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**April 23, 2025, Board Meeting
Trustee Agenda Item Questions & Answers**

AGENDA ITEM: C-4, Resolution No. 25-66 (Autism Acceptance Month)

Q: How does the district ensure that students with autism are receiving appropriate and sufficient services/placements and supports?

A: The district ensures that all students with autism receive appropriate and sufficient supports through the Individualized Education Program (IEP) process, which is legally mandated to be tailored to each student's unique strengths and needs. Placement decisions and services are made collaboratively by the IEP team and are guided by assessment data, present levels of performance, and parent input.

To support students with autism across all instructional settings, Fresno Unified implements a Guaranteed and Viable Curriculum (GVC), including Strategies for Teaching Based on Autism Research (STAR) and Unique Learning Systems, that are accessible to all students across a continuum of placements. Additionally, related services, accommodations, and evidence-based practices are embedded into instructional plans to support the individualized needs of students with autism.

Q: What significant improvements in outcomes for students with autism can be expected over the next year, and how will you measure change in the interim?

A: The Special Education Department is committed to monitoring and improving outcomes for students with autism through multiple data points and strategic initiatives. Over the next year, we anticipate gains in inclusive practices, increased access to general education settings, and improved academic and functional skill performance. Interim progress and outcomes will be measured through:

- Least Restrictive Environment (LRE) data – tracking increases in time spent in general education settings.

- Unique Learning Systems Benchmark Data – utilizing pre- and post-assessments to measure academic growth.
- STAR Data Pilot – expanding digital data collection tools to provide real-time insights into student performance (currently being piloted).
- CAPTAIN Implementation – Fresno Unified is one of the statewide demonstration districts implementing Evidence-Based Practices (EBPs) for autism. Four demonstration sites across the district are currently focusing on fidelity of implementation and scaling effective practices.
- SIP Grant Work (Supporting Inclusive Practices) – Our future strategic planning includes alignment with the SIP grant to improve inclusive access and instructional quality for students with autism.

Q: Provide program descriptions for students with autism that demonstrate a strong continuum of services and staff to student ratios, including supportive inclusion models.

A: Please refer to the attached program descriptions, which outline Fresno Unified's continuum of service options for students with autism, ranging from general education with supports to specialized SDC Autism programs.

Q: Do Pre-K and TK students enrolled in Autism Intervention SDCs have access to their general education peers, as required by IDEA and ED Code? How does the district provide access when the school does not have GE Pre-K or TK programs at the site? How is access monitored at the schools that have both?

A: Students in Pre-K and TK Autism Intervention SDCs are provided access to their general education peers as determined appropriate through their IEP. At sites where General Education (GE) Pre-K and TK programs exist, students participate in both academic and non-academic inclusive opportunities as outlined in their IEPs.

At sites without a GE Pre-K or TK program, the district is actively engaging in strategic planning in collaboration with Early Learning and with the Supervisors of Schools to increase inclusive opportunities and develop site-based solutions. Currently, five elementary sites (Starr, Gibson, Robinson, Tatarian, Jackson), do not have GE Pre-K; of these, three host Autism Early Intervention SDCs. Monitoring of inclusion access at applicable sites is conducted through IEP implementation reviews, program observations, and site-based progress monitoring tools to ensure compliance and student benefit.

AGENDA ITEM C-6 Approve Data Use Agreement:

Q: How is Care Solace utilized in FUSD? How much does the vendor charge FUSD?

A: The district partnership with Care Solace is two-fold.

Unrelated to the data use agreement on this week's agenda, historically we have contracted with Care Solace to provide mental health concierge services. Care Solace is an online resource that assists parents, care providers and students in finding local mental health and substance-use related programs and counseling services. Care Solace works with individuals who have insurance including Medi-Cal, Private Insurance, and those that have no insurance. Care Solace does not require a user's name, address, phone number, or date of birth. All information that is entered is completely confidential and stored securely. This helps our schools who do not have access to services on site and when families are requesting services for the whole family. The annual cost for services is \$185,000.

However, this data use agreement is separate from that contract. The Children and Youth Behavioral Health Initiative (CYBHI) is a new initiative that requires districts to submit claims to bill for services. Care Solace is the vendor that provides an educational electronic health record system which allows the district to bill both private insurance and Medi-Cal. Care Solace submits the documentation for each claim to Carelon. This data share agreement is between FUSD, Carelon and Care Solace. Care Solace is conduit by which we are able to exchange the needed information in order to bill and receive funding for services.

The anticipated revenue to the district is estimated between \$8 to \$12 million per year, which will provide the district opportunity to sustain behavioral health services for students.

Q: How many students were served over the past year, and how does student outcome data support continuing to use Care Solace?

A: As of April 22, 2025, Care Solace has processed 1573 referrals for services. Additional detail will be provided in a board communication.

Q: Under SOFG, does A-6 fall within the scope of "Superintendent Work" since there is no monetary cost? Why is it on the board agenda?

A: Due to the significant potential for positive revenue to the district, the data share agreement was submitted for board review.

AGENDA ITEM C-7 Agreement with Innovate Solutions in Education

Q: Under SOFG, does A-7 fall within the scope of "Superintendent Work" since the monetary cost (\$29,500.) falls below the \$50,000 threshold? Why is it on the board agenda?

A: The current board approval threshold is \$15,000.

AGENDA ITEM A-8 KnowBe4, Inc.

Q: What is the expected outcome for students, and what data did you use to support renewing this contract (\$57,970.)?

A: The outcome of the KnowBe4, Inc., training for Fresno Unified students is increased academic performance, which is made possible through the knowledge and awareness of classroom and school site inclusivity, student culture, and diversity that staff will gain through the training platform. Staff knowledge of topics delivered through KnowBe4 is intended to create more inclusive school sites and classrooms in which students can focus and learn, thereby increasing their academic performance.

The platform provides trainings on topics that can be either new to staff or a refresher but essentially provide staff with a greater understanding of their students, to create healthier and more inclusive learning spaces that pave the way for increased student performance.

This is a new 2-year contract for \$57,970 provides trainings on multiple topics including cultural proficiency and is a reduction in cost from a previous platform that had only delivered one online training. The data used to support this contract includes the 72 presentations at 24 school sites that were delivered by staff, which covered topics related to harmful language, harmful behavior, and other exclusionary behaviors in the classroom and at the school site, leading to a reduction in academic performance.

Additionally, the department staff have responded to approximately 28 incidents of un-healthy cultural behavior throughout our district, all of which could have been prevented through a greater understanding by our staff on topics related to inclusivity. These presentations requested by school sites and incidents at school sites have made evident the need to continue staff training on topics that lead to greater classroom inclusion and opportunities for students to improve academically. The Technology Services department has utilized the platform with positive feedback.