special education programs operated by the SELPA and for implementing all requirements of the Local Plan. The Superintendent or designee (e.g., Assistant Superintendent, Special Education) shall ensure the district’s compliance with federal and state laws and regulations, as they pertain to individuals with exceptional needs, and the provision of due process.

#### Assistant Superintendent, Special Education

- Accountable for improving student achievement of students with disabilities; develop and lead a service-oriented department to support schools, school site leaders, and instructional staff;
- Collaborate with the Assistant Superintendents of Schools, including but not limited to College and Career Readiness, to develop and integrate comprehensive and effective educational and transitional services to provide students access to high quality learning options to stay in school on target to graduate;
- Work in partnership with Executive Director of Special Education to establish and maintain a strong and collaborative relationship with the Community Advisory Committee (CAC) by continuing to improve communication and collaboration between parents and staff while planning short- and long-term goals.
- Oversee the district’s program with the CAC and related agencies departments, e.g., Parent University, in the program and SELPA activities with specialists in the field providing instruction.
- Provide leadership and direction to the Executive Director to ensure timely delivery of high-quality services to students, families and the staff;
- Work interactively with all district’s stakeholders to accomplish stated district goals as follows:

1. Improve academic performance at challenging levels.
2. Expand student-centered and real-world experiences.
3. Increase student engagement in their school and community.
4. Increase recruitment and retention of staff reflecting the diversity and values of the community.
5. Increase relevant and inclusive opportunities for our families to engage in the educational journey of their students.

- Plan, organize, control, direct and evaluate a variety of programs, projects and activities related to Special Education and Health Services, which is the other division that is under the purview of this position, for the district to meet the needs of sites in support of student achievement.
- Provide technical expertise regarding assigned functions; formulate and develop effective policies and procedures to accomplished stated goals; develop and evaluate programs for Special Education students to ensure the effectiveness of the services provided.
- Develop, plan and implement strategic long and short-term plans and activities; provide leadership to the goal-setting process to expand practices proven to raise student achievement.
- Direct the preparation and maintenance of a variety of narrative and statistical reports, records and files; provide for appropriate research and compile reports for State and Federal agencies.
- Communicate with other department administrators, district personnel and program personnel to coordinate activities and programs, resolve issues and conflicts and exchange information; ensure proper implementation and clear communication of program activities with the instructional area personnel.
- Monitor districtwide 504 services and implementation and protection of student rights.
- Supervise and evaluate the performance of assigned personnel on a regular basis and provide clear, constructive feedback to improve staff effectiveness; interview and select highly qualified employees and recommend transfers, reassignment, termination and disciplinary actions; plan, coordinate and arrange for appropriate training of staff in support of professional learning.
- Collaborate with a variety of community entities; represent the district in collaborative/partnerships/task forces with the City, County, human service agencies, institutions of higher education, business/industry, and judicial and law enforcement agencies as assigned by the Superintendent or designee.
- Develop, prepare and submit for approval the annual budget for Special Education Services; analyze and review budgetary and financial data to ensure data accuracy; monitor and authorize expenditures in accordance with established guidelines to ensure the financial stability of the district.
- Review current applicable legislation and include the number of the bill, status in the legislative process and possible program and/or fiscal impact; ensure compliance with various laws and regulations.
- Create district awareness of the political arena surrounding Special Education Services in support of improving learning and teaching in classrooms to eliminate the achievement gap.
- Be accountable and hold administrators, teachers, and students accountable for increasing student achievement; value risk taking and innovation in support of performance improvements throughout the district.
- Represent the district on behalf of the Superintendent and Board of Education with district’s staff, families, and students and when appropriate, with local, state and national levels.
- Visit school sites and classrooms on a regular basis to identify best practices and ensure effective academic program implementation to meet the needs of students, families and staff.
- Perform related duties as assigned by Superintendent or designee.
Executive Director, Special Education

- Accountable for improving student achievement for Special Education Students.
- Plan, organize, control, and direct the special education and school psychological services of the district to provide timely delivery of high-quality services to students with disabilities, staff, sites and departments.
- Assist in establishing and implementing organizational policies and procedures for department operations to provide timely delivery of high-quality services; monitor effectiveness of policies and procedures and make revisions or recommendations for improvement as appropriate.
- Work collaboratively with the Administrator for Curriculum and Professional Development and Assistant Superintendents of Instruction to co-develop and coordinate the training of principals and teachers on how to modify curriculum and develop the most effective learning environment for each student based on unique learning needs.
- Work with the Assistant Superintendent to establish and maintain a strong relationship with the Community Advisory Committee (CAC) by continuing to enhance information sharing with parents, guardians, and other stakeholders about special education services provided by the department.
- Collaborate with appropriate departments in locating and maintaining housing for special education programs and providing transportation to meet the needs of special need students and families.
- Represent the district in special education legal proceedings; investigate complaints, and report findings and recommendations as appropriate.
- Coordinate all audits related to departmental or program operation and services; explain procedures to auditors and serve as reference for questions.
- Provide for summer school programs for special education students; hire staff, arrange locations, and transportation services, and perform related activities to set up the program.
- Perform student services activities involving special education students in areas of attendance, transfers, suspension and expulsion procedures, and other related areas.
- Provide technical administrative support to departmental management, committees, or other personnel as assigned; formulate and develop effective policies and procedures to accomplished stated goals.
- Develop, plan, and implement strategic long and short-term plans and activities; perform program analysis, compile information and make decisions regarding the needs, objectives and programs of assigned area(s).
- Direct the preparation and maintenance of a variety of narrative and statistical reports, records, and files; prepare a variety of correspondences and other documents.
- Communicate and collaborate with other administrators, district personnel and contractors to coordinate activities, resolve issues or concerns and exchange information.
- Oversee training of certificated and classified staff in the use of Medi-Cal billing forms; monitor and coordinate billing procedures and practices to comply with LEA guidelines for audit purposes.
- Direct teachers, program specialists, outside agencies, and others as identified or required regarding the procedures and guidelines of the SELPA plan.
- Research and disseminate information regarding new and existing legislation pertaining to special education laws, regulations and funding.
- Make presentations to the Board regarding plans, projects, needs and other information to ensure appropriate communication.
- Edit and maintain the Local Plan for Fresno Unified School District Special Education Local Plan Area (SELPA).
- Supervise, provide clear work direction and evaluate the performance of assigned personnel; provide clear, constructive feedback to improve staff effectiveness; interview and select highly qualified employees; recommend performance improvement plan, transfer, reassignment, termination, and disciplinary actions; plan, coordinate, and arrange for appropriate training of subordinates; initiate requisitions for positions funded by special education.
- Develop and prepare the annual budget for the department; analyze and review budgetary and financial data to ensure data accuracy to ensure the financial viability of the district; explain needs and provide justification for items; monitor and authorize expenditures and budget variances in accordance with established guidelines to ensure the financial stability of the district.
- Perform related duties as assigned.

Program Manager III, Special Education Services

- Plan, organize, manage, and direct the special education services and programs of the district to provide timely delivery of high-quality services to students, families, sites and the community in support of students learning at grade level and beyond; accountable for improving student achievement for special education students.
- Supervise and evaluate the performance of assigned staff on a regular basis and provide clear, constructive feedback to improve staff effectiveness; evaluate performance of OT/PT except therapy skills as assigned; coordinate interview processes with other team members, ensure appropriate panel selection for hiring processes, and select highly qualified employees and recommend transfers, reassignment, termination and disciplinary actions; plan, coordinate and arrange for appropriate training of staff in support of professional learning; oversee and provide leadership to Regional Instruction Managers.
- Collaborate and work with the Division of Curriculum and Instruction and School Support Services to develop effective instructional programs to meet the unique needs of individual students in support of students staying in school on target to graduate.
- Co-develop and coordinate the training of principals and teachers on how to modify curriculum and develop the most effective learning environment for each student based on unique learning needs.
- Collaborate and communicate with leaders, district departments, school sites, intra-district and county committees, outside districts and agencies and other personnel to coordinate activities and services, resolve issues or concerns, exchange information and accomplish district stated goals.
- Provide leadership, technical expertise, and serve as a resource to the district, community and other committees including staff development regarding assigned functions; compile information, formulate and develop policies, procedures, needs and objectives; provide training on legal compliance.
- Collect, prepare, analyze and maintain a variety of narrative and statistical reports and data relative to program area; make timely recommendations for programmatic changes to provide
students a variety of educational opportunities to learn at grade level and beyond; submit reports to the district and state departments as required.
- Ensure compliance to applicable federal, State, and local laws, rules and regulations.
- Represent the district in special education legal proceedings; investigate complaints, and report findings and recommendations as appropriate.
- Supervise and coordinate school programs for special education students; work with Human Resources, - Facilities and Transportation to arrange locations, transportation services, and perform related activities to set up programs.
- Participate in the development of goals and objectives for assigned area(s) in support of educating students at a high level to achieve their personal best; make recommendations for changes and improvements; implement approved changes and monitor work activities to ensure compliance with in established guidelines.
- Assist the Assistant Superintendent of Special Education in the development and preparation of the annual budget for assigned activities to ensure proper allocation of resources to meet the needs of students, staff and sites; monitor and authorize expenditures in accordance with established guidelines to ensure the financial stability of the district; initiate requisitions for positions funded by special education.
- Perform related duties as assigned.

Regional Instruction Managers (RIM)

- Accountable for improving student achievement for all students with disabilities; plan, organize and coordinate the development and enhancement of assigned special education activities and functions to expand practices proven to raise student achievement.
- Work collaboratively with the Divisions of Curriculum and Instruction and School Support Services to develop effective instructional programs to meet the unique needs of individual students and Program Improvement schools in support of providing students access to high quality learning options to stay in school to achieve their personal best.
- Meet with district leaders, principals, families, teachers, other agencies and other personnel or groups to coordinate school improvement efforts, resolve issues and conflicts, share resources and ensure consistent implementation of effective practices district-wide; evaluate and enhance programs to align to district standards to improve student learning.
- Participate in the development of goals and objectives for assigned programs in support of educating students at a high level to achieve their personal best; make recommendations for changes and improvements; implement approved changes and monitor work activities to ensure compliance with applicable federal, State, and local laws, rules and regulations.
- Collect and prepare school improvement and achievement data and reports; work with site leadership to interpret and analyze data relative to program area; make timely recommendations for programmatic changes to provide students a variety of educational opportunities to learn at grade level and beyond; submit reports to the district and state departments as required.
- Monitor classroom instruction as required for school improvement with site administrators.
- Coordinate, prepare and conduct in-service training to families of students with disabilities and site staff to ensure understanding of programs provided; provide information, educate and advise school site staff on trends and legal issues; plan programs and coordinate curricular resources
and staff development in support of professional learning; develop innovation of special methods and approaches to educate students at a high level; organize and conduct meetings; serve on intra-district and State committees.
- Provide assistance with curriculum and behavior management; consult with and advise teachers, psychologists, and administrators regarding problem-solving techniques and other related concerns.
- Supervise and evaluate the performance of assigned staff on a regular basis and provide constructive feedback to improve staff effectiveness; provide for training and development of employees in support of professional learning.
- Develop and monitor budgets for assigned programs to ensure the appropriate allocation of resources and financial viability of the district.
- Chair IEP meetings and pre-expulsion hearings; schedule, review and discuss student progress; oversee differential assessment procedures.
- Coordinate and develop curriculum, testing procedures and class lists; ensure student enrollment in appropriate special education programs and services to assist students to stay in school on target to graduate.
- Facilitate visits and explain programs and inclusion to the families of special education students; provide liaison services between regular and special education programs.
- Perform related duties as assigned.

Analyst II, Business Operations

The Analyst II will complete the following in support of the Local Plan:

- Prepare and oversee the budgets and accounts of assigned department or programs to ensure the financial viability.
- Manage and oversee the ordering of equipment, materials and supplies for assigned areas.
- Identify, design, coordinate, plan and conduct staff in-service activities for assigned area.
- Collaborate with district leadership, principals and other district staff on issues and problems related to assigned area, and
- Assist with coordinating policies and procedures designed to promote and maintain collaborative relationships and understanding between the district, schools, families, and community.

3. Describe the SELPA’s regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

Pursuant to Education Code (EC) 56195, Fresno Unified School District (FUSD) meets size and scope requirements to operate as a single district special education local plan area (SELPA). The Fresno Unified Board of Education elects to operate as a single-district SELPA, and as such, it is the governing body of this Local Plan, and is solely responsible for the development and adoption of policies governing this Local Plan for Special Education.
Pursuant to EC 56195.3(c)(d), the FUSD SELPA shall submit the Local Plan to the Superintendent of Fresno County Superintendent of Schools (FCSS) and shall cooperate with FCSS to ensure that the Local Plan is compatible with other local plans in the county and any county plan of a contiguous county.

The Fresno Unified Board of Education has authority over the programs it directly maintains. (EC Section 56195-5)

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

This Local Plan is reviewed by the Fresno County Superintendent of Schools for compatibility with other local plans and approved by the State Board of Education.

The Fresno Unified SELPA ensures a full continuum of services are available and has determined that:

- Service options, as appropriate to the student’s needs, are available at local neighborhood schools
- The majority of special education programs, to the maximum extent appropriate to student’s needs, are provided on regular school campuses and located throughout the SELPA
- When a scarcity of population or other factors prevent the Fresno Unified SELPA from directly providing a required service for its students, the service may be provided by the county office, a school in a nearby SELPA or by a provider outlined in the SELPA Service Plan.

5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

The Governing Board believes that charter schools provide new opportunity to implement school-level reform and to support innovations which provide student learning. These schools shall operate under the provisions of their charters, federal laws, specified state laws, and general oversight of the Board. Approval of a new charter school or renewal of an existing charter school is the responsibility of the Governing Board of the district.

FUSD provides special education services to students with disabilities who are enrolled in district authorized charter schools that are part of the SELPA. District BP 0420.4 specifies that charter schools within its jurisdiction do not discriminate against students with disabilities. The district follows all provisions of California Education Code Sections 56206, 56145 and 56146, as well as guidance from the December 27, 2017 Official Letter regarding Enrollment of Students with Disabilities in Charter Schools.
6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

The Fresno Unified SELPA has established a Community Advisory Committee (CAC) for special education. The Fresno Unified CAC is comprised of parents of students with disabilities enrolled in public or non-public schools within the Fresno Unified SELPA. CAC may include students and adults with disabilities, general education teachers, special education providers, other school personnel within the Fresno Unified SELPA, and community stakeholders.

The Fresno Unified CAC bylaws state the purpose of the organization, officers of the committee, standing committees, composition, terms of representation and appointment, attendance and dismissal, CAC meetings and bylaw amendment process; CAC procedures are outlined in the CAC bylaws.

The CAC shall act in an advisory capacity. The recommendations of the CAC shall be directed to the Executive Director and the District Superintendent, if needed. The responsibility for action on any recommendations shall rest with the CAC Executive Committee. The Executive Director shall provide each CAC member with a copy of the currently-approved Local Plan and shall continue to provide each CAC member with a copy of any proposed amendments or revisions to the currently-approved Local Plan.

The responsibilities of the CAC shall include but not limited to:

- Advise the policy and administrative entity of the Fresno Unified SELPA regarding the development, amendment, and review the Local Plan. The entity shall review and discuss comments from the CAC.
- Facilitate parent training on special education programs, and issues as identified by members.
- Encourage community involvement in school sites.
- Support district-wide and site activities on behalf of students with disabilities.
- Assist in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the Local Plan.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

The description of the governance and administration of the Local Plan and the policymaking process shall be consistent with subdivision (f) of Section 56001, subdivision (a) of Section 56195.3 and Section 56195.9, and shall reflect a schedule of regular consultations regarding policy and budget development with representatives of special education and regular education teachers and administrators selected by the groups they represent and parent members of the community advisory committee established pursuant to Article 7 (commencing with Section 56190) of Chapter 2.
The Local Plan, including the approval process of the Annual Service Plan and Annual Budget Plan and any modifications to them, shall be developed and updated cooperatively by a committee of representatives of special and regular teachers and administrators, and representatives of charter schools selected by the groups they represent and with participation by parent members of the Community Advisory Committee, or parents selected by the Community Advisory Committee to ensure adequate and effective participation and communication.

Local Plans submitted to and approved by the CDE need to be amended when there is a change in federal or state laws or regulations, there is a new interpretation by the courts, there is an official finding of noncompliance with federal or state law or regulation or there is a change to the governance structure, membership or policy making process of the SELPA. However, a SELPA may choose to amend the Local Plan any time a change is deemed necessary.

Changes or amendments to the permanent portion of the Local Plan may be considered during the Annual Service and Budget Plan process. Amendments approved in this manner shall become permanent upon subsequent approval by the District Superintendent, the FCSS, and the State Board of Education. Fresno Unified SELPA may adopt a policy that specifies that amendments to the permanent portion of the Local Plan may be adopted on an interim basis for a fixed period of time not to exceed one year.

The Executive Director is responsible for providing each CAC member with a copy of any proposed amendments or revisions to the currently-approved Local Plan.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

As a single district SELPA, the district is the Responsible Local Agency (RLA). The Board is the governing board of the RLA. The responsibilities of the RLA include the following:

- Receipt and allocation of regionalized services, funds, and the provision of administrative support.
- Employment and evaluation of the SELPA staff using district-adopted employment and evaluation procedures. It shall be the responsibility of the Superintendent to evaluate the Executive Director.
- Implement policies and procedures for special education programs and services provided in the SELPA, according to the Local Plan and the Board’s direction. Such policies and procedures shall include, but not be limited to, all areas specified in applicable sections of the Education Code.

Upon the recommendation of the Superintendent, the Board, as the governing board of the RLA, is responsible for approval of the annual service and budget plans. The development of the annual service and budget plans shall coincide with the district budget process.
9. Describe the contractual agreements and the SELPA’s system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

As a single-district SELPA, FUSD is responsible for the education of all students with disabilities, including students in charter schools that are members of the SELPA, residing within the geographical area of the district.

10. For multi-LEA local plans, specify:

   a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

   As a single-district SELPA, FUSD is responsible for the policymaking process. Collaboration between the Fresno County Superintendent of Schools and the other SELPAs emphasizes consistent practices throughout the county.

   b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

   N/A

   c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

   N/A

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

   a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

   FUSD is responsible for the hiring, supervision, evaluation, and discipline of the Executive Director and staff employed by the district in support of the plan.

   The Assistant Superintendent of Special Education shall be responsible for the selection, direction, monitoring, discipline, and annual evaluation of the Executive Director; the Assistant Superintendent shall be assisted in the hiring and selection process by the district. It is understood that this includes responsibility for any allegations of violations arising under the federal and state equal employment law.
The Executive Director is subject to the Responsible Local Agency’s policies and procedures for day-to-day operations, but receives direction from, and is responsible to the Assistant Superintendent.

**SELPA Staff**

The Assistant Superintendent shall be responsible for designating the staff to support the functioning of the district SELPA. In reviewing and approving the SELPA budgets on an annual basis, the Assistant Superintendent designates the staffing for the SELPA office upon recommendation of the Executive Director.

SELPA staff shall be employed by the Responsible Local Agency and supervised by the Executive Director according to the Responsible Local Agency's policy and practices. The Executive Director shall use a selection process that is in accordance with the law and personnel policies of the Responsible Local Agency and in support of the Local Plan.

FUSD is a single-district SELPA and is therefore governed by the FUSD Board of Education. All district staff are recruited and hired under the district policies and contractual agreements.

Superintendent: Participates in the selection process for the Department of Special Education administration and makes hiring recommendations to the Governing Board where applicable.

Chief Academic Officer: Maintains supervisory authority over the Assistant Superintendent, Special Education.

Assistant Superintendent, Special Education: In conjunction with the Human Resources Department, the Assistant Superintendent shall use an employee selection system comprised of an interview panel that includes representation from district administration, certificated and classified staff, special education staff, community members, and parents as appropriate. The Assistant Superintendent shall assign, supervise, and evaluate special education staff, as needed.

Executive Director: Supervises special education and school psychological services staff including secretarial and operations staff. The Executive Director oversees the Local Plan and assists in recruiting, selecting and recommending for hire special education personnel and school psychologists. The Executive Director is also responsible for the following duties:

- Prepare the regional special education plan and State, Federal and Local reports as required.
- Monitor compliance with Federal and State laws and regulations.
- Prepare and submit State waiver requests that are needed to allow for the provision of appropriate programs and services to students with disabilities residing within the SELPA.
- Coordinate services to students with disabilities and to other local public agencies through the development of procedural handbooks, negotiation of agreements, understandings, and ongoing dialogue.
- Develop and implement a plan for providing development opportunities for staff, parents, the Community Advisory Committee, and others.
- Collect, process and report program, personnel and fiscal data related to the State evaluation of special education as specified in accordance with State and Federal laws and regulations.

Program Managers: Supports the Regional Instruction Managers, individuals contracted to provide specialized services, on-site administrator with special education teacher evaluations, and assists in recruiting, selecting, and recommending for hire special education personnel.

Regional Instruction Managers: Recruits, selects, and recommends eligible special education candidates for hiring. Participates in the evaluation of special education personnel. Develops improvement plans, memos of concern, and letters of reprimand when necessary. Provides direct instructional program support.

b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

The annual budget plan and the annual service plan for the district are developed annually by the Executive Director and reviewed by the CAC for approval by Assistant Superintendent, Fiscal Department, District Superintendent, and the Governing Board. All policies implemented in the single-district SELPA are developed consistent with the district special education policies and procedures.

Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

- For the costs of special education, related services, supplementary aides and services provided in a general education class or other education-related setting, to a child with a disability in accordance with the IEP for the child, even if one or more non-disabled children benefit from these services.
- To develop and implement a fully integrated and coordinated services system.

Supplementation of State and Federal Funds:

The Assistant Superintendent or designee shall ensure that the IDEA Part B funds shall be expended according to the state and federal guidelines. Such funds will be used to supplement and not to supplant state, local and other federal funds.

c. The operation of special education programs:

Special Education programs serve students with disabilities who meet the criteria of Education Code 56026 which refers to Section 1401(3)(a) of Title 20 of United States Code to further define, "child with a disability," as a child with: Intellectual disabilities, hearing impairments, speech or language impairments, visual impairments, serious emotional disturbance, orthopedic
impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities who, by reason thereof, needs special education and related services, including children and students who have been suspended, expelled, or placed by the district in a nonpublic, nonsectarian school.

The Executive Director shall maintain regular communication with the Special Education Management Team regarding the continuum of services for students with disabilities. The communication shall include:

- Review information provided at the monthly State SELPA meetings.
- Discuss and review any necessary changes in development or implementation of special education services based upon information from State SELPA and CAC meetings, district programming based on student needs, new legislation, regulations, and/or guidelines.
- Discuss and recommend any necessary changes in district special education policies and procedures.
- Make recommendations for services and programming to the Executive Director.
- Prepare the initial draft of annual service and budget plans.

In addition, the Executive Director will collaborate with the Special Education Management Team in making recommendations to the Assistant Superintendent regarding the number, type, and location of special education classes, programs and services based upon (a) the service limits and proportions established by the State, and (b) the number of students with special education needs. The SELPA will ensure that special day class programs are geographically distributed within the district, so that students may be placed in an appropriate special day class and assure equal access of all students to special education programs and services that will provide each student with an appropriate education as required by law.

This includes meeting the Augmentative and Alternative Communication (AAC) needs of students as recommended by the Speech Language Pathologist and/or the IEP Team. This may also include meeting the Assistive Technology needs of students as recommended by the appropriate specialist and/or the IEP Team.

The district shall be responsible for administering Low Incidence Disability services and programs for individuals ages 0-21 with solely visual, hearing, and severe orthopedic impairments and any combination thereof as outlined by Education Code 56026.5.

The Child Find process, in accordance with EDC 56301(c)(1) will be implemented to locate, identify, and access all children with disabilities residing within the district as early as possible to determine if special education and related services are required. Per Section1412(a)(3) of Title 20 of USC, All children with disabilities residing in the state, including children with disabilities who are homeless or wards of the State and children with disabilities attending private schools, regardless of their severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special
education and related services.

Procedural safeguards, in accordance with (IDEA) state parents or guardians of children ages 3-21 and students aged 18 and over have the right to refer their child or self to special education services. This includes initiating assessment or IEP request.

In alignment with recommendations from Council of the Great City Schools and a districtwide Multi-Tiered System of Supports (MTSS), and principles of Universal Design for Learning, eligible students with disabilities shall be referred for special education instruction and services within regions of residence in order to provide a continuum of services as close to a student’s home school as possible only after the resources of the regular education program have been considered, and where appropriate are utilized.

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

The Assistant Superintendent or designee shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process. Funds allocated for special education programs shall be used for services for students with exceptional needs. Expenditure report created and submitted are available for public review.

The Executive Director is responsible for developing and maintaining the Annual Budget Plan in accordance with the Local Plan and district policies and procedures. Such duties shall include:

- Review and submit the Annual Budget Plan prior to the required CAC public hearing and approval by the Board.
- As necessary, review and recommend revisions to the Annual Budget Plan during the fiscal year.
- Receive and/or provide updates on local, regional, state, and federal special education financial or budgetary matters.
- Discuss and submit the financial implications of potential significant changes to special education services or other services that may financially impact the district.
- Discuss and submit the financial implications of potential significant changes planned or implemented by the district and/or other entities.
- Discuss and submit any necessary changes district budget policies and procedures and make recommendations to the Assistant Superintendent.
12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments:

**Special Equipment/Technology Needs Unrelated to Low Incidence**

IEP Teams that identify students requiring specific technology tools to meet their communication/social needs or provide appropriate access to their adopted curriculum, will create an implementation plan and goals. This will be discussed with their designated RIM and Manager III for details and budget procurement.

In addition to providing additional technology needs and assistance, low incidence funds provided by the State allow for the purchase of specialized books, materials, and equipment are necessary due to the adverse educational impact of a low incidence disability on access to instruction and learning. Low incidence funding is intended to supplement and not supplant other available funding for books, equipment, and materials. The Executive Director is responsible for ensuring that all eligibility requirements are met prior to approving any expenditure of these funds.

**Eligibility**

The recommendation for the use of Low Incidence equipment is an Individual Education Plan (IEP) team determination made only after an assessment has been completed and during an IEP team meeting. It is not a unilateral decision made by a parent, classroom teacher or other related service provider such as a Speech and Language Pathologist, Occupational Therapist, Physical Therapist or Assistive Technology Specialist. Low incidence categories for special education are as follows:

- Orthopedic Impairment (270)
- Visual Impairment (250)
- Hearing Impairment
- Deaf (230)
- Hard of Hearing (220)
- Deaf/Blind (300)

Any combination of the above, Multiple Disability (310) in which one of the above-mentioned disabilities must be included.

**Transfer of Special Education Student Equipment/Supplies Form**

The district has adopted an administrative procedure regarding the transfer of special education student equipment/supplies. As students with low incidence disabilities move from class to class and/or school to school, it is essential that the student’s personalized equipment/supplies are transferred with him/her.
As need arises for the transfer of Special Education Student Equipment/Supplies, the IEP Case Manager shall complete and process the Transfer of Special Education Student Equipment Supplies Form. Upon receipt of the completed form, the Special Education Program Manager will contact the Site Case manager (teacher/speech therapist) and confirm the equipment/supplies, the transfer date and the person responsible for the transfer.

The Program Manager will communicate with the receiving school and the Case Manager. The Program Manager will secure appropriate signatures, inventory the equipment on the computer, and make a record in the student’s Special Education file.

Pursuant to EC sections 56122 and 56205 (a) the district ensures conformity with 20 USC and in accordance with 34 CFR Section 300.201 and has in effect policies, procedures, and programs.

Policies, Procedures, and Programs

Pursuant to EC sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 United States Code (USC) and in accordance with Title 34 Code of Federal Regulations (CFR) Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether or not, each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA’s policy for the given area. In all cases, provide the SELPA policy and procedure numbers; the document title; and the physical location where the policy can be found.

1. Free Appropriate Public Education: 20 USC Section 1412(a)(1)

Policy/Procedure Number: BP/AR 0430

Document Title: Comprehensive Local Plan for Special Education

Document Location: FUSD Board Policies Website

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

2. Full Educational Opportunity: 20 USC Section 1412(a)(2)

Policy/Procedure Number: BP/AR 6159
Section B: Governance and Administration

SELPA Fresno Unified School District Fiscal Year 2021-22

Document Title: Individualized Education Program
Document Location: FUSD Board Policies Website

“It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children.” The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

3. Child Find: 20 USC Section 1412(a)(3)

Policy/Procedure Number: BP/AR 6164.4
Document Title: Identification Of Individuals For Special Education
Document Location: FUSD Board Policies Website

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): 20 USC Section 1412(a)(4)

Policy/Procedure Number: BP/AR 6159
Document Title: Individualized Education Program
Document Location: FUSD Board Policies Website

“It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student’s progress and make appropriate revisions.” The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No
Section B: Governance and Administration

SELPA  Fresno Unified School District          Fiscal Year  2021-22

5. Least Restrictive Environment: USC Section 1412(a)(5)

<table>
<thead>
<tr>
<th>Policy/Procedure Number:</th>
<th>BP/AR 6159</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Title:</td>
<td>Individualized Education Program</td>
</tr>
<tr>
<td>Document Location:</td>
<td>FUSD Board Policies Website</td>
</tr>
</tbody>
</table>

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

6. Procedural Safeguards: 20 USC Section 1412(a)(6)

<table>
<thead>
<tr>
<th>Policy/Procedure Number:</th>
<th>BP/AR 6159.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Title:</td>
<td>Procedural Safeguards And Complaints For Special Education</td>
</tr>
<tr>
<td>Document Location:</td>
<td>FUSD Board Policies Website</td>
</tr>
</tbody>
</table>

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

7. Evaluation: 20 USC Section 1412(a)(7)

<table>
<thead>
<tr>
<th>Policy/Procedure Number:</th>
<th>BP/AR 6164.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Title:</td>
<td>Identification Of Individuals For Special Education</td>
</tr>
<tr>
<td>Document Location:</td>
<td>FUSD Board Policies Website</td>
</tr>
</tbody>
</table>

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:
8. Confidentiality: 20 USC Section 1412(a)(8)

Policy/Procedure Number: BP/AR 5022; BP/AR 5125
Document Title: Student And Family Privacy Rights; Student Records
Document Location: FUSD Board Policies Website

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

9. Part C to Part B Transition: 20 USC Section 1412(a)(9)

Policy/Procedure Number: BP/AR 6159; Special Education Procedure Manual, Section 5.10.E
Document Title: Individualized Education Program; Services for Preschool Children with Disabilities
Document Location: FUSD Board Policies and Department of Special Education Websites

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

10. Private Schools: 20 USC Section 1412(a)(10)

Policy/Procedure Number: BP/AR 6164.41
Document Title: Children With Disabilities Enrolled By Their Parents In Private School
Document Location: FUSD Board Policies Website

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their
parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

11. Local Compliance Assurances: 20 USC Section 1412(a)(11)

| Policy/Procedure Number: | BP/AR 0430; BP/AR 6164.6 |
| Document Title: | Comprehensive Local Plan for Special Education; Section 504 of the Rehabilitation Act of 1973 |
| Document Location: | FUSD Board Policies Website |

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and-regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California EC, Part 30." The policy is adopted by the SELPA as stated:

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

12. Interagency: 20 USC Section 1412(a)(12)

| Policy/Procedure Number: | BBP/AR 6159.2 |
| Document Title: | Nonpublic Nonsectarian School and Agency Services for Special Education |
| Document Location: | FUSD Board Policies Website |

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

13. Governance: 20 USC Section 1412(a)(13)

| Policy/Procedure Number: | BP/AR 0430 |

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"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

14. Personnel Qualifications

Policy/Procedure Number: BP 4111

Document Title: Recruitment And Selection

Document Location: FUSD Board Policies Website

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15)

Policy/Procedure Number: BP/AR 0430

Document Title: Comprehensive Local Plan for Special Education

Document Location: FUSD Board Policies Website

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

16. Participation in Assessments: 20 USC Section 1412(a)(16)
Section B: Governance and Administration

SELPA Fresno Unified School District Fiscal Year 2021-22

Policy/Procedure Number: BP/AR 6162.51
Document Title: State Academic Achievement Tests
Document Location: FUSD Board Policies Website

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17)

Policy/Procedure Number: BP/AR 3230
Document Title: Federal Grant Funds
Document Location: FUSD Board Policies Website

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

18. Maintenance of Effort: 20 USC Section 1412(a)(18)

Policy/Procedure Number: BP 3230
Document Title: Federal Grant Funds
Document Location: FUSD Board Policies Website

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

19. Public Participation: 20 USC Section 1412(a)(19)
Section B: Governance and Administration

SELPA  Fresno Unified School District  Fiscal Year  2021-22

Policy/Procedure Number:  BP 1100
Policy/Procedure Title:  Communication with the Public
Document Location:  FUSD Board Policies Website

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22)

Policy/Procedure Number:  BP/AR 5144; BP/AR 5144.1
Document Title:  Discipline; Suspension And Expulsion/Due Process
Document Location:  FUSD Board Policies Website

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No


Policy/Procedure Number:  BP/AR 6159
Document Title:  Individualized Education Program
Document Location:  FUSD Board Policies Website

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24)
Section B: Governance and Administration

SELPA: Fresno Unified School District
Fiscal Year: 2021-22

Policy/Procedure Number: BP 0410; BP 0415; BP/AR 6164.4

Document Title: Nondiscrimination In District Programs And Activities; Diversity, Equity and Inclusion; Identification Of Individuals With Exceptional Needs

Document Location: FUSD Board Policies Website

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No


Policy/Procedure Number: BP/AR 5141.21

Document Title: Administering Medication And Monitoring Health Conditions

Document Location: FUSD Board Policies Website

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

Administration of Regionalized Operations and Services

Pursuant to EC sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the direct instructional support provided by program specialists; and the respective roles of the RLA/ AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

1. Coordination of the SELPA and the implementation of the local plan:

   Reference Number: BP/AR 0430
   Document Title: Comprehensive Local Plan for Special Education
   Document Location: FUSD Board Policies Website

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In order to meet the needs of children with exceptional needs as completely as possible, the district maintains a single district Special Education Local Plan Area (SELPA). The local plan developed by the SELPA shall include, but not be limited to Education Code 56122, 56205, 56206.

2. Coordinated system of identification and assessment:

Reference Number: BP 6164.4
Document Title: Identification Of Individuals With Exceptional Needs
Document Location: FUSD Board Policies Website

Description:
The Superintendent or designee shall establish a comprehensive system that includes procedures for the identification, screening, referral, and regular and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the education and related services provided to such individuals.

3. Coordinated system of procedural safeguards:

Reference Number: BP 6159.1
Document Title: Procedural Safeguards And Complaints For Special Education
Document Location: FUSD Board Policies Website

Description:
The Governing Board desires to protect the rights of students with disabilities in accordance with the procedural safeguards set forth in state and federal law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation.

4. Coordinated system of staff development and parent and guardian education:

Reference Number: BP 0430; BP 4131
Document Title: Comprehensive Local Plan for Special Education; Staff Development
Document Location: FUSD Board Policies Website

Description:
In order to meet the needs of children with exceptional needs as completely as possible, the district maintains a single district SELPA. A
### Section B: Governance and Administration

**SELPA Fresno Unified School District**

**Description:**
Community Advisory Committee will be maintained to provide advice to the administration and program information for parents/guardians. The Governing Board recognizes that a competent well-trained staff is essential to carrying out its goals improving district educational programs; the Governing Board desires to involve all employees in activities that improve their skills and broaden their perceptions.

5. **Coordinated system of curriculum development and alignment with the core curriculum:**

<table>
<thead>
<tr>
<th>Reference Number:</th>
<th>BP 6141</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Title:</td>
<td>Curriculum Development And Design</td>
</tr>
<tr>
<td>Document Location:</td>
<td>FUSD Board Policies Website</td>
</tr>
</tbody>
</table>

**Description:**
The Board shall establish a review cycle for regularly evaluating the district’s curriculum in order to ensure continued alignment with state and district goals for student achievement. At a minimum, these reviews shall be conducted whenever the State Board of Education adopts new or revised content standards or the curriculum framework for a particular subject or when new law requires a change or addition to the curriculum.

6. **Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:**

<table>
<thead>
<tr>
<th>Reference Number:</th>
<th>BP 0460; BP 0500</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Title:</td>
<td>Local Control And Accountability Plan; Review and Evaluation</td>
</tr>
<tr>
<td>Document Location:</td>
<td>FUSD Board Policies Website</td>
</tr>
</tbody>
</table>

**Description:**
The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions and to facilitate continuous improvement of district practices. The Board shall regularly review the effectiveness of district programs, personnel, and fiscal operations, with a focus on the capacity to improve student achievement. The Board shall establish appropriate processes and measures to monitor results and to evaluate progress toward accomplishing the district’s vision and goals set forth in the local control and accountability plan.

7. **Coordinated system of data collection and management:**

CDE Form Version 2.0
### Section B: Governance and Administration

**SELPA** Fresno Unified School District  
**Fiscal Year** 2021-22

<table>
<thead>
<tr>
<th>Reference Number:</th>
<th>BP 0500</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Document Title:</strong></td>
<td>Review and Evaluation</td>
</tr>
<tr>
<td><strong>Document Location:</strong></td>
<td>FUSD Board Policies Website</td>
</tr>
<tr>
<td><strong>Description:</strong></td>
<td>The Governing Board recognizes its responsibility to ensure accountability to the public for the performance of the district and each district school. The Board shall regularly review the effectiveness of district programs, personnel, and fiscal operations, with a focus on the capacity to improve student achievement.</td>
</tr>
</tbody>
</table>

8. Coordination of interagency agreements:

<table>
<thead>
<tr>
<th>Reference Number:</th>
<th>BP 1400</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Document Title:</strong></td>
<td>Relations Between Other Governmental Agencies and The Schools</td>
</tr>
<tr>
<td><strong>Document Location:</strong></td>
<td>FUSD Board Policies Website</td>
</tr>
<tr>
<td><strong>Description:</strong></td>
<td>The Governing Board recognizes that agencies at all levels of government share its concern and responsibility for the health, safety and welfare of youth. The Superintendent or designee shall initiate and maintain good working relationships with representatives of these agencies in order to help district schools and students make use of the resources which governmental agencies can provide.</td>
</tr>
</tbody>
</table>

9. Coordination of services to medical facilities:

<table>
<thead>
<tr>
<th>Reference Number:</th>
<th>AR 6183</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Document Title:</strong></td>
<td>Home And Hospital Instruction</td>
</tr>
<tr>
<td><strong>Document Location:</strong></td>
<td>FUSD Board Policies Website</td>
</tr>
<tr>
<td><strong>Description:</strong></td>
<td>The Superintendent or designee may enter into an agreement to provide individual instruction to a district student who is in a hospital or other residential health facility located within the boundaries of another district.</td>
</tr>
</tbody>
</table>

10. Coordination of services to licensed children's institutions and foster family homes:

<table>
<thead>
<tr>
<th>Reference Number:</th>
<th>BP 6173.1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Document Title:</strong></td>
<td>Education of Foster Youth</td>
</tr>
</tbody>
</table>

CDE Form Version 2.0
### Section B: Governance and Administration

**SELPA**: Fresno Unified School District  
**Fiscal Year**: 2021-22

**Document Location**: FUSD Board Policies Website

**Description**: The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and administrative regulation. To that end, he/she shall designate a staff person as the district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.

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**11. Preparation and transmission of required special education local plan area reports:**

<table>
<thead>
<tr>
<th>Reference Number</th>
<th>BP/AR 0430</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Document Title</strong></td>
<td>Comprehensive Local Plan for Special Education</td>
</tr>
<tr>
<td><strong>Document Location</strong></td>
<td>FUSD Board Policies Website</td>
</tr>
</tbody>
</table>

**Description**: The local plan, annual budget plan, annual service plan shall be written in language that is understandable to the general public. They shall be adopted at a public hearing of the SELPA, for which notice of the hearing shall be posted in each school in the SELPA at least 15 days before the hearing. The Superintendent or designee shall post on the district's website the approved local plan, annual budget plan, annual service plan, and annual assurances support plan and any updates or revisions to the plans.

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**12. Fiscal and logistical support of the CAC:**

<table>
<thead>
<tr>
<th>Reference Number</th>
<th>BP 0430</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Document Title</strong></td>
<td>Comprehensive Local Plan for Special Education</td>
</tr>
<tr>
<td><strong>Document Location</strong></td>
<td>FUSD Board Policies Website</td>
</tr>
</tbody>
</table>

**Description**: A Community Advisory Committee will be maintained to provide advice to the administration and program information for parents/guardians.

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**13. Coordination of transportation services for individuals with exceptional needs:**

<table>
<thead>
<tr>
<th>Reference Number</th>
<th>BP 3541.2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Document Title</strong></td>
<td>Transportation For Students With Disabilities Or Handicaps</td>
</tr>
<tr>
<td><strong>Document Location</strong></td>
<td>FUSD Board Policies Website</td>
</tr>
</tbody>
</table>

**Description**: Transportation for students with disabilities shall be provided in
Section B: Governance and Administration

SELPA Fresno Unified School District Fiscal Year 2021-22

Description: accordance with a student's Individualized Education Program (IEP); the district will provide home to school IEP-related transportation for special education students.

14. Coordination of career and vocational education and transition services:

Reference Number: BP 6178; BP 6178.1
Document Title: Career Technical Education; Work-Based Learning
Document Location: FUSD Board Policies Website
Description: The Governing Board desires to provide a comprehensive career technical education program in the secondary grades which integrates core academic instruction with technical and occupational instruction in order to increase student achievement, graduation rates, and readiness for postsecondary education and employment.

15. Assurance of full educational opportunity:

Reference Number: BP 0410, BP/AR 6164.4
Document Title: Nondiscrimination In District Programs And Activities; Identification Of Individuals With Exceptional Needs
Document Location: FUSD Board Policies Website
Description: The Governing Board is committed to equal opportunity for all individuals in education. The District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, religion, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, marital status, medical information, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics in all District acts related to school activities, programs, practices, or school attendance within a school under the jurisdiction of the Superintendent. The Governing Board recognizes the need to actively seek out and evaluate district residents from birth through age 21 within the district who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

16. Fiscal administration and the allocation of state and federal funds pursuant to EC Section
Section B: Governance and Administration

SELPA Fresno Unified School District Fiscal Year 2021-22

56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Reference Number: BP 0430; Annual Budget Plan
Document Title: Comprehensive Local Plan for Special Education
Document Location: FUSD Board Policies Website
Description: The Governing Board recognizes its obligation to provide a free appropriate public education to all individuals with disabilities, aged 3 to 21 years, who reside in the district.

17. Direct instructional program support that maybe provided by program specialists in accordance with EC Section 56368:

Reference Number: SELPA Local Plan, Section B-2
Document Title: Regional Instruction Managers
Document Location: FUSD SPED Website
Description: Accountable for improving student achievement for all students with disabilities; plan, organize, and coordinate the development and enhancement of assigned special education activities and functions to expand practices proven to raise student achievement.

Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Reference Number: FUSD SPED Policy and Procedures Manual, Section 5.3
Document Title: Early Education Program Description
Document Location: FUSD SPED Website
Description: Early Intervention Services are available for eligible infants and toddlers from birth up to three years of age, who have disabilities or who are at risk of having disabilities, and for whom a need for early-intervention services is documented by means of assessment and evaluation. Early Start Programs shall include, as program options, home-based services and group services. Home-based and group services will be provided.
through a multi-disciplinary team consisting of the parent and a group of professionals from various disciplines.

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

<table>
<thead>
<tr>
<th>Reference Number:</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Title:</td>
<td>FUSD Board of Education; FUSD Department of SPED</td>
</tr>
<tr>
<td>Document Location:</td>
<td><a href="https://board.fresnounified.org">https://board.fresnounified.org</a>; <a href="https://sped.fresnounified.org">https://sped.fresnounified.org</a></td>
</tr>
<tr>
<td>Description:</td>
<td>Members of the public, including parents/guardians of students with disabilities, may address questions or concerns to the Governing Board at regularly-scheduled board meetings or at the CAC meetings. In addition, they may address questions or concerns to the FUSD Department of Special Education by phone, letter, or by scheduling an appointment.</td>
</tr>
</tbody>
</table>

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

<table>
<thead>
<tr>
<th>Reference Number:</th>
<th>AR 6159.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Title:</td>
<td>Procedural Safeguards And Complaints For Special Education</td>
</tr>
<tr>
<td>Document Location:</td>
<td>FUSD Board Policies Website</td>
</tr>
<tr>
<td>Description:</td>
<td>The District ensures all procedural safeguards are available to resolve disputes, including compliance complaints, resolution sessions, mediation, and due process procedures.</td>
</tr>
</tbody>
</table>

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

<table>
<thead>
<tr>
<th>Reference Number:</th>
<th>BP/AR 6164.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Title:</td>
<td>Identification Of Individuals With Exceptional Needs</td>
</tr>
<tr>
<td>Document Location:</td>
<td>FUSD Board Policies Website</td>
</tr>
<tr>
<td>Description:</td>
<td>A student shall be referred for special educational instruction and</td>
</tr>
</tbody>
</table>
Section B: Governance and Administration

SELPA Fresno Unified School District  Fiscal Year 2021-22

Description:
services only after the resources of the regular education program have been considered and used where appropriate. All referrals from school staff shall include a brief reason for the referral and describe the regular program resources that were considered and/or modified for use with the student, and their effect.

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Reference Number: BP/AR 6159.2
Document Title: Nonpublic Nonsectarian School And Agency Services For Special Education
Document Location: FUSD Board Policies Website

Every master contract with a nonpublic, nonsectarian school or agency shall be made on forms provided by the California Department of Education and shall include an individual services agreement negotiated for each student. The master contract shall include a description of the process to be utilized by the district to oversee and evaluate placements in nonpublic, nonsectarian schools. This description shall include a method for evaluating whether each student is making appropriate educational progress.

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in EC 56026(c)(4)) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (EC Section 56040)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (EC Section 56041)
<table>
<thead>
<tr>
<th>SELPA</th>
<th>Fresno Unified School District</th>
<th>Fiscal Year</th>
<th>2021-22</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Reference Number:</th>
<th>FCSS Adults in Correctional Facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Title:</td>
<td>Policy and Procedure</td>
</tr>
<tr>
<td>Document Location:</td>
<td>FCSS and FUSD SELPA Offices</td>
</tr>
<tr>
<td>Description:</td>
<td>Process for providing FAPE to eligible adults incarcerated in a county jail.</td>
</tr>
</tbody>
</table>