



# Fresno Unified School District

DEPARTMENT OF SPECIAL EDUCATION  
AND HEALTH SERVICES

Strategic Plan

**Department of Special Education**  
**and Health Services Strategic**  
**Plan**

**Background and Introduction**

Fresno Unified School District's Superintendent and Board of Education requested that the Council of the Great City Schools review the district's services to students with disabilities and provide recommendations to narrow the achievement gap between these students and their nondisabled peers and improve special education and related services. The report was designed to help Fresno Unified School District (FUSD) achieve its goals and maximize the district's capacity to educate all students effectively.

To conduct its work, the Council assembled a team of experts who have successfully administered and operated Special Education programs in other major urban school districts across the country. These individuals also have firsthand expertise with the Individuals with Disabilities Education Act (IDEA) and are well versed in best practices in the administration and operation of Special Education programming nationwide. The Council's Strategic Support Team visited the district on February 13-17, 2018. During this period, the team conducted interviews and held focus groups with more than 150 district staff members, parent and guardians, Fresno Teachers Association (FTA) and California School Employees Association (CSEA) representatives, and many others. In addition, the team reviewed numerous documents and reports, analyzed data, and developed initial recommendations and proposals before finalizing the report. This approach to providing technical assistance to urban school districts by using senior managers from other urban school systems is unique to the Council and its members.

The Council of the Great City Schools and its member districts stand ready to continue to help the Fresno Unified School District and its children moving forward. The public should know that it will take time to plan for and implement the many proposals that are contained in the report. Many recommendations can be implemented in the short term while long term objectives may take several years. But the public should also know that the school system has the expertise and determination to carry through on its commitments to students with disabilities and improve a program that already has many positive features.

The District's vision for students with disabilities is that they are successful throughout their school years and that they graduate with the widest array of post-secondary and career options. The Department of Special Education is dedicated to supporting, guiding, and directing district and school leaders, teachers, and parents to ensure a coherent system is built around inclusive practices, equity and access to programs, and ultimately academic success.

## Action Plan

A detailed Action Plan has been developed in order to ensure fidelity of implementation over time. The plan is organized into the five sections outlined below along with the 14 recommendations addressed in alignment to the summer 2018 report provided by Council of the Great City Schools. Subsequent pages describe detailed actions for each recommendation along with the metrics/milestones to measure progress and personnel responsible for implementation.

### Driver 1

#### Multi-Tiered System of Supports

A Multi-Tiered System of Supports (MTSS) is an evidence-based framework for improving educational outcomes for all students. The framework focuses on prevention and early identification of students who may benefit from academic, behavior and social emotional interventions. These interventions are intended to remove barriers to learning or identify students who might benefit from acceleration.

#### Council of the Great City Schools Recommendations

**1. Systemwide MTSS Framework, Implementation Plan, and Oversight**

Expedite completion of the district's draft MTSS framework and supporting documents to ensure they are available for feedback and use in professional learning. This work needs to reflect a sense of urgency among stakeholders in order to improve educational outcomes for all students. Support this effort with a board policy on MTSS, reinforcing its importance, purpose and how instructional strategies and activities fit within the overall framework.

**Driver 2**  
**Demographic and Outcome Data**

The section describes the district's practices related to special education referrals, evaluations, and determinations of need. It also describes how the district will use the data to develop, implement, and evaluate district services. The district will provide structure and procedures on the use of data at the district and school levels.

**Council of the Great City Schools Recommendations**

**2. Special Education Eligibility**

Strengthen the consistency and appropriateness of referrals, assessments, and eligibility decisions in special education.

**3. Achievement Data for Students with Disabilities**

With a multi-disciplinary team of instructional division leaders, including principals, to the extent feasible, review current data and compare to future data of the district on outcomes based on State Performance Plans (SPP) indicators; TUDA/NAEP reading/math scores; statewide assessment participation, chronic absences, suspension/expulsion rates; graduation/dropout rates and graduation criteria for students taking alternative assessments.

**4. Educational Setting Demographics**

With a multi-disciplinary team of instructional leaders, including staff from English learner services, prevention/intervention, African American student achievement, and principals, review current data and compare to future data of the district for young children with Individual Education Plans (IEP) in regular preschool; disproportionate restrictive placements; disproportionate enrollment of students with IEPs and Special Day Class (SDC) placement across the district and regions.

**Driver 3  
Instruction and Supports**

FUSD is committed to improving access to the Guaranteed Viable Curriculum (GVC), high quality instruction, universally designed supports with high expectations in the least restrictive environment for all students with disabilities. The district is moving toward an inclusive framework, where a clear plan for Assistive Technology, Transition Planning, and family involvement will be embedded.

**Council of the Great City Schools Recommendations**

**5. Increase Access to Inclusive and Provision of High-Quality Education**

As part of the district's movement toward an MTSS framework, embed increasing designs/supports for and activities to promote more inclusive educational settings and high-quality instruction for students with disabilities. Incorporate effective first teaching principles to ensure that the district's instructional and behavioral strategies apply to a broader group of students than those with disabilities.

**6. Assistive Technology and Augmentative and Alternative Communication (AT/AAC)**

Further develop and improve services for students who benefit from assistive technology and augmentative and alternative communication.

**7. Secondary Transition Activities and Services**

Build upon the district's many secondary transition programs to improve supports for transitions, planning activities, and broader awareness to parents and students.

**8. Parent Support and Engagement**

Improve parent support, communications, and engagement.

## Driver 4 Organizational Supports

It is necessary for FUSD to have practices and organizational structures in place to realize the goals, beliefs and commitments for all students, including those with disabilities.

### Council of the Great City Schools Recommendations

#### **9. Organization and Collaboration of Central Office Personnel**

Maximize interdepartmental collaboration between instructional division leaders and their respective staffs in order to leverage their collective resources.

#### **10. Special Education Organization**

Organize the special education department to better support its vision, mission, commitments and assistance to schools.

Post the department's vision, mission and commitments prominently on the special education webpage. Frequently refer to this information as a way of focusing activities, benchmarking progress and staying on-task.

#### **11. Student Personnel Ratios**

Ensure that personnel who support students with disabilities are employed in sufficient numbers to meet student needs. Review staffing ratios on a regular basis with special education staff, instructional superintendents and finance. Ensure that adequate numbers of special education and related services personnel are at each school to carry out their expected responsibilities.

#### **12. School based Administration of Special Education**

Support Principals in their efforts to lead and administer the operation of special education at their sites. Support case managers with respect to compliant and timely Individual Education Plan (IEP) meetings. Establish a process to review caseloads of teachers and service providers to ensure compliance and IEP service levels are met.

**Driver 5  
Compliance and Accountability**

Develop a consistent and transparent system to address and monitor parent complaints, mediation and IEP compliance with continuous feedback in a timely manner

**Council of the Great City Schools Recommendation**

**13. Compliance Support and Fiscal Issues**

Improve compliance measures regularly and implement procedures to address parent complaints in a proactive and timely manner, including transportation concerns that have remained an issue over time. Comprehensively analyze legal and compliance practices and make necessary adjustments for improvement. Address issues with Medi-Cal reimbursement processes and outcomes.

**14. Accountability-Planning and improving processes**

Include relevant special education data in all regular reporting cycles in an easily accessible manner. Align all plans to include common language, common understandings, and sufficient inclusion of students with disabilities.

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## Implementation Plan

Progress Updated November 2020

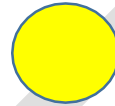
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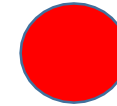
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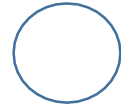
In Progress



Needs Attention



Behind Schedule



Not Started

### Driver 1





#### Multi -Tiered System of Supports





#### CGCS Recommendation 1:

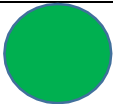
#### Systemwide MTSS framework, implementation plan, and oversight

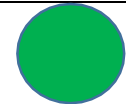
What?	How?	Metric/Milestone	Progress	Owners
1. Systemwide Multi-Tiered System of Supports (MTSS) framework	Expedite completion of district's draft of Multi-Tiered System of Supports (MTSS) framework and supporting documents. Ensure the needs of students with disabilities are represented in the MTSS framework and supporting documents.	Annually, review and possibly revise the district MTSS plan, implementation rubric, and supporting documents to ensure measures of success include outcomes for students with disabilities.		<ul style="list-style-type: none"> <li>SPED Leadership Team</li> <li>MTSS Leadership Team</li> </ul>
	Develop board policy on Multi-Tiered Systems of Support (MTSS). Ensure the needs of students with disabilities are represented in the MTSS board policy.	August 2020 finalize draft policy on MTSS that includes the needs of students with disabilities.		
		October 2020, Board approval of policy.		



1a. District, Regional, and School Leadership Teams	Review MTSS leadership teams at the district, regional, and school levels, with respect to composition, purpose, and effectiveness.	Annually, district, regional, and school level teams will use the teaming structures rubric for Instructional Leadership Team (ILT), Climate and Culture Team (CCT), Professional Learning Communities (PLC), Targeted Support Team (TST), and Student Success Team (SST) to determine baseline data with respect to composition, purpose, and effectiveness ensuring that Special Education is represented on each team.		<ul style="list-style-type: none"> <li>• SPED Leadership Team</li> <li>• MTSS Leadership Team</li> </ul>
		Annually, teams will develop a cycle of continuous improvement timeline and action plan for effectiveness of MTSS site structures are meeting the needs of students with disabilities.		
		June 2022, all district, regional, and school level teaming structures will function at sustainability level per the rubric.		
1b. Implementation Plan	Conduct a review and possibly revise Special Education current documents to ensure their alignment with the MTSS framework and MTSS 5-year implementation plan.	Annually, review and possibly revise Special Education documents to ensure alignment with MTSS framework and MTSS 5-year implementation plan that includes: <ul style="list-style-type: none"> <li>• Guidance that includes Universal Design for Learning (UDL), focus on literacy, scaffolding,</li> </ul>		<ul style="list-style-type: none"> <li>• SPED Leadership Team</li> <li>• MTSS Leadership Team</li> </ul>

		<p>tiered interventions, and PBIS</p> <ul style="list-style-type: none"> <li>• School walkthroughs to identify trends, strengths, and action items</li> <li>• Differentiated assistance to sites</li> <li>• Identification of exemplary implementation models for observations and job embedded coaching</li> </ul>		
1c. Differentiated Professional Learning	Provide differentiated professional learning consistent with the MTSS framework, implementation plan, and expectations, targeted on each critical audience to ensure common language and understanding of tiered level of instruction within the MTSS framework.	Annually, Special Education professional learning will be aligned with the MTSS framework.		<ul style="list-style-type: none"> <li>• SPED Leadership Team</li> <li>• SPED Curriculum/Instruction/Professional Learning (CIPL) Team</li> </ul>
		Annually, review and revise professional learning based on data from surveys.		
1d. Data Analysis and Reports	Collaborate with equity and access to incorporate data collection reports with indicators that would be useful to determining schools use of MTSS practices and the relationship to student achievement.	Quarterly, in collaboration with Equity and Access ensure that reports reflect student achievement of students with disabilities.		<ul style="list-style-type: none"> <li>• SPED Leadership Team</li> <li>• Equity and Access Department</li> <li>• MTSS Leadership Team</li> </ul>
1e. Monitoring and Accountability	Evaluate the implementation, effectiveness, and results of MTSS in relationship to student achievement for students with disabilities.	Monthly, Principals collaborate with the Regional Instructional Managers (RIM) to review site Special Education achievement data in alignment to MTSS implementation and develop action plan based on that data.		<ul style="list-style-type: none"> <li>• SPED Leadership Team</li> <li>• Principals</li> <li>• RIMs</li> </ul>

		Quarterly, SPED Leadership Team will review district wide Special Education achievement data in alignment to MTSS implementation and develop action plan based on that data.		
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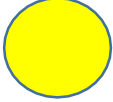



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**Driver 2**


**Demographic and Outcome Data**

**CGCS Recommendation 2**

**Disability, Demographics, Referral, and Identification of Disability**

What?	How?	Metric/Milestone	Progress	Owners
2a. Data Review	Utilize a multi-disciplinary team to review and analyze Special Education disability rate data by region, by sites and by student subgroups.	March 2020, ensure that Special Education representation on identified multi-disciplinary team within existing structures.		<ul style="list-style-type: none"> <li>• SPED Leadership Team</li> <li>• Equity and Access Department</li> <li>• RIMs</li> </ul>
		May 2020, using Power BI, multi-disciplinary team identifies targeted areas for action and determines timelines.		
		August 2020, at Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools assigned Regional Instructional Manager (RIM) will participate and collaborate on specific Special Education targeted areas.		
2b. Implementation Plan	Based on multi-disciplinary team data analysis of 2a, modify as needed the MTSS implementation plan to include activities designed to address disproportionality, cultural awareness, and other identified issues.	August 2020, take identified targeted areas and root cause to develop an implementation plan relevant to students with disabilities.		<ul style="list-style-type: none"> <li>• SPED Leadership Team</li> <li>• MTSS Leadership Team</li> </ul>
2c. Written Expectations	For areas identified by multi-disciplinary team as problematic areas, review implementation, and revise district guidance on first instruction, interventions, and progress monitoring; and modify process for providing student assistance prior to Special Education	August 2020, clear district wide communication of implementation plan and expectations for plan implementation, that includes timelines for ongoing reviewing and revising of data to assist		<ul style="list-style-type: none"> <li>• SPED Leadership Team</li> <li>• MTSS Leadership Team</li> <li>• Department of Prevention and Intervention (DPI)</li> </ul>



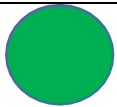
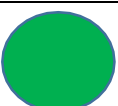
	referrals leading to assessments and eligibility.	students prior to Special Education.		
2d. Differentiated Professional Learning	In collaboration with other departments plan and provide all relevant district stakeholders with the professional learning they need to strengthen their knowledge of appropriateness of referrals, assessments, and eligibility decisions in special education.	Annually, design professional learning plan to strengthen their knowledge of appropriateness of referrals, assessments, and eligibility decisions in special education, in order to support the site implementation and sustainability plan for students with disabilities.		<ul style="list-style-type: none"> <li>• SPED Leadership Team</li> <li>• Leadership Development</li> <li>• SPED Curriculum/Instruction/Professional Learning (CIPL) Team</li> </ul>
		Provide job embedded coaching and opportunities for observation of best practices.		
		Annually, review and revise professional learning plan based on data from surveys.		
2e. Data Analysis and Reports	Develop user friendly summary reports incorporating relevant Special Education data for district leadership and include in regular reporting cycles.	August 2019, Completion of Power BI tool.		<ul style="list-style-type: none"> <li>• SPED Leadership Team</li> <li>• Equity and Access Department</li> </ul>
		August 2020, create and distribute written expectations of the use of Power BI to make data driven decisions to RIMs.		
2f. Monitoring and Accountability	Review data with schools to increase awareness of referral, assessment, and eligibility data so that sites are better prepared for follow-up action.	Supervisors of schools include Special Education data in regular meetings with principals with expectations of follow up actions.		<ul style="list-style-type: none"> <li>• SPED Leadership Team</li> <li>• Supervisors of Schools</li> </ul>


		Monthly meetings with Principals, RIMs and site support staff to develop and implement follow-up actions. RIMs to include follow up actions in monthly reports.		
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**Driver 2  
Demographic and Outcome Data**



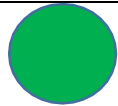
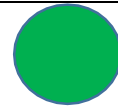
**CGCS Recommendation 3  
Achievement Data for Students with Disabilities**

What?	How?	Metric/Milestone	Progress	Owners
<p>3. Achievement Data for Students with Disabilities</p>	<p>With a multi-disciplinary team, analyze the following Special Education achievement data with the intent of informing steps to improve inclusive, high quality instruction for students with disabilities:</p> <ul style="list-style-type: none"> <li>○ Early childhood outcomes</li> <li>○ Reading and math scores</li> <li>○ Participation in statewide assessments</li> <li>○ Chronic Absences</li> <li>○ Suspension/expulsion rates</li> <li>○ Graduation/dropout rates</li> <li>○ IEP goals/objectives progress</li> </ul>	<p>Quarterly, Instructional Leadership Team (ILT) analyze Special Education achievement data in alignment to inclusive practices and high-quality instruction. If necessary, develop expectations for follow up actions.</p>		<ul style="list-style-type: none"> <li>• SPED Leadership Team</li> <li>• Department Leaders</li> <li>• Supervisors of Schools</li> <li>• Equity and Access Department</li> <li>• Principals</li> <li>• RIMs</li> </ul>
		<p>Supervisors of Schools include Special Education data in regular meetings with principals with expectations of follow up actions.</p>		
		<p>Monthly, Principals collaborate with the RIMs to review site Special Education achievement data and follow up action plans. RIMs to include follow up actions in monthly reports.</p>		
		<p>Annual increased student learning based on district and state assessments.</p>		

		June 2020, in partnership with Fresno County Superintendent of Schools (FCSS), all comprehensive high school will learn and utilize the tools of improvement science to improve outcomes for students with disabilities in the areas of college/career readiness and graduation rate, based on annual increase in graduation rate and state college/career indicator.		
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Driver 2				
Demographic and Outcome Data				
CGCS Recommendation 4				
Educational Setting Demographics				
A. What?	B. How?	C. Metric/Milestone	Progress	Owners
4. Educational Setting Demographics	<p>With a multi-disciplinary team, analyze the following Special Education educational setting data with the intent of informing steps to improve inclusive, high quality instruction for students with disabilities:</p> <ul style="list-style-type: none"> <li>○ Young children 3 to five years of age who are educated in regular preschool classes</li> <li>○ School aged children who are disproportionately educated at higher rates in more restrictive settings, compared to the state and national averages and state Performance Plan (SPP) targets.</li> <li>○ Disproportionate enrollment of students with disabilities by region and schools; and placement of Special Day Classes (SDC) across the district and regions.</li> </ul>	<p>June 2019 develop a tool (Power BI) in partnership with Equity and Access to ensure that data reports support analysis of Special Education regarding least restrictive environment and student achievement data.</p>		<ul style="list-style-type: none"> <li>● SPED Leadership</li> <li>● Department Leaders</li> <li>● Supervisors of Schools</li> <li>● Principals</li> <li>● RIMs</li> </ul>
		<p>Quarterly, SPED Leadership Team analyze special education least restrictive environment and student achievement data. If necessary, develop expectations for follow up actions.</p>		
		<p>Supervisors of schools include Special Education data in regular meetings with principals with expectations of follow up actions.</p>		
		<p>Monthly, Principals and RIMs review site Special Education Least Restrictive Environment and achievement data and follow up actions. RIMs to include follow up actions in monthly reports.</p>		

**Driver 3**



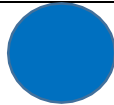
**Instruction and Supports**






**CGCS Recommendation 5**


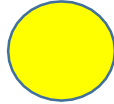


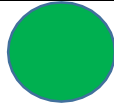
**Increase Access to Inclusive Education and Provision of High-Quality Education**


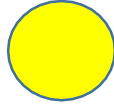
What?	How?	Metric/Milestone	Progress	Owners
5a. Inclusive Education Vision	Establish school board policy to state a bold inclusive vision, that is built around Universal Design for Learning (UDL) and MTSS framework that incorporates supports for accelerating achievement and social/emotional well-being for all students.	March 2019, finalize draft bold inclusive board policy.		<ul style="list-style-type: none"> <li>• SPED Leadership Team</li> <li>• Dimensions of Equity Steering Committee</li> </ul>
		October 2019, Board approval of policy.		
	Establish a district wide vision, mission, values, and definition for inclusive practices.	August 2020, all departments and school site administration will receive the FUSD Inclusion definition, mission and vision for students with disabilities.		
		August 2021, all school will adopt the FUSD inclusion tool as a method for making inclusive practices visible.		
5b. Implementation Plan	Utilize a multi-disciplinary team to create a multi-year action plan that includes expectations, professional learning, data analysis and accountability for inclusive education nested within MTSS.	August 2023, all sites will score YES, in each of the seven best inclusionary practices identified on the FUSD inclusion tool		<ul style="list-style-type: none"> <li>• SPED Leadership Team</li> </ul>

	<p>Increase the number of students educated inclusively in preschool classes</p>	<p>Fall of August 2025, all preschools will provide inclusive opportunities for students with disabilities.</p> <ul style="list-style-type: none"> <li>• 2019-2020, Scale up Supporting Inclusive Practices Grant work through expansion of 4 GE preschools where push in special academic instruction is provided.</li> <li>• 2020-2021, Identify one GE inclusive preschool in each region with push in special academic instruction and a Special Education Paraprofessional.</li> <li>• 2020-2021, Identify GE preschool in 3 of the 7 regions for co-teaching.</li> <li>• 2021-2022 Identify up to three GE inclusive preschools in each region with push in special academic instruction and a special education paraprofessional.</li> <li>• 2021-2022 Identify GE preschool in 6 of the 7 regions for co-teaching.</li> <li>• 2022-2024 Identify up to 4 GE inclusive preschools in each region with push in special academic</li> </ul>		<ul style="list-style-type: none"> <li>• MTSS Leadership Team</li> <li>• DPI</li> </ul>
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		<p>instruction and a special education paraprofessional.</p> <ul style="list-style-type: none"> <li>• 2022-2023, Identify 2 GE preschool in 3 of the 7 regions for co-teaching.</li> <li>• 2023-2024, Identify 2 GE preschool in 5 of the 7 regions for co-teaching.</li> <li>• 2023-2024, Identify 2 GE preschool in 6 of the 7 regions for co-teaching.</li> <li>• 2024-2025, Identify 2 GE preschool in 6 of the 7 regions for co-teaching.</li> </ul>		
	Develop resources to support sites in including more students within the General Education setting.	August 2021, develop resources to support sites in including more students within the General Education setting.		
5c. Written Expectations	Provide guidance to sites on the implementation of practices designed to promote student achievement and positive behavior.	Annually, provide differentiated professional learning addressing student achievement and positive behavior.		<ul style="list-style-type: none"> <li>• SPED Leadership Team</li> <li>• Supervisors of Schools</li> <li>• Site Principals</li> <li>• RIMs</li> <li>• SPED Counselor</li> <li>• SPED CIPL Team</li> </ul>
	Develop and articulate expectations for principals in promoting inclusive practices for non-academic and extra-curricular activities.	August 2020, all students will have the opportunity to participate in all non-academic and extracurricular activities (i.e. Award assemblies, 6 <sup>th</sup> grade camp, Grad Night).		

		Quarterly, monitor and analyze students with disabilities Goal 2 participation data. If necessary, develop expectations for follow up actions.		<ul style="list-style-type: none"> <li>• Goal 2</li> </ul>
	All secondary master schedules give priority to student needs as documented on the Individualized Education Plan (IEP) to ensure access to core general education classes.	Annually, provide differentiated professional learning for school counselors to ensure access for students with disabilities to core general education classes.		
	Set expectations and communicate to all stakeholders that general and special educators participate in Professional Learning Communities structures to collaboratively address teaching and learning of students with disabilities.	August 2020, special education teachers will participate with general education colleagues in Professional Learning Communities. <ul style="list-style-type: none"> <li>• Follow district expectation of PLC agenda</li> <li>• Collaborate to ensure access to Guaranteed Viable Curriculum for students with disabilities</li> </ul>		
5d. Differentiated Professional Learning and Parent Training	Develop professional learning using High Quality Professional Learning (HQPL) guidelines for all stakeholders in the area of MTSS, UDL, and Inclusive Practices.	Annually, provide professional learning in the areas of MTSS, UDL, and inclusionary practices for all stakeholders.		<ul style="list-style-type: none"> <li>• SPED Leadership Team</li> <li>• MTSS Leadership Team</li> <li>• Supervisors of Schools</li> <li>• SPED CIPL Team</li> </ul>
		Special Education will submit resources in the areas of MTSS, UDL, and inclusionary practices to designated Supervisors of Schools (SOS) to be included in the admin newsletter.		




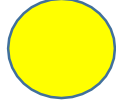
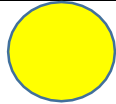
		Annually, review and revise professional learning plan based on data from professional learning surveys.		<ul style="list-style-type: none"> <li>• Parent University</li> <li>• Early Learning</li> </ul>
	Expand courses of interest in the area of inclusive practices to parents of students with disabilities through Parent University structures.	Annually, in collaboration with Parent University, disseminate a professional learning calendar for parents in the area of inclusionary practices as well as other disabilities.		
	Improve on collaborative work between Early Learning and Special Education in the area of inclusive preschools, early learning options for students with disabilities, and SPED services provided in the GE environment.	Annually, in collaboration with Early Learning provide professional learning to preschool stakeholders in the area of inclusive practices.		
5e. Data Analysis and Reports	Identify disparities using risk ratios to better understand how different groups' inclusionary options are affected by district practices.	June 2019, develop a tool (Power BI) in partnership with Equity and Access to ensure that data reports support analysis of Special Education in regard to Least Restrictive Environment and student achievement data.		<ul style="list-style-type: none"> <li>• SPED Leadership Team</li> <li>• Equity and Access Department</li> <li>• Supervisors of Schools</li> <li>• Site Admin</li> <li>• RIMs</li> </ul>
		Monthly, Site Admin and RIMs work collaboratively to develop and implement action plans maximizing inclusionary opportunities for students with disabilities. RIMs to include follow up actions in monthly reports.		

5f. Monitoring and Accountability	<p>Expect all principals to be responsible for overseeing special education at their sites and expect that instructional superintendents will hold principals accountable for this responsibility.</p> <ul style="list-style-type: none"> <li>• Data checks</li> <li>• Walkthroughs</li> <li>• Timely communication and feedback</li> </ul>	Supervisors of Schools include Special Education data in regular meetings with Principals with expectations of follow up actions.		<ul style="list-style-type: none"> <li>• SPED Leadership Team</li> <li>• Equity and Access Department</li> <li>• Supervisors of Schools</li> <li>• Principals</li> </ul>
	<p>Based on a site self-assessment of inclusive practices sites will embed goals in the site's single plan for student achievement (SPSA) around inclusionary education.</p>	Annually, all site's (SPSA) will include inclusionary goals taken from identified areas on the self-assessment of inclusive practices.		

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**Driver 3  
Instruction and Supports**



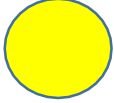
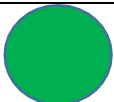
**CGCS Recommendation 6  
Assistive Technology and Augmentative and Alternative Communication (AT/AAC)**

What	How?	Metric/Milestone	Progress	Owners
6. District-wide Assistive Technology (AT) and Augmentative and Alternative Communication (AAC)	Annually evaluate the Assistive Technology (AT) team’s composition and size, given the requests it receives and services it provided to determine whether current resources are sufficient to meet needs. Based on the evaluation establish: <ul style="list-style-type: none"> <li>• Annual goals</li> <li>• Need for additional staffing, equipment, and other resources</li> <li>• Need for professional learning/training opportunities</li> </ul>	Annually, analyze need and purchase AT and AAC materials and technology required to meet the needs of students with disabilities.		<ul style="list-style-type: none"> <li>• SPED Leadership Team</li> <li>• Assistive Technology Team</li> </ul>
		July 2020, utilize district inventory system for AT lending library.		
		Annually, evaluate AT team’s composition and make FTE budgetary recommendations.		
		Annually, identify needs of teachers who are responsible for the consideration of AT on the IEP.		
		Annually, develop professional learning to meet needs of teachers responsible for AT identified on IEPs.		




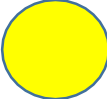
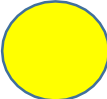


**Driver 3  
Instruction and Supports**








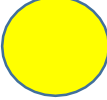
**CGCS Recommendation 7  
Secondary Transition Activities and Service**

<b>What</b>	<b>How</b>	<b>Metric/Milestone</b>	<b>Progress</b>	<b>Owners</b>
7. Secondary Transition Activities and Service	Build upon the districts many secondary transition programs to improve supports for transition, planning activities, and broader awareness for students with disabilities.	Quarterly, in collaboration with College Career Readiness (CCR) review site expectations for upcoming college or post-secondary events to ensure students with disabilities are included in these events.		<ul style="list-style-type: none"> <li>• SPED Leadership Team</li> <li>• CCR Department</li> <li>• Counselors</li> <li>• SPED Counselor</li> <li>• SPED CIPL Team</li> </ul>
		Annually, identify needs of teachers who are responsible for transition activities and services.		
		Annually, develop a professional learning plan to meet needs of teachers and counselors on transition activities, supports, and services.		
		By June 2021, meet state target percentage of post-secondary students who are enrolled in higher education per indicator 13 and 14 on the annual state performance report.		

**Driver 3  
Instruction and Supports**




**CGCS Recommendation 8  
Parent Support and Engagement**

<b>What</b>	<b>How?</b>	<b>Metric/Milestone</b>	<b>Progress</b>	<b>Owner</b>
8a. Districtwide Parent Advisories	Review all district advisory groups that include parents (e.g., District Advisory Committee or Parent University Leadership Academy) and assess the extent to which they include parents of students receiving special education and share the information with Community Advisory Committee. <ul style="list-style-type: none"> <li>Recruit parents of students with disabilities to participate in district advisory committees.</li> </ul>	July 2020, in collaboration with district advisory committees and Parent University assess participation of parents of students with disabilities.		<ul style="list-style-type: none"> <li>Executive Director</li> <li>Parent University</li> </ul>
		Based on participation data, by August 2020, develop and implement strategies for including parents of students with disabilities in district wide parent advisory groups.		
		Bi-annually, beginning December 2020, in collaboration with district advisory committees and Parent University monitor and analyze parents of students with disabilities participation in district advisory committee data. If necessary, develop expectations for follow up actions.		
8b. Community Advisory Committee (CAC) Participation	Increase Parent Awareness of Community Advisory Committee (CAC) meetings and activities. <ul style="list-style-type: none"> <li>Use district communication to promote CAC</li> <li>Ensure notices are posted at all school sites.</li> </ul>	August 2020, CAC promotional materials will be available for distribution to all stakeholders.		<ul style="list-style-type: none"> <li>Executive Director</li> <li>CAC board</li> </ul>
		Bi-monthly, utilize district parent messaging service to communicate information about CAC meetings.		

	<ul style="list-style-type: none"> <li>Develop CAC promotional materials</li> </ul>	Beginning March 2020, CAC meeting notices will be announced on District website.			
		Monthly collaboration between Executive Director and CAC board to identify and develop any additional steps to increase parent involvement, topics and guest speakers for CAC Meetings. Executive Director to report outcomes to SPED Leadership Team following each meeting.			
		Annually at the beginning of each school year, develop and distribute CAC Meeting dates to stakeholders			
8c. Additional activities to support parent involvement	<p>Ensure the following:</p> <ul style="list-style-type: none"> <li>IEP team meetings include parent voice</li> <li>IEP and other documents are translated in a timely manner</li> </ul>	Survey each parent after each IEP.		<ul style="list-style-type: none"> <li>SPED Leadership Team</li> <li>Program Manager III</li> <li>RIMs</li> <li>Case Managers</li> </ul>	
		Utilize the survey results to review and revise resources and professional learning.			
		April 2020 make available a parent resource section on the Special Education website.			
		June 2021, 90% of Special Education staff will receive Professional Learning on facilitated IEPs in order to support active parent participation.			
		Quarterly, monitor the translation log to ensure timely IEP translations. If necessary, develop expectations for follow up actions.			

**Driver 4  
Organizational Supports**

**CGCS Recommendation 9  
Organization and Collaboration of Central Office Personnel**



<b>What?</b>	<b>How?</b>	<b>Metric/Milestone</b>	<b>Progress</b>	<b>Owners</b>
9a. Interdepartmental Decision Making	Maximize interdepartmental collaboration in order to leverage collective communication.	Fall 2020, there will be Special Education Department representation in all interdepartmental meetings.		<ul style="list-style-type: none"> <li>• SPED Leadership Team</li> </ul>
		Special Education Department representative will share interdepartmental information monthly with SPED Leadership Team, to establish structured and planned communication to stakeholders.		
9b. Organizational Alignment and Coherence	To the maximum extent possible, align all central office department personnel to groups of schools.	Annually, review and revise Special Education personnel to align to support school sites based on district organizational structure.		<ul style="list-style-type: none"> <li>• SPED Leadership Team</li> <li>• Health Services</li> </ul>


**Driver 4**

**Organizational Supports**

**CGCS Recommendation 10  
Special Education Organization**

What?	How?	Metric/Milestone	Progress	Owners
10a. Special Education Organization	Organize the following special education positions to better support the department’s vision, mission, commitments, and assistance to schools. <ul style="list-style-type: none"> <li>• Executive Director</li> <li>• Health Services Director</li> <li>• Program Manager III</li> </ul>	Annually, update Special Education Department Website to prominently post mission, vision, commitments, goals, and organizational charts.	●	<ul style="list-style-type: none"> <li>• SPED Leadership Team</li> <li>• Health Services</li> </ul>
		Annually, after analyzing progress on district and department goals, review and revise Special Education and Health Services organizational chart, roles, responsibility, and programmatic areas.	●	
		Annually, evaluate Program Manager III roles and responsibilities and make budgetary recommendations.	●	
10b. Intradepartmental Coordination	Leverage the expertise and knowledge of Special Education department leaders to build capacity and maximize effectiveness.	Annually, after analyzing progress on district and department goals, review Special Education organizational chart with defined roles and responsibilities to leverage resources and expertise to maximize effectiveness.	●	<ul style="list-style-type: none"> <li>• SPED Leadership Team</li> <li>• Health Services</li> </ul>

<p>10c. Organizational Expectations</p>	<p>Clearly outline department expectations in the following areas:</p> <ul style="list-style-type: none"> <li>• Expertise</li> <li>• Defined Roles</li> <li>• Program Improvement</li> <li>• Feedback Loops</li> <li>• Communication</li> </ul>	<p>June 2020, in collaboration with The New Teacher Project (TNTP), develop Professional Learning plan to build capacity of RIMs, that includes:</p> <ul style="list-style-type: none"> <li>• Defining the RIM role</li> <li>• Effective Instruction using district Instructional Practice Guide</li> <li>• Increased collaboration with Site Administrators</li> </ul>		<ul style="list-style-type: none"> <li>• SPED Leadership</li> <li>• RIMs</li> <li>• Site Leaders</li> <li>• Supervisors of Schools</li> </ul>
		<p>August 2020, in collaboration with The New Teacher Project (TNTP), develop professional learning plan to build capacity of RIMs, that includes:</p> <ul style="list-style-type: none"> <li>• Develop effective instructional coaching for classroom impact through direct teacher feedback, partnering with site leaders on teacher practice, and assessing teacher development needs</li> <li>• Build skill and knowledge as they take ownership of impacting change by engaging in professional learning or job-embedded opportunities focused on convening stakeholder, using data strategically, motivating and influencing</li> </ul>		




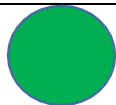

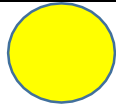
		August 2021, in collaboration with The New Teacher Project (TNTP), develop a sustainability plan that would focus on FUSD's vision of inclusion, leveraging the RIMs and other resources to provide tiered support, based on the demands, and data collection of the strategic plan designed in 2020-2021.		
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**Driver 4  
Organizational Supports**

**CGCS Recommendation 11  
Student-Personnel Ratios**

<b>What?</b>	<b>How?</b>	<b>Metric/Milestone</b>	<b>Progress</b>	<b>Owners</b>
11. Student Personnel Ratios	Based on student need and annual student projections, employ Special Education and related services personnel in sufficient numbers to carry out their expected responsibilities.	Annually, review Special Education student projections, caseloads, and class sizes to ensure appropriate staff allocation.		<ul style="list-style-type: none"> <li>• SPED Leadership Team</li> <li>• RIMs</li> <li>• Health Services</li> </ul>
11a. Address Vacant Positions	Have Human Resources and Special Education personnel review current and recurring staff vacancies particularly among Paraeducators, Nurses, and Speech/Language Pathologists and design strategies that can increase the applicant pool and quality of hires.	November 2018 revise Social/Emotional and Autism G30 job description to align to current responsibilities.		<ul style="list-style-type: none"> <li>• SPED Leadership Team</li> <li>• Human Resources</li> </ul>
		Special Education and HR to regularly assess Special Education vacancy data and report to Special Education Assistant Superintendent.		
		Annually, Special Education and HR will develop an action plan to increase recruitment and retention for Paraeducators.		
		Annually, Special Education and HR will develop an action plan to increase recruitment and retention for Nurses.		
		Annually, Special Education and HR will develop an action plan to increase recruitment and retention for Speech Language Pathologists.		











11b. Fill Para Educators Positions	In coordination with human resources and CSEA conduct a study of para educator vacancies, review the transfer and hiring process, and potentially adjust rules and procedures, through the negotiations process.	November 2018, in collaboration with HR, hold Special Education para educator job fair to hire at vacant external level.		<ul style="list-style-type: none"> <li>• SPED Leadership Team</li> <li>• Human Resources</li> <li>• SPED CIPL Team</li> </ul>
		In collaboration with HR, hold ongoing para educator job fairs to fill vacant Special Education positions at the external level, as appropriate.		
	To assist with retention of para educators, district will provide appropriate training that includes, behavior, cultural awareness, along with curriculum and instruction.	Annually, develop professional learning plan for para educators.		

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**Driver 4  
Organizational Supports**



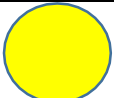



**CGCS Recommendation 12  
School-based Administration of Special Education**

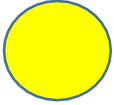
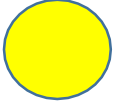



What?	How?	Metric/Milestone	Progress	Owners
12a. Principal Leadership	Communicate the expectation that every Principal will lead and administer the operation of Special Education in his/her school, including providing oversight for para educator practices.	Annually, in collaboration with Supervisors of Schools deliver clear communication regarding oversight of site special education programs and staff.		<ul style="list-style-type: none"> <li>SPED Leadership Team</li> <li>Supervisors of Schools</li> <li>RIMs</li> <li>Principals</li> </ul>
		Annually, at the beginning of each school year, Regional Instructional Managers meet with Principals to review Principal's packet and expectations.		
	Survey principals to determine the professional learning needs (e.g. eligibility, individual student needs, etc.) and provide ongoing and differentiated professional learning based on survey data.	Annually, conduct a survey for Principals to assist in developing differentiated professional learning.		
12b. Case Management	Support case managers with respect to compliant and timely IEPs by: <ul style="list-style-type: none"> <li>Requiring annual site IEP meeting calendars</li> <li>Provide clear communication for legal requirements for IEPs.</li> </ul>	Annually, site Special Education team completes IEP calendar and submits to Regional Instructional Manager by identified timeline.		<ul style="list-style-type: none"> <li>SPED Leadership Team</li> <li>RIMs</li> <li>Site Admin</li> <li>Health Services</li> <li>SPED CIPL Team</li> </ul>

		<p>Annually, notify Site administrators, School Psychologists, Case Managers, Designated Instructional Services (DIS), and Nurses for IEP updates, including required participants, documentation, and procedures.</p> <ul style="list-style-type: none"> <li>Update district IEP manual to align with legal requirement for writing complaint IEPs.</li> </ul>		
		Annually, provide professional learning to support development and writing of compliant IEPs.		
12c. Excessive Caseloads	Review caseloads of Designated Instructional Services staff on a monthly basis to determine any adjustments that should be made in order to maintain guidelines.	December 2018 develop a bimonthly system to calculate caseload and service minutes.		<ul style="list-style-type: none"> <li>SPED Leadership Team</li> <li>Program Manager III</li> </ul>
		Analyze data monthly to determine appropriate FTE allocation and communicate with staff an action plan within a 2-week period.		

**Driver 5  
Compliance and Accountability**

**CGCS Recommendation 13  
Compliance Support and Fiscal Issues**



What?	How?	Metric/Milestone	Progress	Owners
13a. Develop a consistent and transparent system to address and monitor parent complaints, mediation, IEP compliance and outside evaluation with timely feedback	Establish expectations and develop a process for responding to parents within 24-48 hours, electronically logging informal complaints, analyzing concerns, identifying common themes to develop more systemic strategies for resolution	Quarterly, monitor call log to ensure 100% of calls are responded to within 24-48 hours and resolved.		<ul style="list-style-type: none"> <li>• SPED Leadership Team</li> <li>• Transportation</li> <li>• Fiscal</li> <li>• Operations</li> </ul>
	Develop plan for transporting students with disabilities in order to address excessive delays to and from school and to ensure transportation is not a barrier to participation in co-curricular activities.	November 2018, develop a multi-disciplinary team to gather data and assess current transportation structures.		
		Ongoing collaboration with transportation department and vendor to identify root causes of delay and revise contractual agreement and other conditions to address.		
	Improve upon existing Independent Educational Evaluation (IEE) protocol and procedures along with professional learning for revised protocol.	Annually, revise and update IEE protocol and procedures, with aligned professional learning.		
	Improve special education webpage; enhance it with links to resources.	August 2020, redesign, improve and enhance special education website.		
	Research, develop, and implement a plan on IEP documentation and electronic storage, including Professional Learning.	August 2023, full implementation of electronic storage of IEP documents		

13b. Increase Medi-Cal reimbursements and address current service tracking issues	Research other vendors with Medi-Cal service tracking modules and conduct a cost-effective analysis and ease of use	June 2021, with a multi-disciplinary team, identify Medi-Cal service tracking system.		<ul style="list-style-type: none"> <li>• SPED</li> <li>• Leadership</li> <li>• Fiscal</li> <li>• Health Services</li> <li>• Medi-Cal Collaboration Committee</li> </ul>
		August 2021, 100 % of identified providers will document monthly services in the identified Medi-Cal tracking system.		
	Provide more training on the district's current system to increase staff efficiency in meeting the reporting expectation	Annually, embed Medi-Cal tracking system professional learning into the Special Education Department professional learning plan.		
	Research the California Department of Health Care Services (DHCS) LEA Medi-Cal Billing Option Program Regulations/Guidelines and analyze the FUSD's program and Medi-Cal Collaboration Committee's adherence.	August 2020, full implementation and adherence to DHCS Regulations/Guidelines.		
		Annually, collaborate with and train Medi-Cal Collaboration Committee and Fiscal Services staff on DHCS Regulations/Guidelines.		

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**Driver 5  
Compliance and Accountability**

**CGCS Recommendation 14  
Accountability**

<b>What?</b>	<b>How?</b>	<b>Metric/Milestone</b>	<b>Progress</b>	<b>Owners</b>
14a. Accountability-planning and improving processes	Develop a data analysis system aligned to the Special Education Department goals available to staff that enable reports to be current and easily accessible.	May 2019, create, introduce, and provide professional learning on data analysis system (Power BI).		<ul style="list-style-type: none"> <li>• SPED Leadership Team</li> <li>• Equity and Access Department</li> </ul>
14b. Monitoring and Accountability	Review and revise special education department goals based on data, in alignment to the instructional division, and district goals.	Annually, develop action steps with targets to attain special education department goals.		<ul style="list-style-type: none"> <li>• SPED Leadership Team</li> <li>• Special Education Committee</li> </ul>

## GLOSSARY

<p style="text-align: center;">SPED Leadership</p>	<p>The SPED Leadership team consists of the Assistant Superintendent, Executive Director, and Program Manager IIIs. The SPED Leadership Team must plan, organize, control, direct and evaluate a variety of programs, projects and activities related to the Special Education Services program 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.</p>
<p style="text-align: center;">Health Services Department</p>	<p>Accountable for improving student achievement through the effective management of assigned functions and activities; plan, organize, control and direct the Health Services of the District to provide timely delivery of high quality services to staff, sites and departments and ensure effectiveness of a comprehensive school health program; review, develop and communicate health policies to others to ensure comprehension of services and programs. Works under the leadership of Assistant Superintendent of Special Education</p>
<p style="text-align: center;">Equity and Access Department</p>	<p>The purpose of Equity and Access Department is to advance educational equity from cradle to career by improving learning opportunities and addressing disparities that result in social inequality. We will apply a human-centered, systems-minded approach, and rely on a collegueship of expertise that utilizes improvement cycles to promote innovative and solution-oriented thinking and impact.</p>
<p style="text-align: center;">Community Advisory Committee (CAC)</p>	<p>The CAC is made up of members representing the community. Members include parents, special and general education teachers, psychologists, consultants, students with disabilities, and various representatives from public and private agencies. The goal of CAC is to involve interested parents, students, teachers, education specialists/consultants and community members in advising the SELPA</p>

	and district school boards of the educational needs of students with disabilities.
Leadership Development	The Leadership Development Department provides opportunities and supports for aspiring, new, and existing leaders. The Fresno Unified Leadership Standards provide the framework for the professional learning. Our work is to create a pipeline for certificated employees to develop leadership capacity to be successful in both informal and formal roles.
Department of Prevention and Intervention	Fresno Unified School District and the Department of Prevention and Intervention supports: <ul style="list-style-type: none"> <li>• Building strong partnerships with our students and their families</li> <li>• Working with community agencies and businesses to support student success</li> <li>• Connecting families to services designed to make school a successful experience</li> </ul>
Dimensions of Equity Steering Committee	The Dimensions of Equity Steering Committee is a cross departmental team that reflects the diversity of the district. This committee is building an understanding of cultural proficiency in support of staff, students, and families. The committee will be providing guidance to the district on equity related issues and policies.
Multi-Tiered System of Supports (MTSS) Leadership Team	The MTSS Leadership Team consists of district department leaders it is responsible for coordinating and communicating all MTSS implementation efforts for the district.
Medi-Cal Collaboration Committee	The Medi-Cal Collaboration Committee consists of Director Health Services, Special Education staff, and Community members. The committee has the responsibility for monitoring Medi-Cal reimbursements and expenditures.
Special Education Committee	The Special Education Committee is a Joint Labor and Management Team organized as a result of the recent bargaining negotiations. The committee consist of 10 members and 2 alternates. The Committee meets and collaborates to optimize learning environments, safety, and working conditions for students and staff. Below is a summary of the work that has taken place since its inception in February 2018.



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