

STUDENT POLICY MANUAL

Updated 2025/11

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PREFACE

Wayfinders at California State University, Fresno is an inclusive postsecondary program for young adults, ages 18 to 28 with intellectual disabilities. Wayfinders is housed under the Kremen School of Education and Human Development.

Wayfinders provides unique learning opportunities for our students, which allow them to participate on the Fresno State campus while receiving instruction and support dedicated to increasing independence by experiencing life in an age appropriate setting. Wayfinders supports student aspirations by facilitating Person-Centered Planning.

The Student Policy Manual is designed to provide information about the organization and highlight expectations for each domain. It is a collection of the various aspects of Wayfinders, its processes and policies, which includes: Fresno State Standards for Student Conduct, Campus Policies, Palazzo House Rules and Regulations.

Students are to familiarize themselves with and abide by the Fresno State Standards for Student Conduct (Appendix Three), Campus Policies, the Palazzo House Rules and Regulations, and the Wayfinders Policy Manual. Student success in the program depends on how the student utilizes the support provided by the staff. Students who successfully complete the program will receive a Certificate of Completion (Appendix One).

A. GENERAL INFORMATION

1. RIGHT TO REVISE

Policies set forth in this Manual are effective through the 2024 – 2025 academic year. Wayfinders reserves the right to revise, modify, delete, or add policies and procedures stated in this Handbook. The Executive Director will approve any changes. Whenever possible, adequate notice of the changes will be given to the stakeholders, so they are aware of the new policies or procedures. No oral statements or representations can in any way alter the provisions of this Handbook.

2. HISTORY

Wayfinders was established in 2011 at Fresno State. It is one of 27 Model Demonstration Projects called Transition Programs for Students with Intellectual Disabilities in Higher Education, (TPSID), funded to fulfill Congress's intent to develop inclusive college options for students with intellectual disabilities as authorized under Title VII, Part D of the Higher Education Act (P.L 110-315).

3. OUR MISSION

Wayfinders Mission is to provide person-centered support and services that advance self-determination, quality of life, and life-long learning for students with intellectual disabilities. Wayfinders students achieve their potential through inclusive educational, residential, social and vocational experiences.

4. OUR VISION

Students who complete Wayfinders will have productive and fulfilling lives in the settings of their choosing.

5. OUR PHILOSOPHY

Wayfinders utilizes Person-Centered Planning to identify and highlight the unique talents, gifts and capabilities inherent in the students. It involves a whole team of family members, friends, professionals and the student. The team members are chosen by the student to help identify skills and abilities, which can help achieve goals of integrated and competitive employment, independent living, continuing education and full inclusion in the community.

Goals of Person-Centered Planning include:

- Recognizing individual abilities, desires, interests, and dreams
- Through team effort, develop a plan to turn dreams into reality.

B. CASE MANAGEMENT

Case Managers at Wayfinders track students to ensure the student is demonstrating progress within their stated goals. The Wayfinders Case Managers serve as the liaison between Student, Wayfinders Staff, Regional Center Service Coordinator(s), and Parents/Guardians. In addition, the Case Managers are responsible for scheduling and proctoring the initial 30-Day IPP Meeting and Quarterly Progress Meetings. The Case Managers oversee Time Off/Travel Requests and Overnight Guest Protocol. They also support students to develop the skills to work with natural supports such as, family, physician, pharmacy, and other medical and health professionals, to manage medical needs more independently.

1. STUDENT EXPECTATIONS

a. STUDENT ATTENDANCE POLICY

By applying and being accepted into Wayfinders there is an understanding that participation in all domains (Case Management, Residential, Vocational, University Inclusion, Community Inclusion, and Transition) is essential to the success of all individual goals. Students are expected to attend and participate in all events on their calendar.

Wayfinders will excuse absences for the following reasons:

- Personal illness with a fever. For common colds, COVID, headaches, allergies etc please contact your case manager who will provide more guidance (see note below).
- Death or critical illness in the family.
- Participation in a Wayfinders approved activity.

- Jury duty.
- Religious holidays.

Staff will evaluate any reason, other than those listed above, for a student missing appointments or class and determine whether the absence is a reasonable request. In the case of foreseeable absences, students are encouraged to notify staff and faculty members at least one week in advance.

NOTE: Persistent personal illness will require the student to visit the doctor and obtain a doctor's note. For the majority of seasonal illness students will be expected to wear a mask and continue with their commitments.

b. STUDENT CALENDARS

Staff teach and support students in learning how to use Google Calendar to manage their day. Examples of calendared commitments include meetings with staff/instructors/mentors/employers, workshops, class, ISP appointments etc. Students are invited to commitments on their Google Calendar by staff. Students have three response options: Yes, I will Attend, Maybe, No.

i. Calendar Expectations

Attending calendared commitments is the student's first priority.

- Students are expected to respond to the calendar invite within 24 hours by either accepting with a "yes, I will attend", "maybe", or "no".
 - o Accepting the invite ("Yes, I will attend") does not require further action, aside from attending and participating in the event.
 - o If the response is a "maybe" or a "no", then communication with the appropriate staff member is REQUIRED to reschedule or cancel your appointment
 - o If unable to make the meeting/commitment or if the student is running late, students are expected to:
 - Immediately communicate to the individual(s) they have the meeting/commitment set with that they are running late or they need to reschedule
- If there is a schedule conflict:
 - o The student must contact the domain coordinator to discuss the situation and together reach a decision to resolve the schedule conflict.
 - o The student is ultimately responsible for ensuring that the events on their calendar are correct and by the fourth semester are independent with managing it.
- Students must constantly refresh and review their calendars on their devices as staff may have invited them to a meeting or an activity.
- Answer phone calls and text messages from staff if it is an appropriate time, or respond back as soon as possible.
- Failure to comply may result in disciplinary action.

ii. **Off Campus Appointments**

When a student has an off-campus appointment (e.g. doctors, dental, counseling, etc.), they must notify their Case Manager **at least one week in advance** and place the appointment on their calendar. Transportation needs must be arranged with the Case Manager and Residential Coordinator. Students **MUST** be mindful of their on and off campus responsibilities when scheduling medical appointments. Students are required to notify the staff working with them at least one week in advance that they will not be able to make their meeting due to an appointment.

c. **SATISFACTORY PROGRESS POLICY**

All students are expected to demonstrate satisfactory progress in each domain as defined by the Wayfinders Satisfactory Progress Policy (Appendix Two). *If after the first year, a student has not made sufficient gains or lacks the motivation to participate, Wayfinders reserves the right **not** to invite the student back for the following semester or year.* However if a student is not meeting expectations they may be dismissed from the program at any time. Following is a summary of the Satisfactory Progress Policy:

- Student Attendance & Participation: Attends and participates in scheduled support appointments and engages with other provided forms of support.
- Demonstrable Progress: Shows demonstrable progress in collected progress notes and/or visual representation of data. Focuses on areas of challenge.
- Benchmarks for Skill Sets: Aims to reach benchmarks demonstrating skill acquisition and having supported faded to appropriate levels for the purposes of confirmation of task completion, maintenance of skills, and/or further skill development.

d. **STUDENT COMPLAINTS/GRIEVANCES**

Students can communicate any complaints/grievances related to the program by completing the [STUDENT COMPLAINTS/GRIEVANCES](#) google form.

2. **PASSWORD POLICY**

First year students entering Wayfinders will be responsible for passwords for the following accounts:

- Fresno State email account: Students are issued a personal password by the Continuing and Global Education Department. The University Inclusion Coordinator will keep a current list of all of the student's passwords in a confidential manner.
- Golden 1 bank account: Students will create a password for their bank account and share this with the Residential Coordinator. The Residential Coordinator will keep a current list of these passwords in a confidential manner.
- Phone Apps: Students must have access to downloading applications on their devices therefore they must be aware of their own account passwords.

i. **Changing a Password**

- Should a freshman or senior student wish to change their password(s), they must do so first by discussing it with the domain specific coordinator (University Inclusion or Residential Coordinator). The new password must be shared with the domain coordinator.

- Failure to discuss and share the password change may result in disciplinary action.

Students are expected to keep their passwords private from other students, parents/guardians, and other community members.

3. TRANSPORTATION AND TRAVEL

As part of the Wayfinders curriculum, students are taught to safely use public transportation. Students are encouraged to first seek and utilize public transportation (bus, Lyft, Uber) for their basic independent living skill needs such as grocery shopping, medical appointments, work, and leisure activities. However, there may be instances when a student's schedule may not allow the use of public transport. In this case, students need to discuss their needs with their Wayfinders Case Manager in order to secure transportation from alternative means.

Students requiring transportation off campus for needs other than Wayfinders programming such as Greyhound and Amtrak stations, medical, dental, and counseling appointments must inform the Wayfinders Case Manager **at least one week in advance**.

Wayfinders coaches are only permitted to transport current Wayfinders students. Guests of the Wayfinders program and/or non-Wayfinders students cannot be transported by coaches and need to find alternative methods of transportation.

i. Travel Requests

Students traveling home for holidays or leaving the program for a 24 hour period or more must complete the Travel Request form for approval and seek to be excused by ALL Domain Coordinators. If the student will be missing work days, a **separate** the Time Off from Work form must be signed by the worksite supervisor approving the time off. Once approvals are obtained, the Travel Request Form must be submitted to the Wayfinders Case Manager, and the Time Off from Work form must be submitted to the Vocational Specialist **at least one week prior to the first requested day away**.

For holidays and breaks, students should plan to leave AFTER their commitments are met. Students can leave after:

- Their last class, tutorial, work or other scheduled appointments;
- Scheduled chores and inspections are completed;
- All assignments due are turned in;
- Work experience shift;
- Meetings with staff.

Students are expected to return prior to their first commitment (e.g. class, work experience, meetings).

ii. Student Drivers

Students can bring their cars and/or motorcycles onto campus and Palazzo, after the first semester provided they are in good standing with the program. Students can transport other Wayfinders students outside of Wayfinders programming. Wayfinders is not liable for student drivers and their passengers. The student is responsible for contacting the Palazzo in order to secure a parking permit to park on the premises.

4. SOCIAL MEDIA

Defined, Social Media is a form of electronic communication, a countless array of Internet based tools and platforms that increase and enhance the sharing of information. Platforms like Twitter, Facebook, and LinkedIn have created online communities where people can share as much or as little personal information as they desire with other members. Wayfinders expects students to be respectful, accurate and maintain confidentiality. The following are the guidelines that students are to abide by:

1. To be honest and responsible

- To be responsible for what he/she has posted.
- To realize that his/her post may be seen by an unspecified large number of people and respect that readers may make their own individual interpretations on his/her post.
- To respect the rights of the person he/she is posting about and the opinions of his/her readers.
- Not to post anything that offends accepted social standards of decency.

2. To respect the confidentiality of certain information

- Not to post any personal or confidential business information about Wayfinders, staff, and other students.
- Obtain consent from peer(s) prior to posting or sharing pictures or videos.

3. To realize that information once posted online cannot be deleted

4. To realize how fast information spreads online

WAYFINDERS STUDENTS ARE NOT TO BEFRIEND WAYFINDERS STAFF MEMBERS, COACHES AND INTERNS WHILE IN THE PROGRAM ON SOCIAL MEDIA, AS THIS IS A CONFLICT OF INTEREST.

- The only exception to the above is the Wayfinders at Fresno State Facebook Page, the Wayfinders Group Page for the Wayfinders Student's Class Year and the Alumni Page.

5. INAPPROPRIATE CONTENT & THE INTERNET

There are no controls on pornography, per se, unless the material or use of the materials is illegal or causes a violation of Fresno State's Code of Conduct. The University and the Palazzo at Campus Pointe have no control over the internet service that students purchase on their own. Students are expected to navigate the internet responsibly and will be held accountable for any illegal actions.

6. RELATIONSHIPS

All Wayfinders students are adults with all of the same rights and responsibilities. They have the right to engage in all aspects of a relationship. Additional resources and support will be provided on an as needed basis to promote healthy relationships. All students will participate in Healthy Decision Workshops. These workshops will provide information in: healthy relationships, consent, family planning, and the reproductive system.

7. STUDENT HEALTH

i. Student Health and Counseling Center

Wayfinders students have access to the campus. These services are for immediate first aid/onset care, care for minor to moderate illness and injury (outpatient). Student health also provides Health and Wellness Education, Counseling Services, and Diagnostic: Lab and x-ray. They are only available Monday, Tuesday, Thursday and Fridays 8:00 a.m. – 4:45 p.m., Wednesdays from 9 a.m. to 4:45 p.m. Limited services between 12:00 to 1:00 p.m. Summer hours are 7:00 a.m. - 3:15 p.m.

If a student is diagnosed with a contagious disease, depending on the severity of the illness, staff may request the student go to the home of a parent/guardian in order to limit contagion to other students and staff.

ii. Long-Term Care Issues

Students with pre-existing/ongoing concerns should make the necessary arrangements with off-campus providers for these issues. Staff may recommend names of physicians and/or counselors upon request. However, Wayfinders does not endorse any particular professional. It is up to the student and/or parent to make the final decision as to whom the student will see.

iii. Program Recommended Counseling

Individual and group counseling services may be available to Wayfinders students, through graduate level counseling students supervised by a qualified instructor. Participation in this service is optional and is only available to the student if the case manager feels they may benefit.

iv. Medication

Wayfinders does not have a qualified staff member to administer medications. Therefore, students accepted to Wayfinders must be able to administer their own medications. They must understand the importance of taking medication as prescribed. It is student/parent/guardian responsibility to notify the Case Manager and Residential Coordinator if the student requires medication reminders. Reminders that fall within the scope of services such as, calendar reminders, can be provided. However, the student must show demonstrable progress to fade medication support. Additionally, when there is a change in the medication type, dosage, and/or time administered, this information must be provided to the Wayfinders Case Manager and Residential Coordinator immediately.

v. Emergencies

An emergency is any time-sensitive condition such as a life-threatening condition, serious injury, severe allergic reaction, poisoning, or a fire. **Call 9-1-1 first!**

Emergency during business hours (8:00 am - 5:00 pm): call your Case Manager

Emergency after hours (5:00 pm - 8:00 am): Wayfinders Emergency Phone, 559-428-3008

- For emergency use only - the person on the Emergency Phone will guide you through next steps based on severity of the situation.

Other Phone Numbers:

- Campus Police, 559-278-8400
- California Poison Control, 800-222-1222
- Palazzo Office, 559-291-6400
- Palazzo Courtesy Patrol, 559-824-3030 (open 24 hours)
- Wayfinders Coaches Phone, 559-797-2613 (for current student use only between 7 am - 10 pm)
- Wayfinders Office, 559-278-0390 (8:00 am - 5:00 pm)

vi. Emergency Procedures:

- **In the event of an emergency, call the emergency line.** Staff on call will make the determination if 911 should be called.
- If 911 is called the Emergency Staff person will call guardians/parents and decide if it is necessary to meet the student at the ER. Since each emergency situation is different, cases will be handled case by case.
- If 911 is called and the student is taking the ambulance, the student should pack their phone, phone charger, wallet and their health card.

vii. Threatening Harm to Oneself or Others

Students' health and safety come first and foremost at Wayfinders. If a student threatens harm to himself or herself or to another person, staff will evaluate the student via Self Harm and/or Tarasoff assessment. If determined that the student is a harm to self and/or others, the student will be encouraged to contact 911. In the event the student does not want to contact 911, staff will call 911. The Wayfinders emergency on-call staff member will contact the parents and the student's regional center service coordinator. As a follow up, an action plan will be developed to support the student from further threats.

8. BULLYING

Wayfinders has a **zero tolerance** policy for bullying. All Wayfinders students are expected to be respectful and courteous to each other as well as staff, employers, instructors, and other Fresno State students. All Wayfinders students are expected to abide by the Fresno State Code of Conduct (Appendix 3) as outlined:

<https://studentaffairs.fresnostate.edu/studentconduct/policies/index.html>

Students who fail to comply will be subject to expulsion from the program.

Bullying Defined:

- The behavior hurts, humiliates, or harms another person physically or emotionally.
- Those targeted by the behavior have difficulty stopping the action directed at them, and struggle to defend themselves.
- There is also a real or perceived "imbalance of power," which is described as when the student with the bullying behavior has more "power," either physically, socially, or emotionally, such as a higher social status, or is physically larger or emotionally intimidating.
- The behavior can be overt and direct, with physical behaviors, such as fighting, hitting or name calling, or it can be covert, with emotional-social interactions, such as gossiping or leaving someone out on purpose. Bullying can also happen in-person,

online or through smart phones and texts.

- There is intent on the part of the student with bullying behavior. “It is intentional, meaning the act is done willfully, knowingly, and with deliberation to hurt or harm,” but there is some controversy with this statement as some assert that not all bullying behavior is done with intent or that the individual bullying realizes that their behavior is hurting another individual.
- Many definitions indicate that the bullying is “repeated,” but the reality is that bullying can be circumstantial or chronic. It might be the result of a single situation, such as being the new student at school, or it might be behavior that has been directed at the individual for a long period of time.

The Office for Civil Rights and the Department of Justice have stated that bullying may also be considered harassment when it is based on a student’s race, color, national origin, sex, or disability. Harassing behaviors may include:

- Unwelcome conduct such as: Verbal abuse, such as name-calling, epithets, slurs
- Graphic or written statements
- Threats
- Physical assault
- Other conduct that may be physically threatening, harmful, or humiliating

NOTE: If a student with a disability is being bullied, federal law requires schools to take immediate and appropriate action to investigate the issue and, as necessary, take steps to stop the bullying and prevent it from recurring.

9. CRIMINAL ACTIVITY

Wayfinders follows The Fresno State of Code Conduct (Appendix Three), Campus Policies (Appendix Four) and The Palazzo House Rules and Regulations with regard to illegal activity such as, but not limited to, drug related activity, indecent exposure, violence, etc. The Palazzo has a No Tolerance Policy and a “single violation will be deemed a serious violation and a material NON CURABLE breach of lease” (page 3 of Palazzo House Rules and Regulations). Of specific mention is illegal drug activity and underage drinking/drug use will not be tolerated as per the policies referenced above.

10. TITLE IX ALLEGATIONS

Following are covered by Title IX:

- Sexual Discrimination
- Sexual Harassment
- Gender Discrimination
- Sexual Misconduct
- Stalking
- Domestic Violence
- Rape and Sexual Assault
- Gender Equality in Athletics

Contact Case Management or the Emergency number if you or someone you know experience any of the above issues. Further information regarding reporting can be found at <http://www.fresnostate.edu/adminserv/hr/title-ix/index.html>

C. PARENT/GUARDIAN INVOLVEMENT

Appropriate parent/guardian involvement is crucial for student success at Wayfinders. Through meetings such as the 30-Day Individual Program Planning Meeting (IPP) and Quarterly Progress Meetings, parents/guardians will have the opportunity to provide input into many of the important decisions their student may make. However, there may be times Wayfinders is bound by confidentiality or judicial rulings, (<http://www.fresnostate.edu/catooffice/current/policies.html>) and may be unable to share information about the student without his/her consent. The WCM and student meet on an individual basis frequently and as needed to review student progress across all domains.

Student success depends on Parent/Guardian support during their time at Wayfinders, therefore, Parents/Guardians must agree to the following:

- Provide necessary medical care and updates to Wayfinders Staff (e.g. medications being filled and supplied while at school, setting up medical appointments, transportation to and from appointments, and paying for all related medical expenses)
- Talk with their son/daughter about their college experiences and post Wayfinders life goals (e.g. what has been learned on campus, supporting homework during breaks and weekend visits, researching and networking community resources with Wayfinders staff)
- Collaborate with Wayfinders Staff, Regional Center Service Coordinator(s), and supports to implement strategies and interventions designed to facilitate the development of appropriate adult behaviors and social skills needed for success (e.g. corrective action plans, outcomes of student choice, etc.)
- Notwithstanding emergencies, have at least one Parent/Guardian physically in attendance at the 30-Day Meeting.

i. Parent Concerns

When there are concerns regarding their son/daughter, parents are to contact the Wayfinders student first to promote self-advocacy. If the issue has not been resolved, the Wayfinders Case Manager may be contacted via email. The Wayfinders Case Manager will collaborate with the appropriate Coordinator and/or student to develop a plan to resolve any presenting issues. The goal of Wayfinders is to support students with developing and growing the self-advocacy and determination skills necessary to become independent adults. Although Parents/Guardians may not always agree with the decisions their student makes, a positive and open relationship with all parties will be maintained.

D. RESIDENTIAL

1. THE PALAZZO APARTMENTS

Students are expected to abide by ALL Palazzo rules and regulations, which are outlined in the lease agreement terms and conditions as well as the Palazzo Resident Handbook. Students and parents must read the lease and handbook to become familiar with Palazzo expectations. Any disputes with the Palazzo Apartments (fees, rent costs, maintenance request concerns etc.) must be resolved directly with the Palazzo Apartments staff. The Residential Coordinator nor Wayfinders is responsible for fees or rent costs issued by the Palazzo.

Sharing an Apartment

As indicated in the Palazzo Lease, “roommate matching is done as a courtesy and does not guarantee a roommate match. Incompatibility of roommates is not grounds to transfer apartments or to terminate the lease.”

Wayfinders recommends that students share an apartment with other Wayfinders students for two reasons:

1. Wayfinders can monitor the health and safety of their students when they room together.
2. Wayfinders does not have control over the actions or behaviors of non-Wayfinders students living in the Palazzo, as they are not participants in the program. However, when Wayfinders students are living together, Wayfinders can provide assistance to students in areas such as apartment maintenance, academics, and social activities as well as address any problems that may arise between Wayfinders students who share an apartment together.

Roommate Conflicts

As outlined in the Palazzo Lease, “it is the student’s responsibility to get along with all of their roommates. Palazzo will not get involved in roommate conflict resolution unless the conflict pertains to an illegal act that is supported by proper documentation from law enforcement.” Palazzo and Wayfinders have a mutual agreement that in the event of roommate conflicts, the Wayfinders Case Manager and the Residential Coordinator will facilitate a dialogue between the student and their roommates to resolve the issues through conflict resolution and forming and abiding to an apartment agreement contract.

Switching Rooms

Leases are signed for a specific apartment and bedroom for a specific period of time. During the duration of the lease, students may not switch bedrooms/apartments. All efforts will be made to resolve roommate conflicts.

Apartment Visitations

Wayfinders students are adults and Wayfinders does not restrict an overnight visitor.

Students are required to complete the Overnight Guest Information Form and submit it to their assigned Case Manager **48 hours prior** to the guest visit. The form must be submitted

with all roommate signatures approving the guest's visit. Failure to obtain approval by all roommates will result in overnight guest requests being denied. As per Palazzo Policy, "Guests are not permitted to spend more than three (3) consecutive nights in the premises". Additionally, "resident agrees to not having more than ten (10) persons in the premises and unit at any one time."

Wayfinders students are responsible for their guests "safety, negligence and actions while they are visiting the Palazzo premises." The Palazzo lease states that tenants will be held directly responsible for any of their guest's actions that result in a violation of the lease. Students are required to supervise their guests at all times while they are visiting the premises.

Students are expected to continue with their scheduled activities during the time their guests are visiting. Plans with their guest should be made around their scheduled commitments with Wayfinders. Students will not be excused from their commitments, unless discussed with the appropriate staff prior to guest visit.

Apartment Keys

Students who have lost their keys have to request the keys at the Palazzo main office. To replace their whole set of keys (apartment & room) there will be a charge of \$75. Re-keying the front door affects program keys, **therefore students are required to request a second set of keys.**

Students who have locked themselves out of their room/apartment must either contact the Palazzo main office (during business hours). If the Palazzo Office is closed only then students need to contact the Palazzo Courtesy Patrol (559-800-7233). Please note that there will be a \$75 charge from the Palazzo which will show up in the following month's rent.

Other students will not be permitted to enter a student apartment in the absence of the occupants.

University Breaks and Holidays

Breaks: Wayfinders follows Fresno State for the following breaks: Thanksgiving Break, Winter Break, and Spring Break. However summer break is only observed from July 1 - July 30th. During the breaks all students are required to go home. There are no staff on site and no programming.

Holidays: Wayfinders observes the same holidays as Fresno State which are Martin Luther King Jr Day, Cesar Chavez Day, Presidents Day, Juneteenth, Labor Day and Veterans Day. During these holidays apart from college classes all other programming continues (residential supports, work if open, and activities. Students may opt to go home however, must follow the Travel Request Procedure outlined above.

2. RESIDENTIAL COACHES

Residential coaches DO NOT complete the tasks for the student and will allow the student to experience the natural consequences as a result of their noncompliance.

Residential coaches are assigned to specific apartments and are scheduled to work with students on various independent living tasks throughout the week. Students may be scheduled to be in their apartments working on meal preparation, laundry, and other independent living skills with the support from the residential coach. Because the residential coaches have varied responsibilities that may require them to be out of the apartment or off the grounds of Palazzo, they may not be with students at all times. For example, residential coaches may be accompanying students in the community providing support with grocery shopping or banking.

Students are expected to be respectful and courteous to coaches and conduct themselves in a professional manner during scheduled program hours. Students are expected to answer their apartment/bedroom door and answer their phones when a coach arrives. Staff will seek permission from student(s) and announce before entering their space. Students must abide by the Wayfinders Student Accountability Policy (page 27), and the consequences of non-compliance are outlined within the policy.

Residential Coaches Phone

Students can contact residential coaches via the Wayfinders Coaches Phone from 7 am - 10pm Monday through Friday, 9 am - 8 pm on weekends. The Wayfinders residential coaches' phone is strictly for student use only and is a tool for communication between students and residential staff. Parent concerns are to be directed to the student first. If need be, parents can contact the Case Manager.

3. HEALTH AND SAFETY

At the Palazzo, Wayfinders staff are off duty at 10:00 p.m., therefore it is strongly recommended that students stay in their apartment after 10:00 p.m. The program works on the honor system. Since Wayfinders does not have staffing after 10:00 p.m., Wayfinders does not assume responsibility for those students who choose to leave their apartment after 10:00 p.m. Staff encourages students to aim for 6 to 8 hours of sleep nightly. While we understand college is an exciting part of a student's life, success in Wayfinders depends upon the students taking care of themselves and making healthy decisions.

Leaving the Palazzo/Campus

For health and safety reasons, all students are required to notify a coach or staff member where they are if the event does not appear on their Google calendar. If a student leaves before or after residential coaches are on shift, the student must text or call the coach's phone or place the event on their calendar. Failure to follow this protocol is subject to a Corrective Action Plan, according to the Wayfinders Student Accountability Policy.

Safety Checks

Student's apartment may be entered by a Wayfinders staff member if one or more of the following circumstances exists:

- a. An emergency exists or is believed to exist such as;
 - i. Student injury
 - ii. Welfare safety check
 - iii. Fire

- iv. Request for emergency support
- v. Other health and safety related incident

In the event a coach or staff member has to enter the apartment/room, they will give the student a warning knock. After which they will text the student to inform them that if they do not respond by text/call within a specified time, staff will proceed with entering the apartment.

When a staff member feels there is a reasonable indication that rules or regulations are being violated or that there is some form of danger to life, limb, or property in a room with the door closed, the staff member will:

- a. Get an accompanying staff member
- b. Knock and verbally identify self as a staff member prior to unlocking and entering the room
- c. Request that the door be opened
- d. If the door is not opened within a reasonable period of time, the staff member will enter the room

E. UNIVERSITY INCLUSION

1. WAYFINDERS AND OPEN UNIVERSITY

Wayfinders students are not matriculating students, therefore, they enroll in classes through Continuing and Global Education's Open University. Typically during the Fresno State enrollment process, first priority is given to matriculating students and Open University students receive priority after matriculated students have been given the chance to add courses. The Wayfinders University Inclusion Coordinator provides the students academic advising throughout their college experience with Wayfinders. Students are responsible for collaborating with the University Inclusion Coordinator on accessing the appropriate information to make decisions about courses. University Inclusion staff works with students to develop a course wish-list with some pre-selected courses and will assist students in attempting to enroll in available courses of their choosing. Course enrollment is not guaranteed. The instructors and department of each course make enrollment decisions, and Wayfinders cannot override those decisions.

2. COURSE ENROLLMENT

Wayfinders students are expected to enroll in a minimum of 6 units each semester. Each semester these units will include 3 units of COUN 180- Career Development. First year Wayfinders students are required to enroll in University 1- An Introduction to Learning and the University, and COUN 180T- Career Development in the first semester. Students are asked to fully attend and participate in the courses they are enrolled in. When the semester is complete, the student and the University Inclusion Coordinator will review the student's performance and will collaborate on developing a plan for appropriate course enrollment for the following semester. Recommendations from the University Inclusion Coordinator will be based on the student's overall performance in class, and the student's academic and/or career goals. Any student not enrolled in the minimum 6 units per semester will be disqualified from participation in Fresno State Commencement, and will run the risk of being ineligible for the Wayfinders Certificate of Completion.

3. ACCOMMODATIONS

Students receiving support from Wayfinders are no longer covered under the Individuals with Disabilities Education Act (IDEA). University students are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. These laws are “non-discrimination” statutes, which guarantee access through provision of reasonable accommodations. Accommodations simply provide an alternative way to accomplish the course requirements by eliminating or reducing disability-related barriers. They provide a level playing field, not an unfair advantage. Thus, it cannot be expected that college courses will be modified to facilitate successful learning as in K-12 education.

As a postsecondary education support for students with intellectual disabilities, Wayfinders assists students in navigating through university courses and the university system. While we will assist students in accessing the college curriculum, we do not modify courses or make accommodations.

Services for Students with Disabilities (SSD)

SSD works with students, faculty, and other resources of the University to coordinate accommodations for which students are entitled under federal legislation. California State University, Fresno students who have a verified disability are eligible for services through the SSD office. To receive services, students must complete an application form and provide SSD with verification of disability from an appropriate and acceptable professional. Documents including diagnosis, prognosis, and functional limitations assist SSD staff in providing the best-fit accommodations. Wayfinders staff will assist with making an appointment for an initial interview with an Access Specialist (AS)). When the student meets with the DMS they will discuss the functional limitations they may experience while on campus and different accommodations that may be helpful. The AS can then develop an accommodation plan. Services for each student are determined on a case-by-case basis.

Examples of services include but are not limited to:

- Assistive technology
- Notetakers
- Testing accommodations
- On-campus transportation

University Inclusion Coaching

University inclusion coaches work with students under the supervision of the University Inclusion Coordinator. Each student is assigned to a specific university inclusion coach, who will assist the student in monitoring progress and provide support as needed. However, students may work with various university inclusion coaches in their courses and drop-in lab.

Coaches are not experts on all subjects and cannot ensure each student gets a passing grade. Coaches are Fresno State students who serve as models and mentors for appropriate college behavior. The focus of coaches is to teach students the necessary skills that can be generalized to all courses and help students to apply those skills to each course they take. Each student's work will be graded by the University instructor according to University standards.

Coaches provide students with support in a variety of ways to support their success in the University Inclusion Domain. Examples of supports that students are provided in UI Include

- **Tutorials** - Tutorials are crucial to the academic process at Wayfinders. Students participating in Wayfinders have on average two tutorials per week scheduled with a university inclusion coach. During this time, students and their coaches will focus on time management, organization, understanding assignment instructions, reviewing class material and assignments, and utilizing appropriate campus resources e.g. tutoring services, writing services, campus workshops, etc. At the start of the semester, students will meet with their tutorial coach to set up regular tutorial appointments
- **In Class Support**- If appropriate, students may receive in-class support. When a student has in-class support, a coach will attend the course with them to assist, as needed. In-class support is provided at the discretion of University Inclusion staff and the course instructor. Students are also involved in the process of organizing in-class support.
- **Drop in Lab** - Students may attend drop-in lab when in need of additional support on tasks throughout the week. Students may also be assigned to attend a drop-in lab by staff. In this case, students are required to attend drop-in lab and should contact staff if unable to make the scheduled drop-in lab time.
- **Additional targeted support in skill development for UI** may be provided on an as-needed basis

If there are questions or concerns from a student about university inclusion coaching, the University Inclusion Coordinator is to be contacted by the student. The University Inclusion Coordinator will address the concern appropriately and can facilitate discussion with the university inclusion coach, as needed. We are constantly monitoring and changing supports as appropriate, all feedback is considered.

Recommendations about the time needed to be successful in a college course estimate that for each unit of a course, a student needs to invest an additional hour of time each week studying, using class materials, and completing assignments. This means that a three hour course would need at least 6 additional hours of investment from a student outside of class sessions. To bridge the gap between 2 hours of tutorials with Wayfinders each week and the additional 4 hours needed outside of class, students are encouraged to work independently on their own time for coursework, and use available resources for support when needed during independent study time (i.e. drop in lab, forming study groups, office hours, or using campus resources). The University Inclusion team can provide guidance to students on resources to support study and classwork outside of tutorials.

Coaches are not to do the work for the student and are not expected to be more invested in the work than their students. Students at the college level are required to do their own work via rules and regulations of the University or risk cheating/plagiarism charges, e.g. dismissal from the University. If the student is not able to do the work required to finish the class with a passing grade, an audit is an acceptable option. Students will be given support, but if the student chooses to not do the work, they will undergo the natural consequences.

4. FRESNO STATE POLICIES

While on the campus of Fresno State all Wayfinders students will be expected to abide by the Student Code of Conduct as outlined, <http://www.fresnostate.edu/studentaffairs/judicialaffairs/title5.html>. Wayfinders students will follow the policies of the judicial system and the recommendations of the Dean of Students. Any resulting disciplinary action will follow in accordance with Fresno State. These policies include permanent or temporary expulsion of a student.

Class Attendance/Missed Classes

Students will be held to the attendance policy of the instructor. It is expected that students attend all classes. If a Wayfinders student does not attend class or is disruptive it is a reflection on the program and may jeopardize future spaces in that class. Wayfinders cannot overrule a decision by an instructor to drop or fail a student due to poor attendance/behavior.

Classroom Conduct

Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life.

Disruptive Behavior

Examples include but are not limited to:

1. Arriving late to class
2. Making voluntary loud noises in class
3. Physically or verbally abusive conduct
4. Interruptions
5. Failure to adhere to the instructor's rules or instructions
6. Vulgar or obscene language
7. Slurs and other forms of intimidation
8. Using cell phone
9. Talking in class

University Policy maintains that disruptive classroom behavior, which interrupts learning, may lead to disciplinary action and/or removal from the class by the University. Wayfinders cannot overrule a university decision if a student is dropped or expelled from courses.

Academic Probation/Disqualification

All students will be held to the standards of the University, as well as the standards of the Wayfinders Satisfactory Progress Policy. Students who do not uphold these standards will be at risk of probation and/or disqualification from the University.

Family Education Rights and Privacy Act

FERPA laws prevent parents from contacting university faculty or university staffing outside of Wayfinders. Wayfinders strives to support students in becoming self-advocates. Students are especially encouraged to talk to the University Inclusion Coordinator if they have

questions or concerns about their courses, coaching, or academics. Parents who have concerns about student academics or university status should encourage their student to contact the Wayfinders University Inclusion Coordinator for assistance. The University Inclusion Coordinator will work to address concerns with faculty, staff, and the student as appropriate so the roles of each party are respected.

Auditing a Course

Students may participate in University courses by auditing. If a student audits a course, performance will not be assessed and graded. The student does not receive University credit for the course. Courses may be audited for the purposes of academic exploration, self-enrichment, building academic experience, and confidence.

Students who audit courses are expected to attend scheduled class meetings. Auditing students are also responsible for working with a University Inclusion Coach as necessary and must complete the assignments and assessments as expected by the instructor for participation. Auditing does not excuse students from the academic policies outlined in this manual.

5. FRESNO CITY COLLEGE

In addition to attending Fresno State, students receiving support from Wayfinders also have the opportunity to enroll and attend classes at Fresno City College. This opportunity is only extended to students who have shown academic potential and responsibility on the Fresno State campus. Since Wayfinders has no staffing at Fresno City College, we cannot provide the same level of support at Fresno City College as we do at Fresno State. For this reason, Wayfinders staff takes steps towards making sure students who choose to attend Fresno City College are ready to take on this academic responsibility.

We have set the following policies regarding attendance to Fresno City College for Wayfinders students:

- 1) Students must have passed a minimum of 2 Fresno State courses.
- 2) Students must meet the attendance policies for courses at Fresno State.
- 3) Students must demonstrate that they will follow the Student Code of Conduct.
- 4) Students must be able to attend courses without the need for in-class support from a university inclusion coach.
- 5) Students must demonstrate that they will self-advocate inside and outside of the classroom.
- 6) Students must be able to track and maintain their assignment due dates independently.
- 7) Students must be able to utilize the public transportation system independently to reach the campus (initial training will be provided).
- 8) Students must be able to navigate the campus to get classes independently (initial training will be provided).
- 9) Wayfinders will provide support with these steps, however, the student must meet this criteria while they are supported by Wayfinders as a Fresno State student, prior to enrollment at Fresno City College.

F. VOCATION & EMPLOYMENT READINESS

1. CAREER DEVELOPMENT CLASS

All students in Wayfinders engage in career exploration and job skill development through coursework, and work experience that are available both on and off campus. This comprehensive component of the program is designed to ensure students become competent workers and have the ability to secure and maintain competitive and integrative employment both during and after completing the program.

Taught by the Vocational Specialist, students enroll in the Career Development class through the Fresno State Continuing and Global Education Department. Wayfinders students are encouraged to enroll in this 3-unit course every semester. Career Development focuses on developing fundamental tools as well as the soft skills that are critical to their employment success. There is a strong focus on career exploration, developing appropriate work skills and attitude, job search, expectations when completing job applications, interviewing skills, assisting the students in determining their work experience choices, and developing their career interests and goals. Concrete interviewing skills along with creating a resume, list of references, and an Employment History form (contains information needed to complete a job application) provide the student with the tools essential for a successful job search.

2. WORK EXPERIENCE

Wayfinders students enhance their classroom learnings with on-the-job training that are gained through integrated employment opportunities through a number of on-campus and community based job sites. Students have the opportunity to select worksites that interest them. Work Experience provides the student with an opportunity to explore a career field and gain work related skills. They take place in professional environments, in real jobs with duties and responsibilities typical of the industry. Students report to supervisors at the job site and Wayfinders Job Coach provides additional support initially with the goal of fading out as the student demonstrates competence with job skills. Vocational Staff periodically check in with the student and work site Supervisor to provide necessary support and determine if accommodations are required.

Lastly, work experience allows the students to explore what they can do, test drive their career choices, and decide what careers are good matches for them. They also serve as an opportunity for the student to develop professional contacts, develop a work history, learn specific job related skills, and add career related experiences to their resumes.

3. WAYFINDERS STUDENT EMPLOYEE HANDBOOK

Wayfinders students will receive a copy of the Wayfinders Student Employee Handbook during the first semester of Career Development class. It contains information and guidelines for the student in understanding what the general expectations of the Student Employee are by the worksite, Supervisor, and Wayfinders/Fresno State Foundation. The Handbook is discussed in detail and students will be referred back to it periodically during the four semesters of the class for guidance and support. It covers topics such as working with time off requests, timesheets, paychecks, and deposits, attendance and participation, job coaching, dress code, hygiene, and

release of employment by supervisor, and more. Should the worksite have different protocols than what is stated in the Wayfinders Student Employee Handbook, the worksite protocol supersedes Wayfinders.

NOTE: Work Time off Requests are different to the TimeOff/Travel Requests submitted to Case Managers.

G. COMMUNITY INCLUSION

Activities and Participation

A key aspect to gaining independence is social and community integration. Participation in activities is essential in order to develop skills related to this such as, interpersonal, initiation, and follow through. The activities staff work with students individually as well as in groups, to plan activities that will engage and promote their participation. Students are able to request which activities staff work with them to plan these activities within reasonable accommodations based on availability. These activities can take a multitude of forms, e.g. hobbies, social clubs, community events, etc. The ultimate goal is for the student to be able to independently plan and organize social activities with one or more friends, once they have completed Wayfinders.

At the beginning of each month students have the opportunity to pick out what activities and volunteer opportunities will be hosted and available that month via a google survey. Once the activities are chosen, the activities domain uses the online software signupgenius.com to notify students via email of these upcoming activities and volunteer opportunities in the community. This software enables students to know what is happening in the activities domain and independently decide whether or not they wish to participate. By using this software, it teaches students to check their emails daily and add events to their calendars. Students are encouraged to sign up for activities when it is convenient to their schedules and budget for expenses/fees. When there are schedule conflicts, students are advised to communicate to the appropriate person to resolve the conflict.

Volunteering

At Wayfinders, we are strong advocates for our students volunteering in the community. We believe there are many benefits to volunteering such as community and social inclusion, expanding relationships, and enhancement of skills related to their vocational development. Therefore, students are encouraged to participate in at least one ongoing volunteer opportunity, while in the program.

Wayfinders offers the opportunity to obtain a Service-Learning Certificate through the Fresno State Jan & Bud Richter Center for Community Engagement and Service-Learning, which is a 2-year commitment. Each student is encouraged to participate in a minimum of 20 volunteer hours per semester in order to have the opportunity to receive this certificate. Hours are tracked and approved by the Community Inclusion Coordinator. Prior to starting the process towards a certificate, students will need to write a statement of intent and are also responsible for completing a reflection on their volunteer placement for each semester. The University Inclusion Coordinator must approve the statement of intent and the reflections.

Peer Mentors

At Wayfinders, we are also strong advocates for our students being involved with the campus community. Students will have the opportunity to be matched with a Peer Mentor if they are in need of support to be involved in their campus community. Peer Mentors are Fresno State students who volunteer their time to help students improve outcomes related to: motivation and self-esteem, friendship outside of the program, communication and assertiveness skills, problem-solving and decision making, coping and adjusting. Having a Peer Mentor will give students the opportunity to be connected to the campus outside of the program. Students are able to make requests on who their peer mentors are based on gender, interests, and more based on availability of Peer Mentors who have applied.

Participation Expectations

Each student is encouraged to participate in three organized activities per month on different weekends to maintain consistent progress towards the end goal of targeted skill attainment to organize social activities and continued community integration. Through their participation students are able to develop meaningful interaction with individuals not in Wayfinders. Community Inclusion staff works with the student in finding activities that engage the student. In addition to socialization opportunities, students are encouraged to develop fitness routines.

Each student is encouraged to participate in a minimum of 20 volunteer hours per semester in order to have the opportunity to receive their Service Learning Certificate. Hours are tracked and approved by the Community Inclusion Coordinator. Prior to starting the process towards a certificate, students will need to write a statement of intent and are also responsible for completing a reflection on their volunteer placement for each semester.

Each student is encouraged to be involved in their campus and/or community. Through their participation in their community they are able to utilize their skills they learned in Social Interaction Workshop and also learn how to make and maintain relationships outside of their Wayfinders Community.

H. TRANSITION

The goal of Transition at Wayfinders is to guarantee each student's transition into their chosen community is structured, goal-orientated, and student-focused, enabling the student to have a productive and fulfilling life in the setting of their choosing.

Upon commencement of the program, each student will begin to research what transition entails through individual meetings with the Transition Coordinator. The student will begin to develop a transition plan, which will include identifying a transition community and researching affordable accommodation, vocational opportunities, community activities, and furthering education.

At the end of the students' first year, the student will complete a transition survey, while seeking guidance and recommendations from their family/guardian(s). This document is utilized to establish a structured Transition Plan with clearly defined goals. Time is dedicated in each of the

students' remaining quarterly meetings to discuss transition goals, provide updates, and agree on the student's plan of action.

Where applicable, the student will travel with the Transition Coordinator to their chosen community to interview independent living vendors, attend accommodation visits, tours, and interviews.

The involvement and importance of the parents or guardians in the transition process cannot be underestimated and is vital to ensure a smooth and successful transition for the student.

In preparation for Wayfinders program completion and when re-entering into the community, the parents or guardians must agree to the following:

- Develop with the Transition Coordinator at least two competitive, community-based work options (not sheltered workshops) and two inclusive living options (houses or apartments, not parent homes) in the community which the student has chosen to reside after leaving Wayfinders.
- Liaise with the local regional center service coordinator on an ongoing basis for service providers, key community members, and agencies in the area that could provide support to the student during and after Wayfinders. This information is communicated to the Transition Coordinator.
- Provide the Transition Coordinator with a list of community businesses that match the student's career interests. Additionally follows through with assisting their son/daughter with completing job applications and forms necessary for employment.
- Explore housing options in the community every semester, with their son/daughter and share those options with the Transition Coordinator by providing a contact list with potential housing options.
- Supports their son/daughter in developing a circle of support, people who know and understand the students' wants and needs. Supports will strive to offer guidance, identify opportunities and ultimately assist the student to achieve valued outcomes and independence.

APPENDIX ONE

Wayfinders at Fresno State Certificate of Completion

OVERVIEW			
To earn the Certificate of Completion from Wayfinders at Fresno State, students must enroll, attend, and participate in 24 units, 12 of which are enrollment in a topics course for Career Development I, II, III, and IV (COUN 180T) over the course of four semesters. Students must also enroll, attend, and participate in an Introduction to the University course (UNIV 1). For the remaining 9 units, students must find elective courses of their choosing to enroll, attend, and participate in. Students may also enroll, attend, and participate in more courses if they so choose. Additional criteria for each major area of support in Wayfinders at Fresno State are shown in the following table.			
CRITERIA FOR MAJOR SUPPORT AREAS			
<p><i>a. Residential Domain:</i></p> <p>Attend and participate in support appointments as deemed necessary by the Satisfactory Progress Policy.</p>	<p><i>b. Vocational Domain:</i></p> <p>Attend and participate in support appointments as deemed necessary by the Satisfactory Progress Policy.</p> <p>Receive work placement, attend and participate in an average of 7 hours of work experience every week.</p>	<p><i>c. University Inclusion Domain:</i></p> <p>Attend and participate in support appointments as deemed necessary by the Satisfactory Progress Policy.</p> <p>Enroll, attend, and participate in 24 units. This includes 12 units for four semesters of COUN 180T and 3 units for one semester of UNIV 1.</p> <p>Additionally, complete the reflection papers in order to meet the requirements to receive the Service Learning Certificate (Highly Encouraged).</p>	<p><i>d. Activities Domain:</i></p> <p>Attend and participate in support appointments as deemed necessary by the Satisfactory Progress Policy.</p> <p>Sign up for, attend, and participate in a minimum of two activity events every month. This does not include volunteer opportunities.</p> <p>Additionally, complete 20 hours of volunteer opportunities every semester in order to meet the requirements to receive the Service Learning Certificate (Highly Encouraged).</p>
NOTEABLE EXAMPLES			
<p><i>a. Support Appointments by Support Area:</i></p> <ul style="list-style-type: none"> Living Space: Bedroom Space, Bathroom Space, Kitchen Space, Living Room Space, Appliances Self-Care: Personal Hygiene & Proper Attire, Daily Preparation & Planning, Self-Care Professional Nutrition: Meal Planning, Grocery Shopping, Cooking Personal Finance: Bank Card & ATM, Budget, Mailbox Check & Mail Sorting Residential Development: Residential Mediation, Medication Management (If Applicable) 	<p><i>b. Work Sites by Category:</i></p> <ul style="list-style-type: none"> Entertainment: Save Mart Center Arena, Maya Cinemas Movie Theater, University Student Union (USU) Recreation Center Fresno State Departments: Programs for Children, The Collegian – Fresno State Newspaper, Plant Operations Warehouse Other: Future Ford of Clovis Dealership, Veterans Affairs (VA) Medical Center, Joni & Friends Non-Profit Disability Ministry, Colton's Social House Restaurant Stores: Recreational Equipment, Inc. (REI) Camping Store, Kennel Bookstore, HomeGoods Dept. Store, Grocery Outlet Supermarket, Duncan Ceramic & Craft Supply Pottery Store 	<p><i>c. Courses by Subject:</i></p> <ul style="list-style-type: none"> Art: Beginning Ceramics, Drawing, Introduction to Photography Communication: Fundamentals of Public Communication, Persuasion Drama: Introduction to Acting Health: Nutrition & Health, Lifetime Fitness, Food & Culinary Science History: American History from 1877, Western Civilization I Kinesiology: Hip Hop Dance, Basketball, Yoga Language: Academic Literacy I, Elementary Spanish, Fiction Writing Math: Developmental Math Music: Introduction to Music, Women's/Men's Chorus Science: Environmental Science, Introduction to Earth Science Technology: Computer & Appliances 	<p><i>d. Activity Events by Type:</i></p> <ul style="list-style-type: none"> Day Trips: Yosemite National Park, Shaver Lake, Santa Cruz Boardwalk General Community: Farmers' Market, River Park Shopping Center, "Rock the Mall" Concerts, Save Mart Center Events, Fresno Zoo, Sporting Events with Local Teams Special Olympics: Basketball, Bowling, Soccer, Swimming Sporting Events at Fresno State: Football, Basketball, Volleyball, Soccer Student-Hosted: Game Nights, Pool Parties, Potlucks, Movie Nights Volunteer Opportunities: Community Food Bank, ReStore Home Improvement Store, Valley Animal Shelter, Quarter Horse Unit

APPENDIX TWO

Wayfinders at Fresno State Satisfactory Progress Policy

CRITERIA		
a. Student Attendance & Participation (Minimum Requirements):	b. Demonstrable Progress (Progress Notes & Data Collection):	c. Benchmarks for Skillsets (Mastery, Trust & Verify, and/or Complete Independence):
Attends and participates in scheduled support appointments and engages with other provided forms of supports.	Shows demonstrable progress in collected progress notes and/or visual representation of data. Focuses on areas of challenge.	Aims to reach benchmarks demonstrating skill acquisition and having support faded to appropriate levels for the purposes of confirmation of task completion, maintenance of skills, and/or further skill development.

GLOSSARY OF IMPORTANT TERMS
<p>ACTIVITIES DOMAIN – Major area of support that covers socialization aspects of the program.</p> <p>CASE MANAGEMENT – Provides oversight for all major areas of support.</p> <p>DOMAIN – A major area of support.</p> <p>"MY FUTURE LIFE" – The combination and interplay between the major areas of support of Case Management and the Transition Domain.</p> <p>"MY HOME LIFE" – The combination and interplay between the major areas of support of the Residential Domain and Activities Domain.</p> <p>"MY WORK LIFE" – The combination and interplay between the major areas of support of the Vocational Domain and University Inclusion Domain.</p> <p>RESIDENTIAL DOMAIN – Major area of support that covers apartment living aspects of the program.</p> <p>SUPPORT APPOINTMENTS – Direct service/support received by student in program by support staff member.</p> <p>SUPPORT AREAS – Smaller, more focused areas of support within a much larger, major area of support.</p> <p>TRANSITION DOMAIN – Major area of support that covers life-planning aspects of the program.</p> <p>UNIVERSITY INCLUSION DOMAIN – Major area of support that covers partnership with educational institution aspects of the program.</p> <p>VOCATIONAL DOMAIN – Major area of support that covers employment and career aspects of the program.</p>

"MY FUTURE LIFE"	
<i>Major Support Area 6. Case Management</i>	<i>Major Support Area 5. Transition Domain</i>
<p>6A. Case Management</p> <ul style="list-style-type: none"> Attend and participate in Case Management Meetings as needed with a minimum of one meeting for 30 minutes to coincide with the frequency of Quarterly Progress Meetings. <p>6B. Other Support Areas</p> <ul style="list-style-type: none"> In regards to travel/leave, independently submit request, make plans, communicate where necessary, and follow-through with plans OR attend and participate in a minimum of 30 minutes of scheduled support to submit a request and make plans AND/OR another minimum of 30 minutes to communicate where necessary and follow-through with making any arrangements for plans. If/when applicable, attend and participate in scheduled support to address/resolve any issues with adult relationships. If applicable, independently manage medication or attend and participate in a minimum of 15 minutes of scheduled support up to 5 days a week for managing medication. 	<p>5A. Transition Preparation</p> <ul style="list-style-type: none"> Attend and participate in Transition Meetings as needed with a minimum of one meeting for one hour to coincide with the frequency of Quarterly Progress Meetings. <p>5B. Other Support Areas</p> <ul style="list-style-type: none"> In regards to transition, independently supply any related information, make plans, communicate where necessary, and follow-through with plans OR attend and participate in scheduled support to supply any related information and make plans AND/OR communicate where necessary and follow-through with making any arrangement with plans.

"MY HOME LIFE"	
<i>Major Support Area 1. Residential Domain</i>	<i>Major Support Area 4. Activities Domain</i>
<p>1A. Living Space</p> <ul style="list-style-type: none"> Independently clean and maintain personal spaces as needed OR attend and participate in a minimum of one hour of scheduled support for personal space cleaning once every week. Independently clean and maintain shared spaces as assigned OR attend and participate in a minimum of one hour of scheduled support for shared space cleaning once a month. Independently clean and maintain articles of clothing as needed OR attend and participate in a minimum of 30 minutes of scheduled support for clothing laundry washing and a minimum of 30 minutes of scheduled support for clothing laundry drying once every week. Independently clean and maintain bedding and linens as needed OR attend and participate in a minimum of 30 minutes of scheduled support for bedding and linen laundry washing and a minimum of 30 minutes of scheduled support for bedding and linen laundry drying once every week. <p>1B. Self-Care</p> <ul style="list-style-type: none"> Independently meet self-care needs, including personal hygiene and proper attire, OR attend and participate in a minimum of one hour of scheduled support for self-care practices up to 5 days a week. Independently prepare and plan to meet the demands of the day, including reviewing scheduled events for the day, OR attend and participate in a minimum of 15 minutes of scheduled support for calendar review up to 5 days a week. Independently meet self-care needs that utilizes a self-care professional (hair stylists, cosmetologists, etc.) OR attend and participate in a minimum of 30 minutes of scheduled support to plan to utilize and/or a minimum of one hour of scheduled support to utilize a self-care professional in the local community. <p>1C. Nutrition</p> <ul style="list-style-type: none"> Independently complete a meal plan for the week successfully OR attend and participate in a minimum of 30 minutes of scheduled support for meal planning. Independently go grocery shopping successfully OR attend and participate in a minimum of one hour and 30 minutes of scheduled support for meal planning. Independently cook with using the stove, oven, and/or other approved cooking appliance other than the microwave twice a week OR attend and participate in one hour of scheduled support for a cooking session with a recipe that has a minimum of 20 minutes of overall preparation/cook time once a week. 	<p>4A. Socialization Opportunities</p> <ul style="list-style-type: none"> Attend and participate in Socialization Workshop for one hour once a week every semester for the duration of the program. Independently sign up for two activity events every month (outside of self-led activity events) OR attend and participate in a minimum of 30 minutes of scheduled support for event participation planning. Attend and participate in two activity events every month (outside of self-led activity events) followed by a minimum of 30 minutes of scheduled support for an activity event participation assessment. OPTIONAL: In regards to any self-led activity events, attend and participate in a minimum of 30 minutes of scheduled support for event participation planning followed by a minimum of 30 minutes of scheduled support for activity event finalization. <p>4B. Community Activity</p> <ul style="list-style-type: none"> Attend and participate in a minimum of three hours of scheduled support for initial Transportation Training with additional Transportation Training as needed. OPTIONAL – Attend and participate in at least one peer mentorship during one out of the four semesters. Attend and participate in 20 hours of planned volunteer hours every semester associated with the Service Learning Certificate. <p>4C. Personal Interest Development</p> <ul style="list-style-type: none"> Attend and participate in a Calendaring Workshop upon entering the program and the beginning of the second year of the program. Independently manage fitness routine OR attend and participate in one hour of scheduled support for planning/practicing a fitness routine. OPTIONAL – Attend and participate in scheduled support as needed to register, practice for, and compete in tournaments for the events of interest in the Special Olympics.

<p>1D. Personal Finance</p> <ul style="list-style-type: none"> Independently meet banking needs by logging into banking application and/or utilizing the associated local ATM for any deposits/withdrawals/etc. OR attend and participate in a minimum of 30 minutes of scheduled support for utilizing the associated local ATM. Attend and participate in Budget Workshop for one hour once a week every semester for the duration of the program. Independently check apartment mailbox and sort mail accordingly on assigned week once a month OR attend and participate in a minimum of 30 minutes of scheduled support to check for and sort any mail. 	
<p>1E. Residential Development</p> <ul style="list-style-type: none"> Attend and participate in a minimum of one hour of scheduled support to generate Apartment Agreements among roommates. Independently manage any potential residential conflict and self-advocate appropriately where necessary OR attend and participate in a minimum of 30 minutes of scheduled support for apartment mediation. 	

"MY WORK LIFE"	
Major Support Area 2. Vocational Domain	Major Support Area 3. University Inclusion Domain
<p>2A. Work Placement</p> <ul style="list-style-type: none"> Attend and participate in Work Placement Meetings as needed with a minimum of one meeting for one hour to coincide with every new placement, which is typically once per semester, unless otherwise specified. Attend and participate in a minimum of two hours of scheduled support every semester to create/update a resume with the most current/updated information. Independently maintain a professional wardrobe in order to wear the appropriate work attire OR attend and participate in scheduled support as needed to obtain clothing for a professional wardrobe and/or wear work attire appropriate to the assigned work site. 	<p>3A. Course Enrollment</p> <ul style="list-style-type: none"> Attend and participate in a minimum of one hour of scheduled support every semester to generate a course wishlist to ultimately determine which courses to request/obtain permission numbers for. Independently request/obtain permission numbers to register for courses to determine a course schedule OR attend and participate in a minimum of the duration for the class session, which includes requesting/obtaining a permission number at the end of class or during another appropriate time, such as the office hours of the instructor, to ultimately determine a course schedule. Attend and participate in scheduled support to submit materials and information to receive Services for Students with Disabilities (SSD). Attend and participate in scheduled support as needed to shop for/obtain materials necessary to attend and participate in the class session, such as basic school supplies, art supplies, and/or textbooks. Attend and participate in a minimum of three hours of scheduled support for initial Campus Mapping with additional Campus Mapping as needed.
<p>2B. Work Experience</p> <ul style="list-style-type: none"> Independently attend and participate in work shifts OR attend and participate in a minimum of one hour of scheduled support for workplace readiness and/or a minimum of the duration for the work shift of scheduled support for workplace support. Independently complete timesheet and submit by the deadlines successfully OR attend and participate in a minimum of 30 minutes of scheduled support to complete and submit a timesheet based on work shift hours. Independently retrieve paycheck when available and deposit the paycheck appropriately OR attend and participate in a minimum of 15 minutes of scheduled support to obtain paycheck and deposit appropriately. Independently travel to work OR attend and participate in scheduled support for Transportation Training as needed in the context of arriving and returning from the assigned work site. 	<p>3B. Course Experience</p> <ul style="list-style-type: none"> Independently attend and participate in class sessions OR attend and participate in a minimum of one hour of scheduled support for classroom readiness and/or a minimum of the duration for the class session of scheduled support for classroom support. Independently practice study skills which includes attending and participating in drop-lab where necessary OR attend and participate in a minimum of one hour once a week every semester in addition to any recommended drop-in lab time. Independently manage academic technologies, such as Microsoft Office software programs, and accounts, such as the associated Fresno State email account and Blackboard Learn account, OR attend and participate in a minimum of 30 minutes of scheduled support to download/install needed software programs and/or manage accounts.
<p>2C. Career Development</p> <ul style="list-style-type: none"> Attend and participate in COUN 180T (Career Development Class) for one hour and 30 minutes once a week every semester for the duration of the program. 	<p>3C. Academic Development</p> <ul style="list-style-type: none"> Independently complete the Service Learning Reflection Paper every semester associated with the hours completed for the Service Learning Certificate OR attend and participate in a minimum of one hour of scheduled support in order to complete the Service Learning Reflection Paper. Independently attend and participate in a minimum of two Academic Success Workshops per semester OR attend and participate in a minimum of the duration of the Academic Success Workshop of scheduled support for workshop support.

APPENDIX THREE

STANDARDS FOR STUDENT CONDUCT

§ 41301. Standards for Student Conduct.

(a) Campus Community Values

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life.

(b) Grounds for Student Discipline

Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

The following are the grounds upon which student discipline can be based:

(1) Dishonesty, including:

(A) Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.

(B) Furnishing false information to a University official, faculty member, or campus office.

(C) Forgery, alteration, or misuse of a University document, key, or identification instrument.

(D) Misrepresenting one's self to be an authorized agent of the University or one of its auxiliaries.

(2) Unauthorized entry into, presence in, use of, or misuse of University property.

(3) Willful, material and substantial disruption or obstruction of a University-related activity, or any on-campus activity.

(4) Participating in an activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community.

(5) Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University related activity.

(6) Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community.

(7) Conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.

(8) Hazing, or conspiracy to haze. Hazing is defined as any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university or other educational institution in this state (Penal Code 245.6), and in addition, any act likely to cause physical harm, personal degradation or disgrace resulting in physical or mental harm, to any former, current, or prospective student of any school, community college, college, university or other educational institution. The term “hazing” does not include customary athletic events or school sanctioned events.

Neither the express or implied consent of a victim of hazing, nor the lack of active participation in a particular hazing incident is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.

(9) Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia, (except as expressly permitted by law and University regulations) or the misuse of legal pharmaceutical drugs.

(10) Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus or at a University related activity.

(11) Theft of property or services from the University community, or misappropriation of University resources.

(12) Unauthorized destruction, or damage to University property or other property in the University community.

(13) Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a University related activity.

(14) Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.

(15) Misuse of computer facilities or resources, including:

(A) Unauthorized entry into a file, for any purpose.

(B) Unauthorized transfer of a file.

(C) Use of another's identification or password.

(D) Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University community.

(E) Use of computing facilities and resources to send obscene or intimidating and abusive messages.

(F) Use of computing facilities and resources to interfere with normal University operations.

(G) Use of computing facilities and resources in violation of copyright laws.

(H) Violation of a campus computer use policy.

(16) Violation of any published University policy, rule, regulation or presidential order.

(17) Failure to comply with directions or, or interference with, any University official or any public safety officer while acting in the performance of his/her duties.

(18) Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well being of members of the University community, to property within the University community or poses a significant threat of disruption or interference with University operations.

(19) Violation of the Student Conduct Procedures, including:

(A) Falsification, distortion, or misrepresentation of information related to a student discipline matter.

(B) Disruption or interference with the orderly progress of a student discipline proceeding.

(C) Initiation of a student discipline proceeding in bad faith.

(D) Attempting to discourage another from participating in the student discipline matter.

(E) Attempting to influence the impartiality of any participant in a student discipline matter.

(F) Verbal or physical harassment or intimidation of any participant in a student discipline matter.

(G) Failure to comply with the sanction(s) imposed under a student discipline proceeding.

(20) Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

(c) Procedures for Enforcing This Code

The Chancellor shall adopt procedures to ensure students are afforded appropriate notice and an opportunity to be heard before the University imposes any sanction for a violation of the Student Conduct Code.

(d) Application of This Code

Sanctions for the conduct listed above can be imposed on applicants, enrolled students, students between academic terms, graduates awaiting degrees, and students who withdraw from school while a disciplinary matter is pending. Conduct that threatens the safety or security of the campus community, or substantially disrupts the functions or operation of the University is within the jurisdiction of this Article regardless of whether it occurs on or off campus. Nothing in this Code may conflict with Education Code Section 66301 that prohibits disciplinary action against students based on behavior protected by the First Amendment.

Note: Authority cited: Sections 66017, 66452, 66600, 69810, 89030, 89030.1 and 89035, Education Code. Reference: Sections 66450, 69813 et seq. and 89030, Education Code; and Section 245.6, Penal Code.

HISTORY

1. Amendment of section and NOTE filed 4-29-77; effective thirtieth day thereafter (Register 77, No. 18). For prior history, see Register 73, No. 15.

2. Renumbering of Article 1.1 (Sections 41301-41304) to Article 2 and amendment of NOTE filed 3-19-82; effective thirtieth day thereafter (Register 82, No. 12).

3. Amendment of subsection (l), new subsections (n)-(n)(3), subsection relettering, amendment of newly designated subsections (o)(1) and (o)(2)(A) and amendment of Note filed 2-2-2004; operative 2-2-2004. Submitted to OAL for printing only pursuant to Education Code section 89030.1 (Register 2004, No. 8).

4. Amendment of subsection (d), new subsection (o)(6) and amendment of Note filed 7-19-2004; operative 7-19-2004. Submitted to OAL for printing only pursuant to Education Code section 89030.1 (Register 2004, No. 36).

5. Amendment of article 2 heading and repealer and new section filed 11-17-2005; operative 11-17-2005. Submitted to OAL for printing only pursuant to Education Code section 89030.1 (Register 2005, No. 52).

6. Amendment of subsection (b)(8) filed 3-19-2007; operative 3-19-2007 pursuant to Education Code section 89030.1. Submitted to OAL for printing only pursuant to Government Code section 11343.8 (Register 2007, No. 12).

7. Amendment of Note filed 4-6-2007; operative 4-6-2007 pursuant to Education Code section 89030.1. Submitted to OAL for printing only pursuant to Government Code section 11343.8 (Register 2007, No. 14).

8. Repealer of first paragraph, repealer and new subsection (a) and amendment of subsection (b) and Note filed 2-25-2008; operative 2-25-2008 pursuant to Education Code section 89030.1. Submitted to OAL for printing only pursuant to Government Code section 11343.8 (Register 2008, No. 9).

This database is current through 7/22/22 Register 2022, No. 29

5 CCR § 41301, 5 CA ADC § 41301

CAMPUS POLICIES

Full list of campus policies:

<http://www.fresnostate.edu/catalog/academic-regulations/policies.html#anchor291058>

Alcoholic Beverages

California State University, Fresno is committed to creating a safe and healthy learning environment for all members of the campus community. The University disapproves of alcohol abuse, intoxication, and any resulting unacceptable conduct.

While the moderate consumption of alcohol may be an acceptable part of certain social activities, alcohol abuse conflicts significantly with the mission and values of the university. All students, faculty, staff, administrators, guests and visitors are welcome members of this community and are expected to respect, promote and sustain its values. Members of the university community are assured that abstinence and the absence of alcohol from social events are acceptable practices.

The purpose of this policy is to provide guidelines for the responsible use of alcohol and to clarify sanctions and procedures for addressing instances of inappropriate use. For a copy of this policy see the website listed above.

Consensual Relations

The university normally has no interest in private romantic or sexual relationships between individuals. However, the university does have a responsibility to protect the integrity of the learning environment and evaluation processes. This policy addresses consensual relations only; non-consensual or coerced relationships are dealt with in the university "Policy Prohibiting Sexual Harassment."

Amorous relationships between faculty and student in which the faculty member is not in a position to evaluate or supervise the student may lead to difficulties. Such relationships, however, are not within the scope of this policy so long as the instructor does not participate in decisions that may reward or penalize the student.

Drug Free Schools and Communities Act

Every student at California State University, Fresno needs to be aware of the requirements of the Drug Free Schools and Community Act of 1989. These requirements, found in the Fresno State Pathways to a Drug Free School statement, include the notification to each student on campus standards of conduct regarding the abuse of alcohol and illicit drugs, the legal and disciplinary sanctions which apply, possible health risks, educational programs, and available counseling.

Honor Code

Members of the California State University, Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.

Sexual Harassment

It is the policy of California State University, Fresno to maintain a working and learning environment free from sexual harassment of its students, employees and those who apply for student or employee status. Sexual harassment is a violation of the professionalism and standard of excellence of this university, in which merit achievement is the basis for employment / academic decisions. Sexual harassment includes such behaviors as sexual advance, requests for sexual favors, and other verbal or physical conduct of a sexual nature when; submission to or rejection of such conduct is used as a basis for employment/ academic decisions affecting such individual; or such conduct has the purpose or effect of unreasonable interfering with an individual's performance or creating an intimidating, hostile or offensive working/ learning environment.

If you feel you are being sexually harassed and don't know where to go for advice, check with the Women's Resource Center, the Health Center, the office of the Dean of Student Affairs, or the Police Department on campus. (You can also check the local links section in this booklet.)

Smoking

Chancellor's Office Executive Order 599 issued in 1993 prohibits smoking in all California State University buildings and leased spaces. An addendum was added to include any area within 5 feet of an exit or entrance to a building. (An addendum was approved by the Governor, which adds Chapter 5.6 to The California Government Code, Title 2, Division 5, Part 2.6, and beginning with Section 19994.30 Campus security act.) The following link will take you to the designated smoking areas on campus.

Syllabus Policy

Sections 241-250. Faculty are accorded much latitude and freedom in setting standards, establishing expectations, evaluating performance, and assigning grades. Similarly, faculty enjoy broad discretion as to the manner in which they conduct their courses but are expected to carry out their responsibilities in a manner that is fair and without arbitrariness or capriciousness. Of central importance to successful instruction is the formulation of a binding educational compact between instructors and students. Students have a right to know what is expected of them in that course including criteria for evaluation of their performance. Faculty have the right to expect a committed and appropriate level of effort and performance from all their students. Check the website for all details of the policy.

Student Records

FERPA is a Federal law that applies to educational agencies and institutions that receive funding under a program administered by the U. S. Department of Education. The statute is found at 20 U.S.C. § 1232g and the Department's regulations are found at 34 CFR Part 99.

Under FERPA, schools must generally afford students who are 18 years or over, or attending a postsecondary institution:

- Access to their education records
- An opportunity to seek to have the records amended
- Some control over the disclosure of information from the records.

Privacy Rights of Students in Education Records The federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) and regulations adopted thereunder (34 C.F.R. 99) set out requirements designed to protect students' privacy in their records maintained by the campus.

The statute and regulations govern access to student records maintained by the campus and the release of such records. The law provides that the campus must give students access to records directly related to the student, and must also provide opportunity for a hearing to challenge such if the student claims the records are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under this law does not include any right to challenge the appropriateness of a grade determined by the instructor. The law generally requires the institution to receive a student's written consent before releasing personally identifiable data about the student. The institution has adopted a set of policies and procedures governing implementation of the statute and the regulations. Copies of these policies and procedures may be obtained at the Office of the Vice President for Student Affairs and Dean of Students, the custodian of all student records maintained by the university.

Among the types of information included in the campus statement of policies and procedures:

1. The types of student records maintained and the information they contained,
2. The official responsible for maintaining each type of record,
3. The location of access lists indicating persons requesting or receiving information from the record,
4. Policies for reviewing and expunging records,
5. Student access rights to their records,
6. The procedures for challenging the content of student records,
7. The cost to be charged for reproducing copies of records,
8. The right of the student to file a complaint with the Department of Education.

The Department of Education has established an office and review board to investigate complaints and adjudicate violations. The designated office for this purpose is Family Policy Compliance Office, U.S. Department of Education, Washington, D.C. 20202-4605.

The campus is authorized under the Act to release public "directory information" concerning students. "Directory information" at California State University, Fresno may include the student's name, major field of study enrollment status, degrees and awards received at Fresno State, the most recent educational institution attended, participation in officially recognized University sports and student activities, and the weight and height of members of athletic teams. The above designated information is subject to release by the campus at any time unless the campus has received prior written objection from the student specifying information the student requests not be released. Written requests to restrict directory information should be sent to the Office of Admissions or notated on an Admissions Address Change Form.

The campus is authorized to provide access to student records to campus officials and employees who have legitimate educational interests in such access. These persons have responsibilities in the campus' academic, administrative or service functions and who have reason for using student records associated with their campus or other related academic responsibilities. Student's records may also be disclosed to other persons or organizations under certain conditions (e.g., as part of accreditation or program evaluation; in response to a

court order or subpoena; in connection with financial aid; to other institutions to which the student is transferring).

APPENDIX FIVE

c

CORRECTIVE ACTION PROCEDURE

Wayfinders recognizes behavior support should be designed with students' specific cognitive, medical and emotional strengths, and needs in mind. Wayfinders will make every effort to work with students and provide support for their success, however, on occasions where those supports, directions, and guidelines are ignored or abused students will be subject to discipline. Discipline protocol is the standard procedure to address behavior issues, however, in unique situations, the discretion of staff will be used to determine if it is in the best interest of the student and program to modify the protocol. For example, depending on the behavior issues, it may be deemed necessary to suspend or terminate a student from the program.

Discipline will consist of:

1. Record of Conversation and Action Plan by domain coordinator
 2. Investigation and Corrective Action Plan by Case Manager
 3. Special Team Meeting and Revised Corrective Action Plan
 4. Suspension
 5. Expulsion/Termination
-
1. **Record of Conversation and Domain Action Plan**: If a behavior issue is present in one specific domain, the student will meet with that specific Domain Coordinator to discuss the problem behavior and brainstorm options and strategies to support the student to increase replacement behavior, develop preventative skills, and/or decrease behavioral barrier in question. Depending on the issue, the domain coordinator may request the Case Manager to provide further support. The student and coordinator will agree to abide by the strategies discussed. Domain coordinator/staff will document the incident, conversation, strategy, and complete an Action Plan.
 2. **Investigation and Corrective Action Plan**: If the behavior continues or is prevalent in 2 or more domains, the student's Case Manager will meet with the student to determine the reasons why the student was unsuccessful following the initial Action Plan. Supports provided and the plan will be assessed. The Case Manager will collaborate with the student and staff to develop a new Corrective Action Plan (CAP). The CAP will evaluate the student's behavior, input, preferences, interests, antecedents, and needs. The CAP will also provide staff and student strategies and interventions to support in reducing or eliminating targeted behavior. If deemed necessary, the student will be encouraged to call his/her parents/guardians and the regional center service coordinator with the Case Manager present. All parties' will work together to plan and send a cohesive message for the student's growth and success.
 3. **Special Team Meeting and Corrective Action Plan**: If the problematic behavior has not ceased, a Special Team Meeting will be conducted. Students, parents, regional center service coordinator, coaches, core staff & Executive Director may be called in for a Special

Team Meeting. The team will reevaluate students' CAP and reasons why the student was unable to fulfill their commitments. Supports will be reassessed and a CAP will be revised. All parties' involved will work together to send a cohesive message for the student's success.

4. **Suspension**: If the targeted behavior is not reduced, eliminated, and or changed after the implementation of the created by the Special Team Meeting, the next step is suspension from the program. Suspensions are regarded as a period of reflection and can occur any time after the Special Team Meeting and will depend on the nature of the action.

Partial (In-house) – students will still reside at the Palazzo but may be excluded from 1 or more activities. And/or, the student may be assigned program or community service tasks. However, the student will continue to follow their calendared appointments.

Full – students will be required to go home and will not participate in any Wayfinders programming including, work and academics.

The length of the suspension will be determined by staff and Executive Director and can range from (1) day to as many as ten (10) days.

5. **Expulsion/Termination**: Wayfinders first priority is first to work with students and assist them with learning the necessary skills and behaviors. Only in extreme situations is a termination or expulsion considered and even then it will be a discussion between all stakeholders and a mutual parting. Behaviors that can warrant termination are not limited to behaviors outside of the scope of practice of the program or posing a threat to self or others.

It is under the discretion of the Wayfinders staff to determine whether the Accountability Policy is altered based on the individual circumstance or the severity of the incident.

I acknowledge receipt and have reviewed the Wayfinders Student Accountability Policy:

Student Name Printed

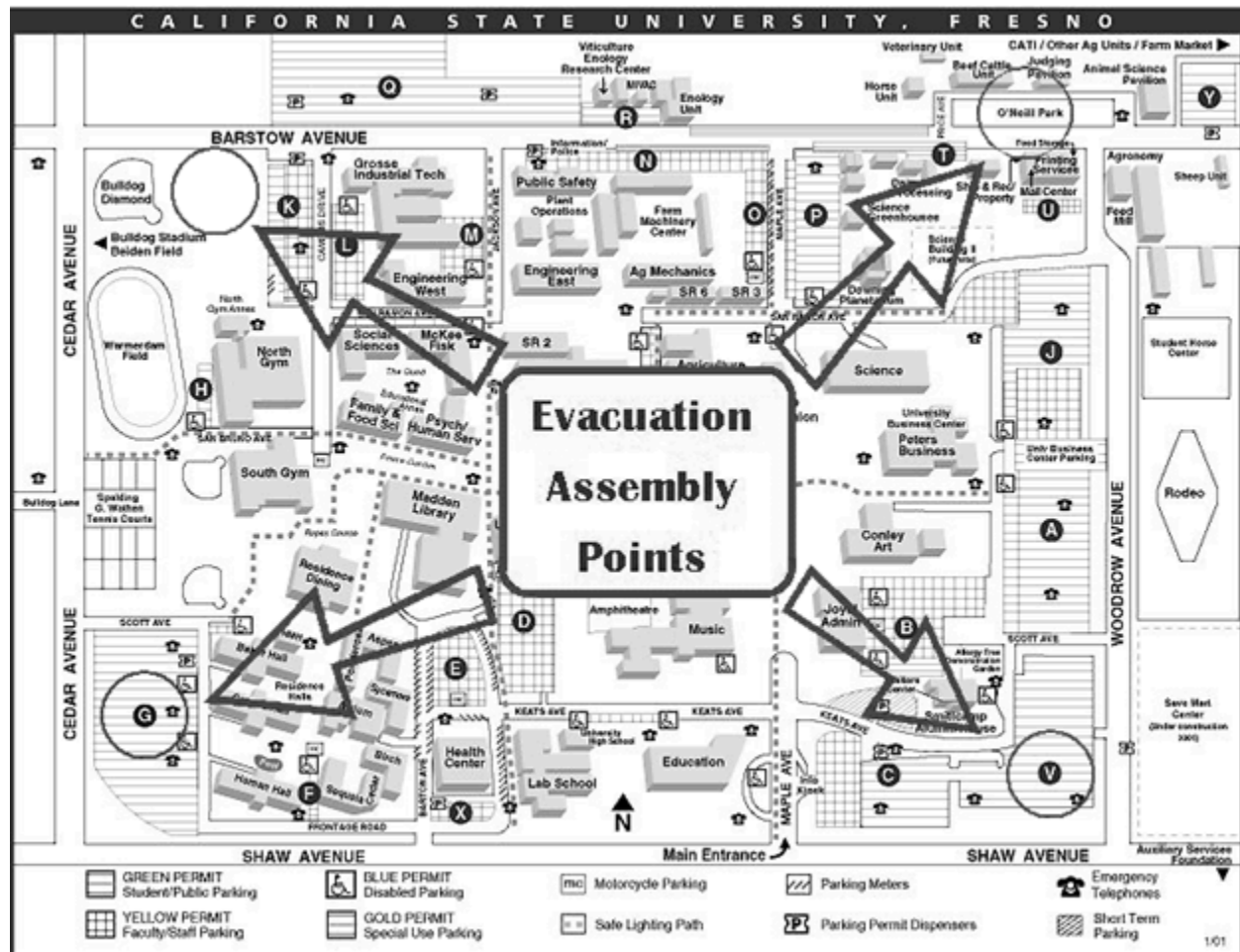
Student Signature

Date

K. EVACUATION PLAN

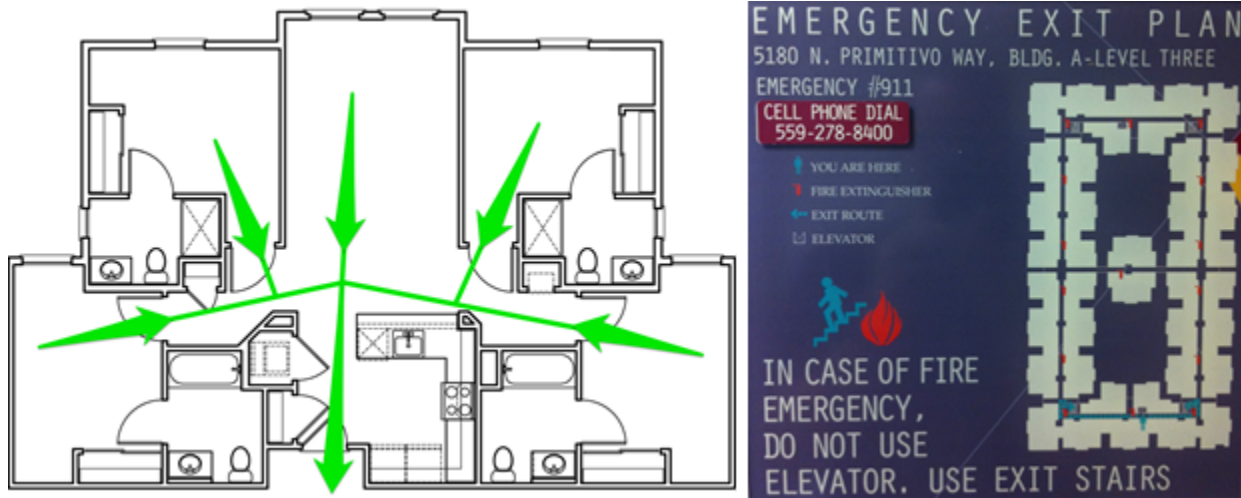
1. FRESNO STATE'S EVACUATION PROCEDURE

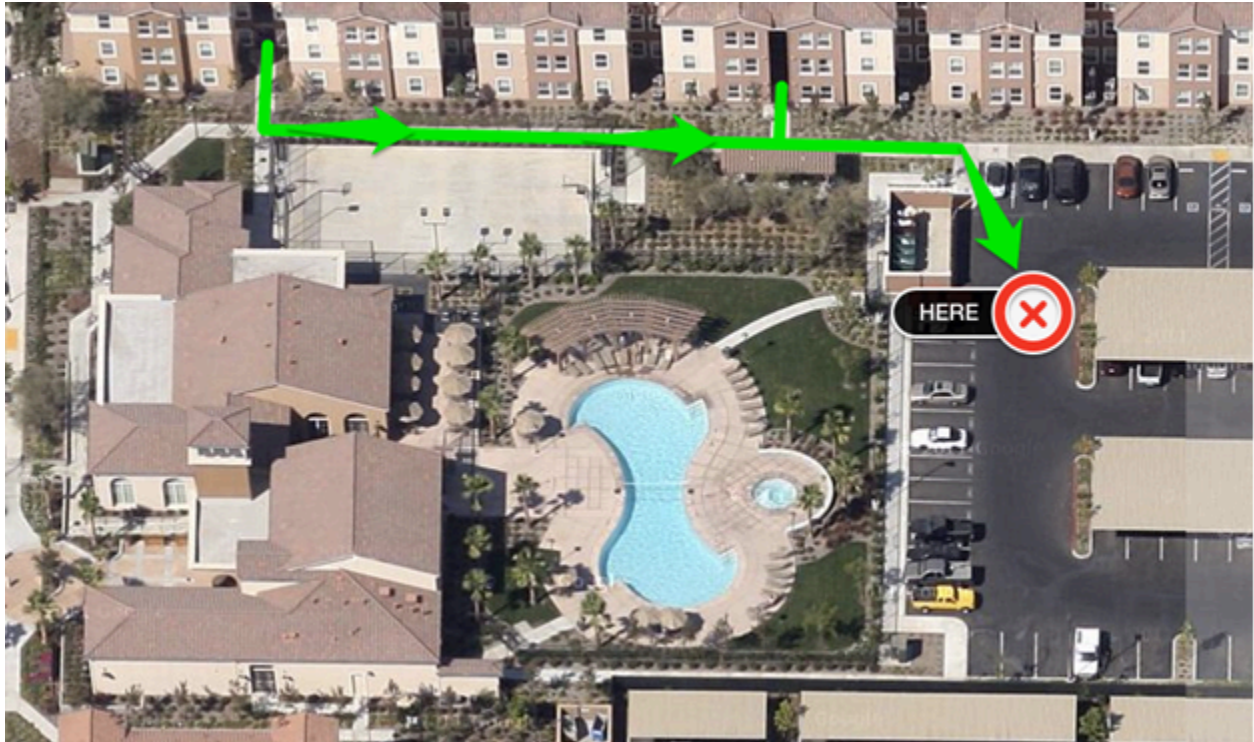
1. Follow the evacuation plan posted in each classroom.
2. Follow other students, faculty, and staff to the closest assembly location.
3. Immediately **TEXT** the Wayfinders Case Manager to let them know that you are okay and where you are. Wait for their instructions.



2. PALAZZO APARTMENT EVACUATION PROCEDURE

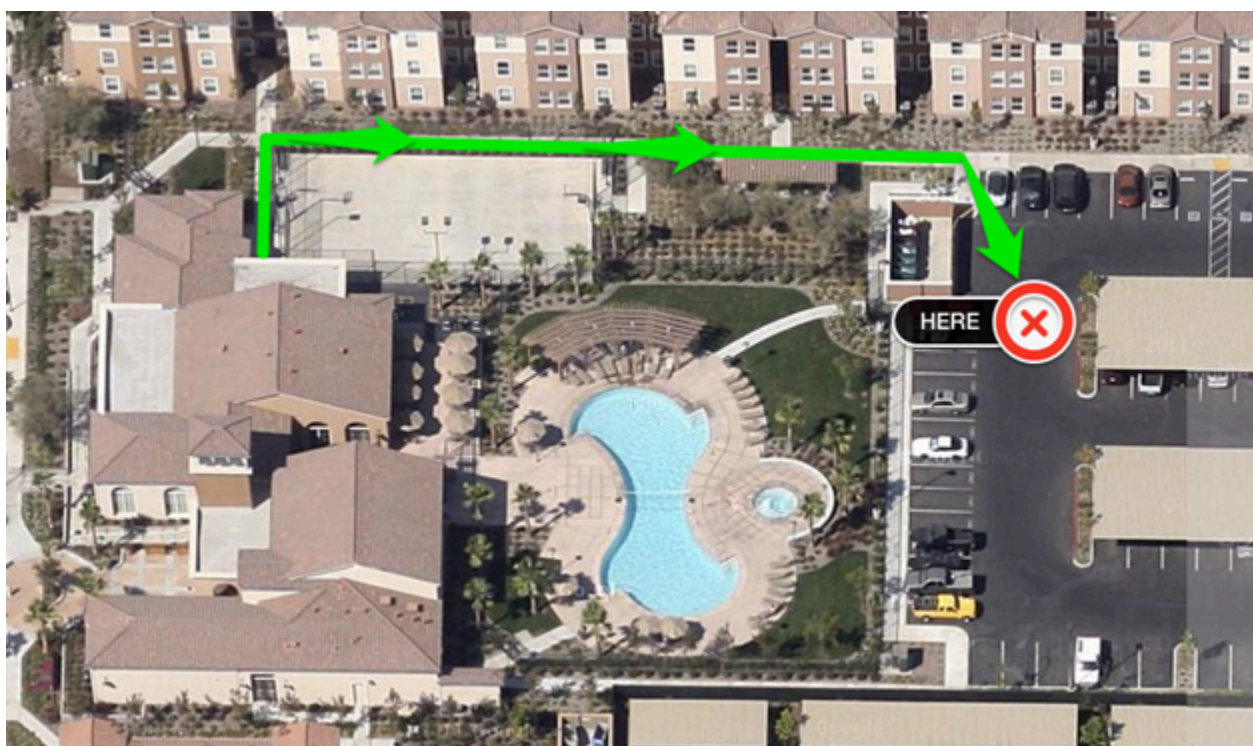
1. Follow the evacuation process that is posted near the front door of the apartment.
2. Assemble in the parking lot next to the pool, where the other students and staff are assembling.
3. Students must immediately **call** (DO NOT TEXT) your Wayfinders Case Manager notifying them that you are okay and where you are. WAIT FOR THEIR INSTRUCTIONS.





3. PALAZZO CLUBHOUSE EVACUATION PROCEDURE

1. Follow the evacuation process that is posted by the gym in the Clubhouse.
2. Assemble in the parking lot next to the pool, where the other students and staff are assembling.
3. Students must immediately TEXT your Wayfinders Case Manager notifying them know that you are okay and where you are. WAIT FOR THEIR INSTRUCTIONS.



4. STAFF PROCEDURE FOR FRESNO STATE AND PALAZZO APARTMENT EVACUATION

1. Staff, coaches, interns and mentors are responsible for the orderly evacuation and safety of the Wayfinders students.
2. Follow the evacuation procedure outlined by Fresno State and/or Palazzo.

3. Each position below is to contact their immediate supervisor with their whereabouts and any students that they are with. Wait for instructions.
 - Residential coaches contact the Residential Coordinator.
 - University inclusion coaches contact the University Inclusion Coordinator.
 - Job coaches Contact the Vocational Specialist.
 - Interns and mentors contact their immediate Wayfinders supervisor.
 - Core staff are to contact the Executive Director.
4. If necessary, core staff will contact parents/guardians.