

Special Education Local Plan Area (SELPA) Local Plan

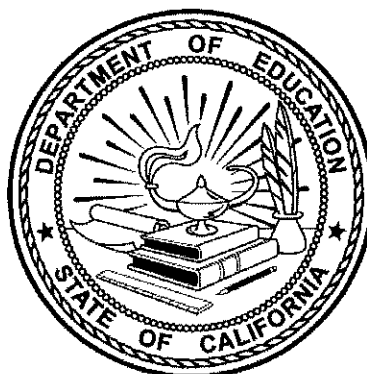
SELPA

Fiscal Year

## LOCAL PLAN

### Section A: Contacts and Certifications

### SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

Fiscal Year

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## Contact Information and Certification Requirements

A1. Check the box or boxes that best represents the SELPA's Local Plan submission to the California Department of Education (CDE):

- NEW SELPA** (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)
- Local Plan Section B: Governance and Administration**
- Local Plan Section B
  - Certifications 1, 3, 4 and 5 are required
  - Attachment I is required. Note: Additional attachments may be required if the amendment affects the services or funding associated with the Local Plan
- Local Plan Section D: Annual Budget Plan**
- Select if this Local Plan Section D submission was revised after June 30th due date
- Local Plan Section D
  - Certifications 2, 3, 4 and 5 are required
  - Attachments I-V are required
  - If the submission is an amendment of special education revenues and/or expenditures previously reported to the CDE due to changes in services and programs provided by LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section E: Annual Service Plan, along with Attachment VI and VII.
- Local Plan Section E: Annual Service Plan**
- Select if this Local Plan Section E submission was revised after June 30th due date
- Local Plan Section E
  - Certifications 2, 3, 4 and 5 are required
  - Attachments I and VI are required
  - If the submission is an amendment of programs and services previously reported to the CDE that affect the allocation of special education funds to LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section D: Annual Budget Plan, along with Attachments II-V and VII.
- Local Educational Agency Membership Changes**

Section A: Contacts and Certifications

SELPA

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A2. SELPA Identification

Enter the 4-digit SELPA code issued by the CDE. SELPA codes can be found on the CDE website located at <http://www.cde.ca.gov/sp/se/as/caselpas.asp>.

SELPA

A3. SELPA Administrator Contact Information

Enter address information for the SELPA. Include current SELPA administrator contact information. NOTE: SELPA administrator position changes do not require amendments to the Local Plan. However, in such cases the new SELPA administrator assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

SELPA Name	<input type="text" value="Fresno Unified School District"/>		
Street Address	<input type="text" value="890 S. 10th St."/>	Zip Code	<input type="text" value="93702"/>
City	<input type="text" value="Fresno"/>	County	<input type="text" value="Fresno"/>
Mailing Address	<input type="text" value="890 S. 10th St."/>		
City	<input type="text" value="Fresno"/>	Zip Code	<input type="text" value="93702"/>
Administrator First Name	<input type="text" value="Tangee"/>	Administrator Last Name	<input type="text" value="Pinheiro"/>
Administrator Title	<input type="text" value="Instructional Superintendent"/>		
Administrator's Email	<input type="text" value="tangee.pinheiro@fresnounified.org"/>		
Telephone	<input type="text" value="(559) 457-3220"/>	Extension	<input type="text"/>

A4. Administrative Entity (Responsible Local Agency or Person (as applicable) Contact Information

Enter information for the current administrative entity. This is the responsible local agency or, an administrative unit for a multiple LEA SELPA or COE joined SELPA; or an identified responsible person for a single LEA SELPA. In either case, the administrative entity identified is responsible for the implementation and/or fiscal administration of the Local Plan.

Administrative Entity Name	<input type="text" value="Fresno Unified School District"/>		
Street Address	<input type="text" value="2309 Tulare Street"/>	Zip Code	<input type="text" value="93721"/>

Section A: Contacts and Certifications

SELPA  Fiscal Year

City  County   
Contact First Name  Last Name   
Contact Title   
Email   
Telephone  Extension

**Special Education Local Plan Area Review Requirements**

Community Advisory Committee

A5. Pursuant to California *Education Code (EC)* sections 56194(a) and (b); and 56205(a)(12)(E) and (b)(7), the SELPA must involve the Community Advisory Committee (CAC) at regular intervals during the development and review of each Local Plan section. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

Yes  No  N/A (Section D and/or Section E submissions)

A6. Pursuant to *EC* Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration: Annual Service Plan must be provided to the CAC for final review 30 days prior to the plan being submitted the CDE.

The Local Plan was submitted to the CAC on:

N/A (Section D and/or Section E submissions)

County Office of Education

A7. Pursuant to *EC* sections 56140, 56195.1(c), and 56205, within 45 days, the COE, or COEs (as applicable) must approve or disapprove any proposed Local Plan, including any amendment submitted by a SELPA within the county or counties. Enter the COE or COEs responsible for, coordinating special education services within a county, reviewing, and approving the Local Plan.

Select the "Add COE" button to add additional COEs as needed. Users may select the "checkbox" next to the COE entry and the "Delete COE" to remove entries as necessary.

Section A: Contacts and Certifications

SELPA

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COE responsible for approving the Local Plan

Local Plan section(s) was/were provided to the COE(s) listed for approval on

**Public Hearing Requirements**

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plans

Public Hearing notices must be posted at each school site informing the public of the SELPA Public Hearing for the adoption of Local Plan Section D: Annual Budget Plan, and/or Local Plan Section E: Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available to the CDE upon request.

A8. Local Plan Section D: Annual Budget Plan Public Hearing

Most Recent School Site Posting Date

SELPA Public Hearing Date

A9. Local Plan Section E: Annual Service Plan Public Hearing

Most Recent School Site Posting Date

SELPA Public Hearing Date

**Submitting the Local Plan to the California Department of Education**

**STEP 1: Contacts and Certifications**

Section A is required when submitting any and all Local Plan sections to the CDE for approval. Certifications and applicable attachments associated with the type of submission identified in item A1 above must be included with each submission.

**STEP 2: SELPA Governance Structure**

A10. For the purposes of special education, the governing board of a district/charter LEA must elect to participate in a SELPA. The SELPA's governance structure is defined by this election. The SELPA meets requirements and has elected the following governance structure for the Local Plan. Select one of the following three choices:

Section A: Contacts and Certifications

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- Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) AND one or more COEs).

STEP 3: Prior Submissions

A11. Enter the fiscal year of the previously submitted Local Plan section:

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

STEP 4: Local Plan Collaboration

A12. Many representatives of the community are involved in the development of all sections of a Local Plan. In this table, report the participation of key stakeholders required to participate in regular meetings by EC sections 56001(f) and 56192 including administrators, general education teachers, special education teachers, members of the CAC, parents selected by the CAC, or other persons concerned with individuals with exceptional needs. Include the agency, first and last name, the title of each participant who was involved in the collaboration in the development of the Local Plan sections, and the section worked on. Select the "Add" button to insert a new row and the "-" button to delete the corresponding row.

Add	Agency	First and Last Name	Title	Section
-	CAC	Ana Carrillo	Parent	Multiple
-	CAC	Claudia Ruiz-Alvarez	Parent	Multiple
-	Fresno Unified School District	David Byers	Teacher-Gen. Ed.	Multiple
-	Fresno Unified School District	Ebony Hailey	Administrator-Spec. Ed.	All
-	CAC	Eileen Jane Giron	Parent	Multiple

Section A: Contacts and Certifications

SELPA Fresno Unified School District

Fiscal Year 2024-25

Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	CAC	Gloria J. Herrera	Parent	Multiple
<input type="checkbox"/>	Fresno Unified School District	Gretchen Saldana	Administrator-Gen. Ed.	All
<input type="checkbox"/>	CAC	Jacqueline Huerta	Parent	Multiple
<input type="checkbox"/>	CAC	Julie Wong	CAC	All
<input type="checkbox"/>	Fresno Unified School District	Laurie Henkel	Administrator-Spec. Ed.	All
<input type="checkbox"/>	CAC	Maricruz Flores M.	Parent	Multiple
<input type="checkbox"/>	Fresno Unified School District	Mel Council	Administrator-Spec. Ed.	All
<input type="checkbox"/>	Fresno Unified School District	Michael Fletcher	Administrator-Spec. Ed.	All
<input type="checkbox"/>	CAC	Monica Saucedo	Teacher-Spec. Ed.	Multiple
<input type="checkbox"/>	Fresno Unified School District	Nichole Morales	Other	Section E
<input type="checkbox"/>	CAC	Patricia Camarillo	Other	Multiple
<input type="checkbox"/>	Fresno Unified School District	Patrick Morrison	Administrator-Spec. Ed.	All
<input type="checkbox"/>	CAC	Patrick Saucedo	Teacher-Spec. Ed.	Multiple
<input type="checkbox"/>	Fresno Unified School District	Richard Ojeda	Administrator-Spec. Ed.	Section D
<input type="checkbox"/>	Fresno Unified School District	Shertao Vang	Other	Multiple
<input type="checkbox"/>	Fresno Unified School District	Tangee Pinheiro	Administrator-Spec. Ed.	Multiple

**STEP 5: Certifications**

A13. Select the check box below to indicate which of the five certifications are being submitted. Include the total number of each type of certification being submitted.

- Certification 1: SELPA Local Plan Section B: Governance and Administration
- Certification 2: SELPA Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan

Section A: Contacts and Certifications

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Certification 3: COE (Required for all SELPA Local Plan Sections B, D, and E)

Number Submitted

Certification 4: CAC (Required for all SELPA Local Plan Sections B)

Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)

Number Submitted

STEP 6: Electronic Signatures

A14. All applicable certifications must be electronically signed and included with the Local Plan.

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.
- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the CDE's record keeping purposes.
- Handwritten, scanned, or modified templates remove the coding from the fields and impede the CDE's processing of the Local Plan. In such cases, SELPAs may be required to resubmit handwritten, scanned, or modified Local Plans that are not saved in the original 2022–23 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.



Section A: Contacts and Certifications

SELPA

Fiscal Year

**Certification 1**  
**Local Plan Section B: Governance and Administration**

**IMPORTANT:** Certification 1 is required when the information being submitted to the CDE is related to Local Plan Section B: Governance and Administration.

I certify the attached Governance and Administration Local Plan section has been adopted by all LEA members listed in Attachment I and is the basis for the operation and administration of special education programs. I further assure the agency(ies) represented herein will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 *USC*, Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC Part 30*; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C1-1. I certify the SELPA governance and administrative structure as a:

- Single LEA SELPA     Multiple LEA SELPA     COE Joined SELPA

C1-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

- Yes     No    (If the answer is "NO," please include comments.)

C1-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

- Yes     No    (If the answer is "NO," please include comments.)

C1-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

Administrative Entity\*

Date

SELPA Governance Council or Responsible Individual

Date

Section A: Contacts and Certifications

SELPA

Fiscal Year

SELPA Administrator

Date

\*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

Section A: Contacts and Certifications

SELPA

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**Certification 2**

**Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan**

**IMPORTANT:** Certification 2 is required when the information being submitted to the CDE is related to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan.

I certify the attached Local Plan Section Section D: Annual Budget Plan and/or Section E: Annual Service Plan was/were adopted at a SELPA public hearing(s) and is/are the basis for the operation and administration of special education programs specified herein. I further assure the LEAs identified in Attachment I will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the *Individuals with Disabilities Education Act (IDEA)*, Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the *Federal Rehabilitation Act of 1973*, 29 *USC*, Chapter 16 as applicable; the *Federal Americans with Disabilities Act of 1990*, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC Part 30*; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C2-1. I certify the SELPA governance and administrative structure as a:

Single LEA SELPA     Multiple LEA SELPA     COE Joined SELPA

Yes     No    (If the answer is "NO," please include comments.)

Yes     No    (If the answer is "NO," please include comments.)

C2-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

Administrative Entity\*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

Section A: Contacts and Certifications

SELPA

Fresno Unified School District

Fiscal Year

2024-25

\*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

Special Education Local Plan Area (SELPA) Local Plan Certification 3

SELPA

Fiscal Year

**Certification 3: County Office of Education**

**IMPORTANT:** Certification 3 is required when the information being submitted to the California Department of Education (CDE) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

I certify the attached Local Plan section(s) as submitted with this certification are approved by the county office of education (COE). I further assure the Local Plan section(s) being submitted meet(s) all applicable requirements of state and federal laws; policies and procedures including compliance with the Individuals with Disabilities Education Act (IDEA); and is/are included in a coordinated system of all Local Plans (as applicable) to ensure all students with disabilities residing within the county, including those enrolled in alternative education programs, including, but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by districts, community schools operated by the COE, and juvenile court schools, will have access to appropriate special education programs and related services.

Cert 3-1. All LEAs within the county have elected to participate in this SELPA Local Plan.

Yes  No

Cert 3-2. The SELPA Local Plan section(s) as specified herein was approved by the COE pursuant to *EC* Section 56140(b).

Yes  No

If "Yes," the COE must enter comments and recommendations here:

Cert 3-3. Special Education Local Plan Area Governance Structure

The COE certifies the SELPA is a:

- Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

Special Education Local Plan Area (SELPA) Local Plan Certification 3

**SELPA**

**Fiscal Year**

Cert 3-4. The COE ensures the SELPA submitting the Local Plan meets one of the following conditions:

Single-LEA SELPA

The COE ensures the Single LEA SELPA has established a written procedure for the ongoing review of programs conducted, and procedures utilized under the Local Plan, and a mechanism for correcting any identified problem related to the regionalized service to local programs, including, but limited to, all of the services identified in California *Education Code (EC) 56195.7(c)*. *EC* sections 56027, 56195, 56195.7(c) and (j)(1), and 56205; *OR*

Multiple LEA SELPA or COE joined SELPA

The COE ensures the Multiple LEA SELPA or COE joined SELPA has a written agreement entered into by entities participating in the Local Plan that includes a provision for ongoing review of programs conducted, and procedures utilized, under the Local Plan, and a mechanism for correcting any identified problem. *EC* 56195.1 and 56195.7

Yes  No

Cert 3-5. The county superintendent ensures the Local Plan, including amendments, is posted on the COE web site, or includes a link to the Local Plan.

Yes  No

Web address where the SELPA Local Plan, including all sections, is posted.

**Authorized Signature**

COE Superintendent

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 4

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**Certification 4: Community Advisory Committee**

**IMPORTANT:** Certification 4 is required when the information being submitted to the California Department of Education (CDE) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan and Section E: Annual Service Plan.

**Cert 4-1. Community Advisory Committee Participation**

The Community Advisory Committee (CAC), advised the SELPA during the development, amendment, and review of the Local Plan. The process involved a schedule of regular consultations regarding policy and budget development. California *Education Code* sections 56194 and 56205(a)(12)(E).

- Yes  No (If the answer is "NO," please include comments.)  
 N/A (Section D and/or Section E submissions)

**Cert 4-2. Community Advisory Committee Review Timeline**

The CAC had at least 30 days to conduct a review of the completed Local Plan. This review was done prior to Local Plan being submitted to the COE and CDE.

- Yes  No (If the answer is "NO," please include comments.)  
 N/A (Section D and/or Section E submissions)

**Cert 4-3. Community Advisory Committee Comments**

The CAC provided written comments to the SELPA regarding this Local Plan submission.

- Yes  No (If the answer is "NO," please include comments.)  
 N/A (Section D and/or Section E submissions)

I certify the information presented herein is an accurate representation of the CAC's involvement in the development and/or amendment of the Local Plan.

**Authorized Signature**

CAC Chairperson

Date

Local Plan Submission

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA

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**Certification 5: Local Educational Agency**

**IMPORTANT:** Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA

**Cert 5-1. Special Education Local Plan Area Governance Structure**

The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

- Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

**Cert 5-2. Local Educational Agency Local Plan Web Posting**

The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

Local Plan Submission



Special Education Local Plan Area (SELPA) Local Plan Certification 5

**SELPA**

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**Cert 5-3. Submission Certification Requirements for LEAs**

Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
2. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during the current fiscal year, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

**Authorized Signature**

LEA Superintendent/Chief Administrator

Date

Special Education Local Plan Area (SELPA) Local Plan

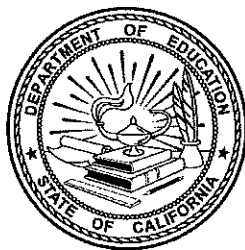
SELPA

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## LOCAL PLAN

### Section B: Governance and Administration

### SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Section B: Governance and Administration

SELPA Fresno Unified School District

Fiscal Year 2024-25

**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: [EC 56195.1(d); EC 56195.1(a)(1); EC 56211; EC 56212]

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 72,000 students in attendance that include close to 11,000 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, 3 K-8 Schools, and 17 High Schools.

The district also supports 4 Alternative Education Sites, 4 Specialty Schools, and 3 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: [EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)]

The district's governing Board of Education provides a free and appropriate public education to all individuals with special education services on any education plan, birth through 22 years. Students who reside in the district have plans that provide progress toward college readiness, meaningful employment and practical life skills. 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 Community Advisory Committee (CAC) and approved by the district's 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 Board is

Section B: Governance and Administration

SELPA Fresno Unified School District

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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 Section B: Governance and Administration for signature by the district's Superintendent.
- By approving the Local Plan, as applicable, enter into an agreement with other agencies participating in the Local 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's Superintendent**

The district's 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., Instructional Superintendent, Special Education) shall ensure the district's compliance with federal and state laws and regulations, as they pertain to individuals with special education services and the provision of due process.

**Instructional 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 Instructional 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 special education program with advisement of the CAC and related agencies departments, e.g., Parent University, English Learners, African American Academic Acceleration (A4) 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.

Section B: Governance and Administration

SELPA Fresno Unified School District

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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 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 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 accomplish stated goals; develop and evaluate programs for students with Special Education services 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 district-wide 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, 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.

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- 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.
- Collaborate with district and site leaders 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, Instructions and Professional Development and Instructional Superintendents 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 Instructional Superintendent to establish and maintain a strong relationship with the CAC by continuing to enhance information sharing with parents, guardians, and other stakeholders about special education services provided by the district.
- Collaborate with appropriate departments for facilities and transportation planning.
- Represent the district in special education legal proceedings; investigate complaints, and report findings

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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.
- Planning and implementation of extended school year programs as indicated on students' Individualized Education Programs (IEPs); hire staff, arrange locations, and transportation services, and perform related activities to set up the program.
- Collaborate with departments in performing student services activities for students with special education services including: 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 accomplish 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 areas.
- 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; monitor and coordinate billing procedures and practices to comply with Local Educational Agency (LEA) guidelines for audit purposes.
- Direct teachers, designated instruction service providers, Regional Instructional Managers (RIMs), outside agencies, and others as identified or required regarding the procedures and guidelines of the Local Plan.
- Research and disseminate information regarding new and existing legislation pertaining to special education laws, regulations and funding.
- Make presentations to the Board of Education 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 all special education staff; 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 and viability of the district; explain needs and provide justification for items;

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monitor and authorize expenditures and budget variances in accordance with established guidelines.

-Perform related duties as assigned.

**Manager III, Special Education Programs and 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 students with special education services.

-Supervise and evaluate the performance of assigned staff on a regular basis and provide clear, constructive feedback to improve staff effectiveness.

- 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 Curriculum, Instruction and Professional Learning 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, delivery of accommodations- 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 earn at grade level and beyond; submit reports to the district and state departments as required.

-Ensure compliance of 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 students with special education services.

- Collaborate 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 areas 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



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- within established guidelines.
- Assist the Instructional Superintendent of Special Education, or designee, 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 (RIMs)**
- Accountable for improving student achievement for all students with special education services; plan, organize and coordinate the development and enhancement of assigned special education activities and functions to expand practices proven to raise student achievement.
- 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 training for families of students with special education services 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 training and development of employees in support of professional learning.
  - Participate in IEP meetings and pre-expulsion hearings; schedule, review and discuss student progress; oversee differential assessment procedures.

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-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 students with special education services; provide liaison services between general 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 of assigned department or programs to ensure financial viability.

-Manage and oversee the ordering of equipment, materials and supplies for assigned areas.

-Identify, design, coordinate, plan and conduct staff training 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: [EC 56195.7(i)(j)(1)(2)]

-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: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

- This Local Plan is reviewed by the Fresno County Superintendent of Schools for compatibility with

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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 near-by SELPA or by a provider outlined in the SELPA Service Plan.

5. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan? [EC 56207.5]

Yes       No

If No, explain why the SELPA does not have the policy and procedures.

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: [EC 56194(a)(b)(d); EC 56195.9(a)]

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 service 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

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from the CAC.

- Facilitate parent training on special education programs and services, and issues as identified by members.
- Encourage community involvement in school sites.
- Support district-wide and site activities on behalf of students with special education services.

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: [EC 56205(a)(12)(E); EC 56205(b)(7)]

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 general education teachers, 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 education and general education teachers, administrators, representatives of charter schools selected by the groups they represent 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 California Department of Education (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

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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: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

Receipt and allocation of regionalized services, funds, and the provision of administrative support.

- Develop and approve policies and procedures for special education programs and services provided in the SELPA, according to the Local Plan and the Board of Education'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 of Education, 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: [EC 56195.7. EC 56195.1(b)(c)]

10. For multi-LEA local plans, specify:

a. The responsibilities of each participating COE and LEA governing board in the policymaking process: [EC 56205(a)(12)(D)(i)]

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: [EC 56205(a)(12)(D)(i)]

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c. The responsibilities of district and county administrators of special education in coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

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: [EC 56205(a)(12)(D)(ii)(I)]

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 Instructional Superintendent of Special Education shall be responsible for the selection, direction, monitoring, discipline, and annual evaluation of the Executive Director; the Instructional 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 Instructional Superintendent.

**SELPA Staff**

The Instructional 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 Instructional 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 policies 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 Instructional Superintendent, Special Education.

**Instructional Superintendent, Special Education:** In conjunction with the Human Resources Department, the Instructional 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 Instructional 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,

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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 or 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.

Manager IIIs, Special Education Programs and Services: 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: [EC 56205(a)12(D) (ii)(II); EC 56195.7(i)]

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 Instructional 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.

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c. The operation of special education programs: [EC 56205(a)(12)(D)(ii)(III)]

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 Instructional Superintendent.
- 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 services. 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 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)(l) 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 Section 1412(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



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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 special education services 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 general education program has been considered and utilized.

**d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs: [EC 56205(a)(12)(D)(ii)(IV)]**

The Instructional 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 Individualized Education Programs (IEPs) . Expenditure reports 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 to the district budget policies and procedures and make recommendations to the Instructional 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: [EC 56206]**

Individualized Education Plan (IEP) Teams that identify students requiring specific technology tools to

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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 Program (IEP) team determination made 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:

- Hard of Hearing (220)
- Deaf (230)
- Visual Impairment (250)
- Orthopedic Impairment (270)
- 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 Regional Instructional 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 Regional Instructional Manager will communicate with the receiving school and the case manager. The Regional Instructional 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.

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**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 (if applicable. Leave blank if not applicable); the document title; and the physical location where the policy can be found.

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**1. Free Appropriate Public Education: 20 USC Section 1412(a)(1); EC 56205(a)(1)**

Policy/Procedure Number:	<input type="text" value="BP/AR 0430"/>
Document Title:	<input type="text" value="Comprehensive Local Plan for Special Education"/>
Document Location:	<input type="text" value="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

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**2. Full Educational Opportunity: 20 USC Section 1412(a)(2); EC 56205(a)(2)**

Policy/Procedure Number:	<input type="text" value="BP/AR 6159"/>
Document Title:	<input type="text" value="Individualized Education Program"/>
Document Location:	<input type="text" value="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

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**3. Child Find: 20 USC Section 1412(a)(3); EC 56205(a)(3)**

Policy/Procedure Number:

Document Title:

Document Location:

"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

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**4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP):  
20 USC Section 1412(a)(4); EC 56205(a)(4)**

Policy/Procedure Number:

Document Title:

Document Location:

"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

---

**5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(a)(5)**

Policy/Procedure Number:

Document Title:

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Document Location:

"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); EC 56205(a)(6)**

Policy/Procedure Number:

Document Title:

Document Location:

"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); EC 56205(a)(7)**

Policy/Procedure Number:

Document Title:

Document Location:

"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:

Yes  No

---

**8. Confidentiality: 20 USC Section 1412(a)(8); EC 56205(a)(8)**

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Policy/Procedure Number:   
Document Title:   
Document Location:

"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); EC 56205(a)(9)**

Policy/Procedure Number:   
Document Title:   
Document Location:

"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); EC 56205(a)(10)**

Policy/Procedure Number:   
Document Title:   
Document Location:

"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

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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:

Yes  No

**11. Local Compliance Assurances: 20 USC Section 1412(a)(11); EC 56205(a)(11)**

Policy/Procedure Number:

Document Title:

Document Location:

"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:

Yes  No

**12. Interagency: 20 USC Section 1412(a)(12); EC 56205(a)(12)(D)(iii)**

Policy/Procedure Number:

Document Title:

Document Location:

"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:

Yes  No

**13. Governance: 20 USC Section 1412(a)(13); EC 56205(a)(12)**

Policy/Procedure Number:

Document Title:

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Document Location:

"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; EC 56205(a)(13)**

Policy/Procedure Number:

Document Title:

Document Location:

"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); EC 56205(a)(14)**

Policy/Procedure Number:

Document Title:

Document Location:

"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

---



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**16. Participation in Assessments: 20 USC Section 1412(a)(16); EC 56205(a)(15)**

Policy/Procedure Number:

Document Title:

Document Location:

"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); EC 56205(a)(16)**

Policy/Procedure Number:

Document Title:

Document Location:

"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); EC 56205(a)(17)**

Policy/Procedure Number:

Document Title:

Document Location:

"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:

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Yes  No

---

**19. Public Participation: 20 USC Section 1412(a)(19); EC 56205(a)(18)**

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"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); EC 56205(a)(19)**

Policy/Procedure Number:

Document Title:

Document Location:

"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

---

**21. Access to Instructional Materials: 20 USC Section 1412(a)(23); EC 56205(a)(20)**

Policy/Procedure Number:

Document Title:

Document Location:

"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

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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); EC 56205(a)(21)**

Policy/Procedure Number:

Document Title:

Document Location:

"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

---

**23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25); EC 56205(a)(22)**

Policy/Procedure Number:

Document Title:

Document Location:

"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 respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the document title and the location (e.g., SELPA office) for each function:"

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

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Document Title:	<input type="text" value="Comprehensive Local Plan for Special Education"/>
Document Location:	<input type="text" value="FUSD Board Policies Website"/>
Description:	<input type="text" value="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:

Document Title:	<input type="text" value="Identification of Individuals with Exceptional Needs"/>
Document Location:	<input type="text" value="FUSD Board Policies Website"/>
Description:	<input type="text" value="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:

Document Title:	<input type="text" value="Procedural Safeguards and Complaints for Special Education"/>
Document Location:	<input type="text" value="FUSD Board Policies Website"/>
Description:	<input type="text" value="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:

Document Title:	<input type="text" value="Comprehensive Local Plan for Special Education; Staff Development"/>
Document Location:	<input type="text" value="FUSD Board Policies Website"/>
Description:	<input type="text" value="In order to meet the needs of children with exceptional needs as completely as possible, the district maintains a single district SELPA. A Community Advisory committee will be maintained to provide advice to the administration and program information for parents/guardians. The Governing Board recognizes that a"/>

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Description:

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

7. Coordinated system of data collection and management:

Document Title:

Document Location:

Description:

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8. Coordination of interagency agreements:

Document Title:	<input type="text" value="Relations Between Other Governmental Agencies adn the Schools"/>
Document Location:	<input type="text" value="FUSD Board Policies Website"/>
Description:	<input type="text" value="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."/>

9. Coordination of services to medical facilities:

Document Title:	<input type="text" value="Home and Hospital Instruction"/>
Document Location:	<input type="text" value="FUSD Board Policies Website"/>
Description:	<input type="text" value="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."/>

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

Document Title:	<input type="text" value="Education of Foster Youth"/>
Document Location:	<input type="text" value="FUSD Board Policies Website"/>
Description:	<input type="text" value="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."/>

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

Document Title:	<input type="text" value="Comprehensive Local Plan for Special Education"/>
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Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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15. Assurance of full educational opportunity:

Document Title:	<span style="border: 1px solid black; padding: 2px;">Nondiscrimination in District Programs and Activities; Identification of Individuals with Exceptional Needs</span>
Document Location:	<span style="border: 1px solid black; padding: 2px;">FUSD Board Policies Website</span>
Description:	<span style="border: 1px solid black; padding: 2px;">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.</span>

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 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.

Document Title:	<span style="border: 1px solid black; padding: 2px;">Comprehensive Local Plan for Special Education</span>
Document Location:	<span style="border: 1px solid black; padding: 2px;">FUSD Board Policies Website</span>
Description:	<span style="border: 1px solid black; padding: 2px;">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.</span>

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

Document Title:	<span style="border: 1px solid black; padding: 2px;">Regional Instructional Managers</span>
Document Location:	<span style="border: 1px solid black; padding: 2px;">FUSD Special Education Website</span>
Description:	<span style="border: 1px solid black; padding: 2px;">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</span>



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**Special Education Local Plan Area Services**

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

Document Title:	Early Education Program Description
Document Location:	FUSD Special Education Policies and Procedures Manual, Section 5.3, FUSD Special Education 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:

Document Title:	FUSD Board of Education; FUSD Department of Special Education
Document Location:	<a href="https://board.fresnounified.org">https://board.fresnounified.org</a> ; <a href="https://sped.fresnounified.org">https://sped.fresnounified.org</a>
Description:	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.

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:

Document Title:	Procedural Safeguards and Complaints for Special Education
Document Location:	FUSD Board Policies Website
	The District ensures all procedural safeguards are available to resolve disputes, including compliance complaints, resolution sessions,

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Description:

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:

Document Title:

Document Location:

Description:

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:

Document Title:

Document Location:

Description:

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

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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)

Document Title:	<input type="text" value="Policy and Procedure"/>
Document Location:	<input type="text" value="Fresno County Supervisor of Schools and FUSD SELPA Offices"/>
Description:	<input type="text" value="Process for providing FAPE to eligible adults incarcerated in a county jail."/>

Special Education Local Plan Area (SELPA) Local Plan

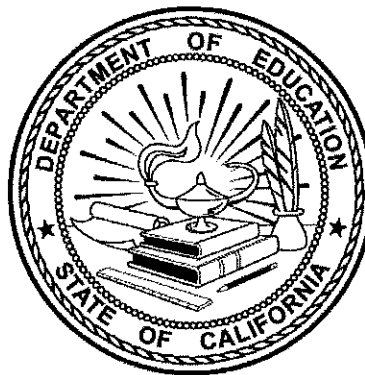
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## **LOCAL PLAN**

### **Section D: Annual Budget Plan**

#### **SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education

Special Education Division

Local Plan Annual Submission

Section D: Annual Budget Plan

SELPA 

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## Local Plan Section D: Annual Budget Plan

Projected special education budget funding, revenues, and expenditures by LEAs are specified in **Attachments II–V**. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services.

**IMPORTANT:** Adjustments to any year’s apportionment must be received by the California Department of Education (CDE) from the SELPA prior to the end of the first fiscal year (FY) following the FY to be adjusted. The CDE will consider and adjust only the information and computational factors originally established during an eligible FY, if the CDE's review determines that they are correct. *California Education Code (EC) Section 56048*

Pursuant to *EC Section 56195.1(2)(b)(3)*, each Local Plan must include the designation of an administrative entity to perform functions such as the receipt and distribution of funds. Any participating local educational agency (LEA) may perform these services. The administrative entity for a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the administrative entity for single LEA SELPA is identified as a responsible individual. Information related to the administrative entity must be included in Local Plan Section A: Contacts and Certifications.

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SELPA Fresno Unified School District

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**TABLE 1**

Special Education Projected Revenue Reporting (Items D-1 to D-3)

D-1. Special Education Revenue by Source

Using the fields below, identify the special education projected revenue by funding source. The total projected revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	63,913,560	26.59%
AB 602 Property Taxes	0	0.00%
Federal IDEA Part B	14,737,420	6.13%
Federal IDEA Part C	95,878	0.04%
State Infant/Toddler	1,482,314	0.62%
State Mental Health	5,023,771	2.09%
Federal Mental Health	792,003	0.33%
Other Projected Revenue	154,280,303	64.20%
<b>Total Projected Revenue:</b>	<b>240,325,249</b>	<b>100.00%</b>

D-2. "Other Revenue" Source Identification

Identify all revenue identified in the "Other Revenue" category above, by revenue source, that is received by the SELPA specifically for the purpose of special education, including any property taxes allocated to the SELPA pursuant to *EC* Section 2572. *EC* Section 56205(b)(1)(B)

Revenue that supports SELPA expenditures including restricted federal and state funding sources not identified in categories above, grants, local funding and unrestricted general fun contribution.

D-3. Attachment II: Distribution of Projected Special Education Revenue

Using the form template provided in **Attachment II**, complete a distribution of revenue to all LEAs participating in the SELPA by funding source.

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**TABLE 2**

**Total Projected Budget Expenditures by Object Code (Items D-4 to D-6)**

D-4. Total Projected Budget by Object Code

Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	93,795,065	39.03%
Object Code 2000—Classified Salaries	43,842,796	18.24%
Object Code 3000—Employee Benefits	73,101,003	30.42%
Object Code 4000—Supplies	1,365,865	0.57%
Object Code 5000—Services and Operations	19,968,889	8.31%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	8,251,631	3.43%
<b>Total Projected Expenditures:</b>	240,325,249	100.00%

D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code

Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D-6. Code 7000—Other Outgo and Financing

Include a description for the expenditures identified under object code 7000:

District indirect cost and non-public school/agency tuition.

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**TABLE 3**

Federal, State, and Local Revenue Summary (Items D-7 to D-8)

D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding

Using the fields below, enter the projected funding by revenue jurisdiction. The "Total Revenue From All Sources" and the "Percentage of Total Funding" fields are automatically calculated.

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	74,871,087	31.15%
Projected Federal Revenue	14,737,420	6.13%
Local Contribution	150,716,742	62.71%
<b>Total Revenue from all Sources:</b>	240,325,249	100.00%

D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

Using the CDE-approved template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

D-9. Special Education Local Plan Area Allocation Plan

- a. Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to EC Section 56205(b)(1)(A).

Fresno Unified School District is a single LEA SELPA.

- b.  YES  NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to EC Section 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.



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**TABLE 4**

Special Education Local Plan Area Expenditures (Items D-10 to D-11)

D-10. Regionalized Operations Budget

Using the fields below, identify the total operating expenditures projected for the SELPA, exclusively. Expenditure line items are according SACS object codes. Include the projected amount budgeted for the SELPA's exclusive use. The "Percent of Total" expenses is automatically calculated. NOTE: Table 4 does not include district LEA, charter LEA, or COE LEA expenditures, there is no Attachment to be completed for Table 4.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	93,795,065	39.03%
Object Code 2000—Classified Salaries	43,842,796	18.24%
Object Code 3000—Employee Benefits	73,101,003	30.42%
Object Code 4000—Supplies	1,365,865	0.57%
Object Code 5000—Services and Operations	19,968,889	8.31%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	8,251,631	3.43%
<b>Total Projected Operating Expenditures:</b>	240,325,249	100.00%

D-11. Object Code 7000 --Other Outgo and Financing Description

Include a description of the expenditures identified under "Object Code 7000—Other Outgo and Financing" by SACS codes. See Local Plan Guidelines for examples of possible entries.

District indirect cost and non-public school/agency tuition.

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**TABLE 5**

**Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)**

The standardized account code structure (SACS), goal 5760 is defined as "Special Education, Ages 5–22." Students with a low incidence (LI) disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

**D-12. Defined Goals for Students with LI Disabilities**

Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

YES     NO

**D-13. Total Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with LI Disabilities**

Enter the projected expenditures budgeted for Supplemental Aids and Services (SAS) disabilities in the regular education classroom.

7,808,471

**D-14. Total Projected Expenditures for Students with LI Disabilities**

Enter the total projected expenditures budgeted for students with LI disabilities.

1,777,097

**D-15. Attachment V: Projected Expenditures by LEA for SAS Provided to Students with Exceptional Needs in the Regular Classroom and Students with LI Disabilities**

Using the current CDE-approved template provided for Attachment V, enter the SELPA's projected funding allocations to each LEA for the provision of SAS to students with exceptional needs placed in the regular classroom setting and for those who are identified with LI disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.

Special Education Local Plan Area (SELPA) Local Plan

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## **LOCAL PLAN**

### **Section E: Annual Service Plan**

### **SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education

Special Education Division

Local Plan Annual Submission

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**Local Plan Section E: Annual Service Plan**

California *Education Code (EC)* sections 56205(b)(2) and (d); 56001; and 56195.9

The Local Plan Section E: Annual Service Plan must be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. Local Plan Section E: Annual Service Plan may be revised during any fiscal year according to the SELPA's process as established and specified in Section B: Governance and Administration portion of the Local Plan consistent with *EC* sections 56001(f) and 56195.9. Local Plan Section E: Annual Service Plan must include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location where the services are provided (Attachment VI), regardless of whether the LEA is participating in the Local Plan.

**Services Included in the Local Plan Section E: Annual Service Plan**

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the *Code of Federal Regulations (34 CFR)* Section 300.156(b), Title 5 of the *California Code of Regulations (5 CCR)* 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to *EC* sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs and school sites are to be included in **Attachment VI**.

**Include a description each service provided. If a service is not currently provided, please explain why it is not provided and how the SELPA will ensure students with disabilities will have access to the service should a need arise.**

- 330–Specialized Academic Instruction/  
Specially Designed Instruction

Provide a detailed description of the services to be provided under this code.

Adapting, as appropriate, to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. (34 CFR 300.39(b)(3)).

*Service is Not Currently Provided*

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- 210–Family Training, Counseling, Home Visits (Ages 0-2 only)  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child’s development.

- 220–Medical (Ages 0-2 only)  *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

There are currently no students in Fresno Unified SELPA who require this service for FAPE. If this was required, the district would adopt the service.

- 230–Nutrition (Ages 0-2 only)  *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

There are currently no students in Fresno Unified SELPA who require this service for FAPE. If this was required, the district would adopt the service.

- 240–Service Coordination (Ages 0-2 only)  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This service includes the coordination of special education and related services.

- 250–Special Instruction (Ages 0-2 only)  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Special instruction includes: the design of learning environments and activities that promote the child’s acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child’s Individual Family Service Plan (IFSP); providing families with information, skills, and support

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related to enhancing the skill development of the child; and working with the child to enhance the child's development.

260–Special Education Aide (Ages 0-2 only)       *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

There are currently no students in Fresno Unified SELPA who require this service for FAPE. If this was required, the district would adopt the service.

270–Respite Care (Ages 0-2 only)       *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

There are currently no students in Fresno Unified SELPA who require this service for FAPE. If this was required, the district would adopt the service.

340–Intensive Individual Instruction

Provide a detailed description of the services to be provided under this code.

Individualized Education Program (IEP) Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.

*Service is Not Currently Provided*

350–Individual and Small Group Instruction

Provide a detailed description of the services to be provided under this code.

Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program (30 EC 56441.2, 5 CCR 305.1) (Ages 3 through 5 only).

*Service is Not Currently Provided*

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415–Speech and Language  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic, or cultural factors are not included. Services include: specialized instruction and services, monitoring, reviewing, and consultation. Services may be direct or indirect including the use of a speech consultant.

425–Adapted Physical Education  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. (CCR Title 5 §3051.5).

435–Health and Nursing: Specialized Physical Health Care  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Health care services means those health services prescribed by the child’s licensed physician and/or surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (CCR §3051.12(b)(1)(A)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing (CEC 49423.5 (d)).

436–Health and Nursing: Other  *Service is Not Currently Provided*

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Provide a detailed description of the services to be provided under this code.

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health.

445--Assistive Technology  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers. (34 CFR Part 300.6).

450--Occupational Therapy  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services provided based upon recommendation of the IEP team and by a qualified occupational therapist registered with the American Occupational Therapy Certification Board. (CCR Title 5 §. 3051.6, EC Part 30 §56363).

460--Physical Therapy  *Service is Not Currently Provided*



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Provide a detailed description of the services to be provided under this code.

These services are provided, based on recommendation of the IEP team, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents. (B&PC Ch. 5.7, CCR Title 5 §3051.6, EC Part 30 §56363, GC-Interagency Agreements Ch. 26.5).

510—Individual Counseling

Provide a detailed description of the services to be provided under this code.

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program. (34 CFR § 300.24(b)(2), (CCR Title 5 §3051.9).

*Service is Not Currently Provided*

515—Counseling and Guidance

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.24.(b)(2)); CCR Title 5 §3051.9) Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program. (34 CFR 300.306; CCR Title 5 §3051.9).

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520–Parent Counseling

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Individual or group counseling provided by a qualified individual pursuant to an Individualized Education Program (IEP) to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.31(b)(7); CCR Title 5 §3051.11).

525–Social Worker

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Services provided pursuant to an Individualized Education Program (IEP) by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b)(13); CCR Title 5 §3051.13).

530–Psychological

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services, provided by a credentialed or licensed psychologist pursuant to an Individualized Education Program (IEP), include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (CFR Part 300 §300.24). IEP-required psychological services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24; CCR Title 5 §3051.10).

535–Behavior Intervention

*Service is Not Currently Provided*

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Provide a detailed description of the services to be provided under this code.

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment. (CCR Title 5 §3001(d)).

540–Day Treatment  *Service is Not Currently Provided*

545–Residential Treatment

Provide a detailed description of the services to be provided under this code.

A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program. (Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, §5671)).

*Service is Not Currently Provided*

610–Specialized Service for Low Incidence Disabilities  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's Individualized Education Program (IEP), including frequency and duration of the services to the student. (CCR Title 5 §3051.16 & 3051.18).

710–Specialized Deaf and Hard of Hearing  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included. (CCR Title 5 §3051.16)

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715–Interpreter  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

720–Audiological  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

725–Specialized Vision  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

730–Orientation and Mobility  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

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how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an Individualized Education Program (IEP).

735–Braille Transcription  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.

740–Specialized Orthopedic  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment. (CAC Title 5, §3030(e) & 3051.16).

745–Reading  *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

There are currently no students in Fresno Unified SELPA who require this service for FAPE. If this was required, the district would adopt the service.

750–Note Taking  *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

There are currently no students in Fresno Unified SELPA who require this service for FAPE. If this was required, the district would adopt the service.

755–Transcription  *Service is Not Currently Provided*

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Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

760–Recreation Service, Including  
Therapeutic Recreation

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

820–College Awareness

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

830–Vocational Assessment, Counseling,  
Guidance, and Career Assessment

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

840–Career Awareness

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

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Act to ensure that students with disabilities in middle schools will be able to access vocational education funds. (34 CFR-§300.29).

850–Work Experience Education  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (34 CFR 300.26).

855–Job Coaching  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

A service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled, and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.

860–Mentoring  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

A sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement, and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned way.

865–Agency Linkages (referral and placement)  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as Title I of the Rehabilitation Act of 1973 (vocational rehabilitation), Title XIX of the Social Security Act (Medicaid), and Title XVI of the Social Security Act (supplemental security income). (34 CFR

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870–Travel and Mobility Training

*Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

890–Other Transition Services

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

900–Other Related Service

Pursuant to Title 5 of the *California Code of Regulations (5 CCR) 3051.24*, "other related services" not identified in sections 5 CCR sections 3051.1 through 3051.23 must be provided only by staff who possess a license to perform the service issued by an entity within the Department of Consumer Affairs or another state licensing office; or by staff who hold an credential issued by the California Commission on Teacher Credentialing authorizing the service. If code 900 is used, include the information below. Users may select the "+" and "-" buttons to add or delete responses.

*Service is Not Currently Provided*

Description of the "Other Related Service"

Qualifications of the Provider Delivering "Other Related Service"