



FRESNO ECONOMIC OPPORTUNITIES COMMISSION
SOUL GOVERNING COUNCIL MEETING
SOUL- Ring Central

<https://meetings.ringcentral.com/j/1477272580>

Ring Central Call-in Phone Number (623) 404-9000

Tuesday, September 14, 2021

10:30 AM – 12:00 PM

Agenda

	<u>Presenter</u>	<u>Motion</u>	<u>Page</u>
I. CALL MEETING TO ORDER	<i>Dr. Terry Allen</i>		
II. ROLL CALL	<i>Maria Morales</i>		
III. APPROVAL OF MINUTES May 11, 2021 July 20, 2021	<i>Dr. Terry Allen</i>	<i>Approve</i>	2
IV. ACCEPTANCE OF CORINNE FLOREZ RESIGNATION PROPOSED JUVENILE LAW ENFORCEMENT REPRESENTATIVE	<i>Rena Failla</i>	<i>Approve</i>	
V. ELECT GOVERNING COUNCIL SECRETARY	<i>Dr. Terry Allen</i>	<i>Approve</i>	
VI. 2021-2022 AMENDED MEETING SCHEDULE	<i>Rena Failla</i>	<i>Approve</i>	6
VII. ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND (ESSER III)	<i>Susan Lopez</i>	<i>Approve</i>	7
VIII. INDEPENDENT STUDY PROCEDURES AND POLICIES INDEPENDENT STUDY BOARD POLICY	<i>Rena Failla</i>	<i>Approve</i>	24
IX. 2021-2022 PARENT INVOLVEMENT POLICY/MEETING SCHEDULE	<i>Susan Lopez</i>	<i>Approve</i>	31
X. 2021-2022 STUDENT & PARENT HANDBOOK	<i>Susan Lopez</i>	<i>Approve</i>	36
XI. 2021-2022 PROFESSIONAL DEVELOPMENT PLAN	<i>Susan Lopez</i>	<i>Approve</i>	92
XII. COVID-19 PROTOCOL GUIDELINES AND PROCEDURES	<i>Courtney Griffin</i>	<i>Information</i>	95
XIII. SOUL UPDATES	<i>Rena Failla</i>	<i>Information</i>	98
IVX. OTHER BUSINESS The Membership Sub-Committee reports in October. The next meeting is scheduled on October 12, 2021.			
XV. PUBLIC COMMENT (This portion of the meeting is reserved for persons wishing to address the Governing Council on items within jurisdiction but not on the agenda. Comments are limited to three minutes).			
XVI. ADJOURNMENT			

FRESNO EOC SCHOOL OF UNLIMITED LEARNING GOVERNING COUNCIL MEETING

On-Line through Ring Central
Tuesday, May 11 2021

MINUTES

I. Meeting called to order by Jeanne Starks 10:12 a.m.

II. Roll call facilitated by Terry Allen

Voting Members	Prese	Excus	Abse	Non-Voting Members	Prese	Excus	Abse	Staff	Prese	Excus	Abse	Guests
Michael Allen, Community Rep	X							Michelle Tutunjian		X		
Terry Allen, Ed.D., Retired Teacher Rep	X							Emilia Reyes	X			
Edward Avila, EOC Commissioner	X											
Jerome Countees, EOC Commissioner			X									
Jeff Davis, Director Employ & Training	X											
Corinne Florez, Community Rep	X											
Larry Metzler, Cultural Arts Rotary Interact Club	X											
Mike Petrovich Ph.D, Retired Mental Health Rep	X											
Chuck Riojas, Community Member			X									
Jimi Rodgers, EOC Commissioner	X											
Jeanne Starks, Chair , Retired Law Enf Juv Prob	X											
Jane Thomas, Director EOC Health Services	X											
Benita Washington, FSU Social Worker Rep		X										
Parent Rep Maria Amaro Morales Alt Parent Rep:	X											
Student Rep's (2) Rebecca Luna, Manuela Torres Alternative Student Rep., Ezequel Ayala,	X		X									
Rena Failla, Staff Rep	X											
Courtney Griffin, Staff Rep	X											
Sam Hairston, Career	X											
Joseph Turner, Teacher Rep	X											
Mark A Wilson, Principal	X											

III. Approval of Minutes

The April 13, 2021 minutes were approved as read. M/S/C Rodgers/Davis

Dr. Wilson introduced Felicia Olais as the new Director of the Charter Schools Office at Fresno Unified School District. Felicia shared that she has been in education for over 30 years and has taught in grades K-12, worked with Special Education students and in Administration.

IV. Election of Officers

The Council members nominated candidates and selected a slate of officers of the 2021-2022 SOUL Governing Council, Dr. Terry Allen as Chair, Maria Morales as Vice-Chair and Corinne Florez as Secretary. A motion was made to approve the slate of officers. M/S/C Petrovich/Rodgers

V. Proposed 2021-2022 Meeting Schedule

The Council discussed the meeting time for the 2021-2022 Governing Council and proposed a time change from 10:00 – 11:30 am to 10:30 am-12:00 pm. A motion was made to approve the 2021—2022 Meeting Schedule with the meeting time change to 10:30 am – 12:00 pm. M/S/C Failla/Allen

VI. By-Laws Sub-Committee Report

Dr. Wilson reported to the Governing Council that the By-Laws Sub-Committee (Dr. Michael Petrovice, Jeanne Starks, Dr. Mark Wilson) reviewed and discussed the By-Laws and determined that no modification would be made. It was suggested that the Council explore the feasibility of recruiting a member from Juvenile Probation who has a positive relationship working with at-risk youth. Rena Failla stated that she will speak with Vidal Besarano our Social Work intern from last year, about the possibility of filling this seat on the Council. Vidal is currently working with Juvenile probation. A motion was made to approve the By-Laws Sub-Committee report. M/S/C Petrovich/Griffin

VII. Finance Sub-Committee Report

Dr. Wilson reported to the Governing Council that the Finance Sub-Committee (Dr. Mark Wilson, Jeanne Starks and Corinne Florez) discussed the main elements of SOUL's preliminary budget for 2021-2022 school year. Dr. Wilson highlighted the additional funding available to SOUL and the need to realign its current resources to effectively respond to the student learning loss during COVID, as well as, the social and emotional needs of students. A motion was made to approve the Finance Sub-Committee report. M/S/C Allen/Rodgers

VIII. 2021-2022 Local Control Accountability Plan

Dr. Wilson reviewed the LCAP and accompanying documents with the Governing Council. This plan describes the goals, actions and expenditures to support positive student outcome that address state and local priorities. The LCAP provides an opportunity for local education agencies (LEA's) to share their stories of how, what and why programs and services are selected to meet their local needs. The components of the LCAP for the 2021-2022 LCAP year must be posted as one document assembled in the following order:

- ❖ LCFF Budget Overview for Parents
- ❖ Annual Update with instructions
- ❖ LCAP Plan Summary 2021-2022
 - Stakeholder Engagement
 - Goals and Actions
 - Increased or Improved Services for Foster Youth, English Learners, and Low-income students
 - Expenditure Tables
 - Instructions

The LCAP will be presented to the Fresno EOC Board of Commissioners for approval on Wednesday, May 26, 2021. A motion was made to approve the Local Control Accountability Plan. M/S/C Metzler/Florez

IX. Expanded Learning Opportunities Grant Plan

Dr. Wilson reviewed the Expanded Learning Opportunities Grant Plan (ELO) with the Governing Council. The LEA must at a minimum, implement a learning recovery program, that provides supplemental instruction and support for social and emotional well-being to specified student groups, as defined in *Education Code Section 43522*, who have faced adverse learning and social emotion circumstances. The Council discussed the information provided. The ELO plan will be presented for approval to the Fresno EOC Board of Commissioners on Wednesday, May 26, 2021. A motion was made to approve the Expanded Learning Opportunities Grant Plan. M/S/C Metzler/Florez

X. SOUL Update

SOUL's demographic information for the school enrollment and updates as reflected on the Principal's report were reviewed by the council. Additional items discussed:

- 42% of SOUL Graduates have already completed their academic requirements for graduation.
- Larry Metzler shared that 6 Rotarians will be going to Tanzania in October to donate funds raised by SOUL Interact Club to the high school Interact Club in Tanzania.
- On May 26, 2021 Dr. Wilson will present and highlight 2 SOUL students, Ezequiel Ayala, Mia Garcia and Maria Morales our parent representative to the Fresno EOC Board of Commissioners.
- Sam briefly shared with the Council how our FSU Social Interns has helped to get our seniors enrolled at Fresno City College.
- SOUL's Archie Lessard and Justin Alvarado were selected to be honored scholars on channel 30.
- Graduation will be held in the Sanctuary Theater June 8th and 9th from 9:00 am to 3:00 pm. The ceremony will be celebrated similar to last year.

XI. Public Comment

None at this time

XII. Adjournment of Meeting

The meeting was adjourned at 12:08 pm.

Submitted by Terry Allen ED.,D.

FRESNO EOC SCHOOL OF UNLIMITED LEARNING GOVERNING COUNCIL MEETING

On-Line through Ring Central

Tuesday, July 20 2021

SPECIAL MEETING

MINUTES

I. Meeting called to order by Terry Allen 11:00 a.m.

II. Roll call facilitated by

Voting Members	Prese	Excus	Abse	Non-Voting Members	Prese	Excus	Abse	Staff	Prese	Excus	Abse	Guests
Michael Allen, Community Rep		X						Michelle Tutunjian	X			
Terry Allen, Ed.D., Retired Teacher Rep	X							Emilia Reyes		X		
Edward Avila, Fresno EOC Commissioner		X										
Jerome Countees, Fresno EOC Commissioner	X											
Jeff Davis, Director Fresno EOC Training & Employment	X											
Corinne Florez, Community Rep	X											
Larry Metzler, Cultural Arts Rotary Interact Club	X											
Mike Petrovich Ph.D, Retired Mental Health Rep	X											
Chuck Riojas, Community Member			X									
Jimi Rodgers, Fresno EOC Commissioner	X											
Jeanne Starks, Chair , Retired Law Enf Juv Prob		X										
Jane Thomas, Director Fresno EOC Health Services			X									
Benita Washington, FSU Social Worker Rep	X											
Parent Rep Maria Amaro Morales	X											
Alt Parent Rep:												
Student Rep's (2)												
Alternative Student Rep.,												
Rena Failla, Staff Rep	X											
Courtney Griffin, Staff Rep	X											
Sam Hairston, Career	X											
Mark A Wilson, Principal	X											

III. 2021-2022 School Year Update

Dr. Wilson announced to the Governing Council his retirement as the Principal of SOUL. He thanked the Governing Council for their support over the last 15 years that he has served as the Principal. Dr. Wilson introduced: Susan Lopez as the interim Principal and also the new Coordinator of Instruction, Rena Failla who will fill the position of liaison between SOUL, Fresno Unified and Fresno County Superintendent's Office and oversee supervision of the support staff, Sandy Lomelino as the Coordinator of Curriculum. Sandy Lomelino will provide oversight and implementation of curriculum and Courtney Griffin will provide oversight for the implementation of COVID-19 protocols to ensure school safety.

SOUL will continue to operate on a multi-tier support system to provide the students with the most beneficial support. Rena Failla shared with the Council SOUL will use a Hybrid / Independent Study academic program for instruction. Elective classes and a career development focus will be offered in small class groups. Core classes will be provided through one-on-one Independent Study instruction. Due to student request, new electives offered at SOUL will include Health and Business career courses.

A new English Teacher, Nicholas Rodriguez, has been hired along with a new Social/Emotional Intervention Specialist, Michael Allen.

Michelle Tutunjian shared with the Governing Council how Fresno EOC administration and SOUL leadership has worked diligently to address a smooth transition for the students and staff while the changes are implemented. She expressed her gratitude to Dr. Wilson for his dedicated service to community actions at Fresno EOC.

The Council members thanked Dr. Wilson and shared their thoughts and gratitude for all he has accomplished over his 15 years at SOUL.

IV. Charter Renewal Extension (AB 130)

SOUL's current charter, which was originally up for renewal by or before June 30, 2023 will be extended to June 30, 2025. This extension is a result of the learning loss during the COVID Pandemic. The State of California passed Assembly Bill 130 which provides charter schools with a two-year renewal extension. This Bill, notwithstanding the renewal process and criteria effective July 1, 2021, would require all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, to have their term extended by two years.

V. Other Business

Dr. Wilson announced that he recently accepted Michael Allen's formal resignation as a Community Representative on the SOUL Governing Council. Mr. Allen has accepted a staff position at Fresno EOC as the SOUL Social/Emotional Intervention Specialist.

Rena Failla has referred N. Durrell James, a Fresno County Juvenile Hall correctional officer to the Governing Council as a new representative for the Juvenile Law Enforcement Justice System.

The next Governing Council meeting will be held Tuesday, September 14, 2021.

VI. Public Comment

None at this time

VIII. Adjournment

The meeting was adjourned at 12:09 pm.

Submitted by Terry Allen ED.,D.



2021-2022
AMENDED MEETING DATES

FRESNO EOC SCHOOL OF UNLIMITED LEARNING
GOVERNING COUNCIL MEETING SCHEDULE

All Governing Council meetings will be
held virtually on Ring Central

Day	Date	Time
TUESDAY	SEPTEMBER 14, 2021	10:30 AM – 12:00 PM
TUESDAY	OCTOBER 12, 2021	8:30 AM – 10:00 AM
NO MEETING WILL BE HELD IN NOVEMBER		
TUESDAY	DECEMBER 14, 2021	8:30 AM – 10:00 AM
NO MEETING WILL BE HELD IN JANUARY		
TUESDAY	FEBRUARY 8, 2022	8:30 AM – 10:00 AM
TUESDAY	MARCH 8, 2022	8:30 AM – 10:00 AM
TUESDAY	APRIL 12, 2022	8:30 AM – 10:00 AM
TUESDAY	MAY 10, 2022	8:30 AM – 10:00 AM

SCHOOL OF UNLIMITED LEARNING GOVERNING COUNCIL

Date: September 14, 2021	Program: School of Unlimited Learning
Agenda Item #: VII	Director: Mark A. Wilson Ed.D.
Subject: Elementary Secondary School Emergency Relief Fund III Expenditure Plan	Officer: Michelle L. Tutunjian

Recommended Action

Staff recommends Council approval of the Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan in the amount of \$428,603 for the 2021-2022, 2022-2023, and 2023-2024 school years.

Background

School districts, county offices of education, or charter schools, collectively known as Local Educational Agencies (LEA), receiving ESSER funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, a LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by the COVID-19 pandemic.

Fiscal Impact

ESSER III grant funding for the 2021-2022, 2022-2023, and 2023-2024 school years total \$428,603. Fresno EOC will have until September 30, 2024 to expend ESSER III funds.

Conclusion

The ESSER III plan must be submitted to Fresno Unified School District and Fresno County Office of Education by October 29, 2021. Approval of the ESSER III Expenditure Plan will allow SOUL to address students' academic, social, emotional, and mental health needs that may have been worsened by the COVID-19 pandemic.

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
School of Unlimited Learning Charter School	Mark A. Wilson Ed.D., Principal	Mark.wilson@fresnoeoc.org (559) 500-5076

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
2021-2022 LCAP	www.fresnoeoc.org/soul
Expanded Learning Opportunities Grant Plan	www.fresnoeoc.org/soul

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$428,603

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$85,603
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$341,000

Total ESSER III funds included in this plan

\$428,603

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan .

Throughout the 2020-2021 school year, SOUL maintained frequent communication with all stakeholders, especially students, staff, and parents. In March 2021, all stakeholders were surveyed to help identify current program strengths, gaps, and needs. Data from student, parent, staff, and community partner surveys was collected and shared with all stakeholder groups at staff meetings, parent meetings, and the March 2021 Governing Council meeting. Stakeholder feedback was very positive from all stakeholder groups. Students and parents were extremely satisfied with the efforts that SOUL has made during the pandemic by providing individualized instruction, maintaining ongoing communication with students and parents, providing resources such as academic, personal, and mental health counseling, and maintaining a safe and orderly environment with strict COVID protocols in place. Recommendations from students, parents, and staff focused on program flexibility in providing a hybrid program. Over 80 % of parents and student preferred individualized instruction versus whole classroom instruction, especially with respect to language arts and math. Subsequently, a parent meeting was held and a parent survey was submitted in August 2021 to review the content of the ESSERIII Expenditure Plan. In addition, the Plan was reviewed at a school staff meeting in August 2021 and scheduled to be submitted for review and approval to the SOUL Governing Council in September 2021 and ultimately for Board approval in October 2021.

A description of how the development of the plan was influenced by community input.

Data and recommendations from staff and community meetings as well as staff, student, parent and community surveys administered in Spring and Fall 2021 have been incorporated into this expenditure plan. In addition to the high level of participation in the surveys, all stakeholder groups have had ample opportunity to provide input through personal phone calls, parent, staff, and community partner meetings, and student meetings with their teachers, case managers and counselors. Resources for addressing student learning loss due to COVID, and student social and emotional wellbeing have been incorporated into the ESSER III Expenditure Plan. The following components of the Expenditure Plan are the direct results of stakeholder input:

1. All students scoring below the standard to be assigned an additional class designed to help them increase their reading and/or math proficiency.
2. Additional staff to provide small group/individualized instruction or personalized tutoring for identified students .
3. Additional tutoring to assist 12th grade students who need additional assistance to pass their classes to graduate.
4. A social/emotional intervention specialist will be available to coach students struggling with lack of motivation, depression, anxiety, and resocialization skills due to COVID.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

			\$85,603
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Facility Maintenance and Upgrades	Improve indoor air quality, including air ventilation systems, and modify outdoor space to accommodate outdoor learning hubs as an alternative to indoor classroom	\$85,603

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		instruction. (These funds to be expended in 2021-2022 school year.)	

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSERIII funds being used to address the academic impact of lost instructional time

	\$341,000
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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Expenditure Plan/2021-2022 LCAP Goal 1 Actions 2 and 4	Extending Instructional Learning Time	Additional staff will provide instruction or personalized tutoring for identified students who do not meet the standards in language arts or math will be assigned an additional mandatory class designed to help them increase their reading and/or math levels. After-school tutoring and summer school will be available to students who need additional assistance with their studies or need additional credits to be on track for graduation. (These funds to be expended in the 2022-2023 and 2023-2024 school years.)	\$74,000
ELO Expenditure Plan/2021-2022 LCAP –Goal 3, Action 6	Social/Emotional Intervention Strategies (2022-2023 and 2023-2024)	SOUL has identified a need to address the social and emotional well-being of all students, in particular, students with unique needs of special populations, many of whom have suffered from feelings of isolation, lack of motivation a depression, and anxiety and personal loss due to COVID. A social/emotional intervention specialist will provide small group and	\$67,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		individualized support and coaching to students and parents in response to post-COVID social and emotional needs to assist them in removing barriers to academic and personal success. (These funds to be expended in the 2022-2023 and 2023-2024 school years.)	
ELO Expenditure Plan/2021-2022 LCAP Goal 2, Action 1	Integrated Student Supports (2022-2023 and 2023-2024)	Assigned staff will work with seniors to assist them in accessing resources that help to remove identified barriers to graduation. In addition, they will work closely with teachers and with other support staff, such as the Guidance Dean and Home/School Liaison to ensure that the seniors have the resources they need to complete their requirements for graduation. Assigned staff will identify, develop, and expand services for special student populations by establishing a close coordination of resources with agency and community partners (There funds to be expended In the 2022-2023 and 2023-2024 school years.)	\$129,000
ELO Expenditure Plan/2021-2022 LCAP Goal 2, Action 1	Additional Academic Services for Students	Assigned staff will work with seniors to assist them in accessing resources that help to remove identified barriers to graduation. In addition, they will work closely with teachers and with other support staff, such as the Guidance Dean and Home/School Liaison to ensure that the seniors have the resources they need to successfully complete their studies. Staff will monitor the progress of students who are most at risk of failing or dropping out of school and provide tutoring to students who are falling behind in their studies. (These funds to be expended in the 2022-2023 and 2023-2024 school years.)	\$71,000

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Increase in Student Academic Achievement	<p>Students scoring below the grade level standard will be enrolled in a mandatory class designed to help them increase their reading and/or math levels.</p> <p>Additional staff will provide instruction or personalized tutoring for identified students. Each student scoring below the standard upon enrolling will be given an individualized, prescriptive language arts and math curricula through Edgenuity’s MyPath.</p> <p>All teachers will be given copies of student benchmark performance data, to which they will refer and provide students prescriptive resources, such as Edgenuity’s MyPath and other resources, including tutoring, to address learning loss in language and math.</p> <p>Teachers will receive training in CASSPP testing and review best practices for integrating language arts and math into all curriculum. A schoolwide focus will be centered on developing strategies to improving student literacy across the curriculum.</p>	<p><u>Daily, As Needed</u></p> <p>Any student at risk of failure will be provided additional tutoring/intervention to assist them to pass their classes.</p> <p><u>Weekly</u></p> <p>Teachers will conduct weekly assessments of all student work and prescribe additional resources if students are falling behind.</p> <p>Teachers will document student progress weekly.</p> <p><u>Quarterly</u></p> <p>NWEA ‘s Measures of Academic Progress Benchmark Exams will be given three times per year to monitor student progress in language arts and math.</p> <p><u>Annually</u></p> <p>SBAC test results will be reviewed annually and used prescriptively address gaps in student learning.</p>
Increase in Graduation Rate	<p>Assigned staff will work with seniors to assist them in accessing resources that help to remove identified barriers to graduation. In addition, they will work closely with teachers and with other support staff, such as the Guidance Dean and Home/School Liaison to ensure that the seniors</p>	<p><u>Weekly</u></p> <p>Weekly contact between student and assigned support staff to identity the need for increased resources or supportive services.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>have the resources they need to successfully complete their studies.</p> <p>Assigned staff provide Individualized tutoring and instruction will assist students who need additional help to pass their classes.</p> <p>Assigned staff will develop personal learning plans for all 12th grade students to identify a timeline for graduation and the resources they need to complete their studies successfully.</p>	<p>Weekly contact between parent and assigned support staff to identify the need for increased resources or supportive services.</p> <p><u>Monthly</u></p> <p>Monthly review of student personal learning plan by school counselor or designee.</p>
Student Social and Emotional Wellbeing	<p>Case managers will work closely with students to assist them in accessing resources that help remove barriers to academic and personal success. In addition, they will work closely with teachers and other support staff to ensure that the seniors have the personal, academic, and emotional resources they need to successfully complete their studies.</p> <p>In coordination with the Guidance Dean, the Social/Emotional Intervention Specialist will keep a log and monitor the coaching/intervention of students and follow up with appropriate school staff and parents</p>	<p><u>Weekly</u></p> <p>All students will meet once per week with their case manager to monitor student progress and identify possible barriers to attendance and the successful completion of their studies</p> <p><u>Daily and Ongoing</u></p> <p>Daily scheduled coaching sessions will be held with students referred by school staff who are struggling with anxiety, depression, lack of motivation, and loss of socialization skills due to COVID.</p>
Facility Maintenance and Upgrades	<p>In Fall 2021, an assessment will be made of the air filtration system.</p> <p>In addition, a cost analysis will be conducted assess the feasibility of a shade structure to facilitate an alternative outdoor leaning hub with access to fresh air.</p>	<p><u>Fall 2021/Spring 2022</u></p> <p>Air Purification System Assessment</p> <p><u>Fall 2021</u></p> <p>Shade Structure for Outdoor Leaning Hub</p>

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fq/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs ;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency ;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID -19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;
 - Homeless students;
 - Students with disabilities; and
 - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan . When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan (s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community .

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action (s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action (s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action (s).

- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In -Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action (s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students .

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action (s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

DRAFT

SCHOOL OF UNLIMITED LEARNING GOVERNING COUNCIL

Date: September 14, 2021	Program: School of Unlimited Learning
Agenda Item #: VIII	Director: Mark A. Wilson Ed.D.
Subject: 2021-2022 Independent Study Board Policy	Officer: Michelle L. Tutunjian

Recommended Action

Staff recommends Council approval of the Independent Study Board Policy.

Background

Independent Study Board Policy initially approved a Governing Board, and then submitted for review and approval whenever recommended changes are made by the California School Boards Association. SOUL's Independent Study Program was initially established 1998 at which time the SOUL Independent Study Board Policy was reviewed and submitted for approval. SOUL's Independent Study Board Policy was last approved by the SOUL Governing Council and the Fresno County EOC Board of Commissioners in 2003. Since then, on an annual basis, SOUL's administrative regulations are reviewed and submitted for approval each year.

In response to the WASC visiting team's request, the SOUL Board Policy, has been in place for over 20 years, and has been submitted for review and approval as a separate agenda item since September 2013.

Fiscal Impact

None

Conclusion

The SOUL's updated Independent Board policy reflects recent changes by the CA Department of Education.

INDEPENDENT STUDY POLICY

The School of Unlimited Learning Independent Study education component offers a unique opportunity for students to work “independent” of regular daily classroom attendance and without the requirement of meeting with their instructor on a daily basis. Typically, the ideal student for this type of program is one who does not need ongoing classroom structure and curriculum lecture, works well on his/her own, and needs little academic or programmatic structure in order to move forward academically. Other situations requiring placement in this component may be a necessity to work during the school day, or unavoidable childcare issues. Prior to being enrolled in Independent Study, all students will be given a placement test in reading and math. It is our educational approach and philosophy that, short of these skills or personal demands, a school-age student is best suited for a classroom or a more traditional educational setting.

Independent Study requires students to meet with a SOUL instructor on an (agreed upon) weekly basis to receive assignments which coincide with the student’s overall academic-credit needs detailed in his/her Master Agreement. No Independent Study agreement is valid for longer than one school year. Academic credit assignment and ADA tabulations for the student are based solely upon the teacher’s assessment of the student’s independently completed work. During each scheduled appointment the student will be given weekly course material that, when completed, will be graded and assigned credit toward graduation. Students are required to attend all scheduled appointments with their instructor and to participate in all standardized testing as required by the state, the district, or the school. Students will earn 1 credit towards graduation for every 20 hours of work assigned, with a maximum of 40 core academic credits per semester. Students are expected to attend regularly and maintain satisfactory progress on work completed in order to remain in this program. The students are required to attend instructional meetings with their teacher at least once a week for a minimum of one hour per week. The maximum length of time lapsed between the assignment and the date the assignment is due is one week. Students failing to appear for two scheduled appointments or missing two assignments will be re-evaluated regarding their academic placement in this component.

INDEPENDENT STUDY: RULES, REGULATIONS & POLICIES

Discipline Rules and Regulations

Rules and regulations are established to maintain an atmosphere conducive to learning. Students who fail to comply with these rules and regulations will be counseled, reprimanded, suspended, or removed from the program. Each disciplinary action will be handled on a case-by-case basis. The School of Unlimited Learning follows FUSD’s Zero Tolerance Policy and/or Suspension/Withdrawal Guidelines.

All students will comply with the regulations, pursue the required course of study, and respect the authority of the teachers, administration and support staff of the educational site.

Attendance and participation at certain extracurricular activities are considered a part of the educational program. All rules of student conduct and dress code apply to extracurricular activities.

Attendance

Students must attend (instructional meetings) with their teacher at least once a week for a minimum of **one hour per week**. Teachers will set appointment times with students. Further, students must provide documentation from their parent/guardian verifying their daily completion of independent study

assignments. In compliance with SOUL's Independent Study policies for grades 9 through 12, the maximum length of time allowed between the assignment and the date the assignment is due is one week.

Excused absences are not recognized in Independent study. If for any reason the student cannot keep the appointed time, the student's parent/guardian must contact the teacher, explain the reason for the missed appointment, and reschedule the appointment to make-up for the missed time.

If a student is absent and the instructional time is not rescheduled, the teacher will evaluate the students continued enrollment, and take corrective action, if needed, in the following manner:

- Student fails to reschedule the meeting: Teacher contacts the student/parent. The meeting is rescheduled for the same week if possible.
- Student fails to attend the rescheduled meeting: Teacher and Case Manager puts the student on "Student Contract to address his/her attendance issues." If this contract is broken by the student, then the student and his parent/guardian must meet for a conference with the teacher and Case Manager to discuss whether the student should remain in the independent study program.
- Students who miss two appointed instructional meetings anytime during the semester will be subject to dismissal from the program.

Credits

To complete graduation requirements in a timely manner, students are expected to complete 2 credits per week. To remain in independent study, students **must** complete a **minimum of one credit of work per week**. If the student needs extra help or a place to study, the student can come in for tutoring. This extra session does not replace the student's regularly scheduled instructional time. Individual or group lab tutorial for math and English may be offered to assist students who are having difficulty with these subjects.

Independent study students must understand that their work is designed to be completed at home:

- Student gets the assignments from the teacher
- Student does the assignments at home or comes in for extra help if the assignment is too difficult. Important: The regularly assigned instructional meeting is not time to do assignments. Assignments are to be completed at home.
- Student returns at his/her appointed time. Teacher goes over the work with the student and tests the student on their completed work.
- Student receives new assignment(s).

Failure to Meet Credit Requirement

- First time student fails to meet the one-credit a week requirement: The teacher will contact the parent and discuss whether independent study is meeting the student's needs.
- Second time student fails to meet the one-credit a week minimum: The teacher and Case Manager contacts the parents and places the student on a "Student Contract" in regards to credit completion.
- Student fails to comply with "Student Contract": Student is dropped from independent study.

During each scheduled appointment the student will be given weekly course material that, when completed, will be graded and assigned credit toward graduation.

- Students are required to attend all scheduled appointments with their instructor and to participate in all standardized testing as required by the state, the district or the school.
- Students will earn 1 credit towards graduation for every 20 hours of work assigned.
- Students may earn a maximum of 40 academic credits per semester.
- Students are expected to attend regularly and maintain satisfactory progress in order to remain in the program.
- A student failing to appear for two scheduled appointments or missing two assignments will be re-evaluated regarding his/her placement in independent study.

The Fresno Economic Opportunities Commission/School of Unlimited Learning
Board Policy: Independent Study

The Fresno EOC Board of Commissioners authorizes independent study as an optional alternative instructional strategy for eligible students at the School of Unlimited Learning Charter School whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan and enabling students to reach curriculum objectives and fulfill graduation requirements. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

(cf. [0420.4](#) - Charter Schools)

(cf. [6011](#) - Academic Standards)

(cf. [6143](#) - Courses of Study)

(cf. [6146.1](#) - High School Graduation Requirements)

(cf. [6181](#) - Alternative Schools/Programs of Choice)

(cf. [6200](#) - Adult Education)

A student's participation in independent study shall be voluntary. Students participating in independent study shall have the right, at any time, to enter or return to the regular classroom mode of instruction. (Education Code [51747](#); 5 CCR [11700](#)). **If parents choose to return to classroom instruction from Independent Studies, a transition plan will be implemented no later than within five instructional days.**

Coursework assigned to students in Independent Study will be standards aligned and equivalent to the quality and intellectual challenge of classroom instruction. Students will have access to all courses offered by SOUL for graduation and approved as creditable under the University of California A-G admissions criteria.

Parents/guardians of students who are interested in independent study shall contact School of Unlimited Learning Guidance Counselor Coordinator. The Fresno EOC Chief Executive Officer or designee shall approve independent study for an individual student only upon determining that the student is prepared to meet the charter school's requirements for independent study and is likely to succeed in independent study as well as or better than he/she would in the regular classroom.

The Fresno EOC Chief Executive Office or designee shall ensure that a written independent study agreement, as prescribed by law, exists for each participating student. (Education Code [51747](#)) The written agreement shall specify the length of time in which each independent study assignment must be completed. **The maximum length of time allowed between the assignment and the date the assignment is due is one week.**

Progress must be evaluated and deemed satisfactory for continued IS participation and placement. When a participating student misses two assignments, an evaluation shall be conducted to determine whether it is in the student's best interest to remain in independent study. Supervising teachers should establish an appropriate schedule for student-teacher conferences in order to help identify students falling behind in their work or in danger of failing or dropping out of school. Except in unusual circumstances, it is expected that the supervising teacher will meet in person with each participating student at least once a week for a minimum of one hour per week for synchronous instruction and to discuss the student's progress, review the student's work, administer and correct student assessments, and assign new work.

(cf. [5147](#) - Dropout Prevention)

Missing appointments with the supervising teacher without valid reasons also may trigger an evaluation to determine whether the student should remain in independent study. A multi-tiered system of support will be available to all students to address barriers in attendance, academics, social/emotional health and to provide strategies for reengagement into the school setting.

The School of Unlimited Learning Principal shall report a minimum of quarterly to the Fresno Board of Commissioners Board through the SOUL Governing Council the number of students participating in independent study, the average daily attendance generated for apportionment purposes, the quality of these students' work as measured by standard indicators, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and The SOUL Principal or designee shall determine areas for program improvement as needed.

(cf. [0500](#) - Accountability)

(cf. [5121](#) - Grades/Evaluation of Student Achievement)

(cf. [6162.5](#) - Student Assessment)

EDUCATION CODE

[17289](#) Exemption for facilities

[41976.2](#) Independent study programs; adult education funding

[42238](#) Revenue limits

[44865](#) Qualifications for home teachers and teachers in special classes and schools

[46300-46307.1](#) Methods of computing average daily attendance

[47612.5](#) Independent study in charter schools

[48204](#) Residency based on parent employment

[48206.3](#) Home or hospital instruction; students with temporary disabilities

[48220](#) Classes of children exempted

[48340](#) Improvement of pupil attendance

[48915](#) Expulsion; particular circumstances

[48916.1](#) Educational program requirements for expelled students

[48917](#) Suspension of expulsion order

[51225.3](#) Requirements for high school graduation

[51745-51749.3](#) Independent study programs

[52206](#) Gifted and talented education; use of independent study to augment program

[52522](#) Adult education alternative instructional delivery

[52523](#) Adult education as supplement to high school curriculum; criteria

[56026](#) Individuals with exceptional needs

[58500-58512](#) Alternative schools and programs of choice

FAMILY CODE

[6550](#) Authorization affidavits

CODE OF REGULATIONS, TITLE 5

[11700-11703](#) Independent study

[19819](#) State audit compliance

COURT DECISIONS

Modesto City Schools v. Education Audits Appeal Panel, (2004) 123 Cal.App.4th 1365

EDUCATION AUDIT APPEALS PANEL DECISIONS

Lucerne Valley Unified School District, Case No. 03-02 (2005)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Independent Study Operations Manual, 2000 Edition

Elements of Exemplary Independent Study

Approaches to Satisfying No Child Left Behind Act of 2001 Teacher Requirements for Independent Study in Secondary Schools, January 28, 2010

WEB SITES

California Consortium for Independent Study: <http://www.ccis.org>

California Department of Education, Independent Study: <http://www.cde.ca.gov/sp/eo/is>

Education Audit Appeals Panel: <http://www.eaap.ca.gov>

The School of Unlimited Learning's Independent Study Board Policies were approved by the SOUL Governing Council.

SCHOOL OF UNLIMITED LEARNING GOVERNING COUNCIL

Date: September 14, 2021	Program: School of Unlimited Learning
Agenda Item #: IX	Director: Mark A. Wilson Ed.D.
Subject: 2021-2022 Parent Involvement Policy	Officer: Michelle L. Tutunjian

Recommended Action

Staff recommends Council approval of the proposed 2021-2022 Parent Involvement Policy.

Background

As a requirement for Title I funding, each year SOUL updates its Annual Parent Involvement Policy, which stipulates times, dates, and agendas for parent meetings throughout the year. Attached is the 2021-2022 SOUL Parent Involvement Policy, which outlines SOUL's proposed parent meeting schedule for the current school year.

Fiscal Impact

None

Conclusion

In accordance with Federal Title 1 requirements, and the new criteria for the Local Control and Accountability Plan, SOUL's written parent involvement policy describes how SOUL involves parents to improve student academic achievement and school performance. The Parent Involvement Policy includes a variety of ways that parents can become actively involved in their child's educational experience at SOUL. The Parent Involvement Policy is designed to help build the school's and parents' capacity for increased parent involvement and shared decision-making.

2021-2022 PARENT INVOLVEMENT POLICY

In accordance with Federal Title 1 requirements, and the new criteria for the Local Control and Accountability Plan, the School of Unlimited Learning has developed a written parent involvement policy, which describes how SOUL involves parents to improve student academic achievement and school performance. The Parent Involvement Policy includes a variety of ways that parents can become actively involved in their child's educational experience at SOUL. The Parent Involvement Policy is designed to help build the school's and parents' capacity for increased parent involvement and shared decision-making.

Development of the 2021-2022 Parent Involvement Plan

During Spring 2021, all parents were contacted by SOUL staff to determine how students were doing under new COVID-19 procedures. In addition to gathering information on student educational needs, SOUL staff also conducted "wellness checks" on every family.

In May 2021, SOUL developed a hybrid-learning plan. SOUL staff, students, parents, Fresno EOC staff, and the SOUL Governing Council were informed of this plan. The hybrid-learning plan provided a timeline for opening school, delineated the implementation of COVID safety protocols, and included the need for additional personnel and purchases of curriculum, devices to ensure that all students had full access to adequate instruction. Parents were informed through follow-up phone calls from SOUL staff of the change from seated onsite instruction plan to a hybrid learning plan.

SOUL shared its remote instruction plan for Fall 2021 with the Governing Council, Fresno EOC Board of Commissioners, school staff, students, and parents. SOUL staff also held two virtual parent meetings, one of which was the English Learning Advisory Committee (in Spanish) to discuss the draft of SOUL's Learning Continuity and Attendance Plan. Parent input from its stakeholders were addressed and incorporated into in SOUL's LCP.

SCHOOL DESCRIPTION

The School of Unlimited Learning, or SOUL, is a public charter high school serving Fresno's youth, grades 9 through 12. The private not-for-profit Fresno County Economic Opportunities Commission operates the school in partnership with the Fresno Unified School District. The Fresno County Economic Opportunities Commission is one of the nation's leading community action agencies established to help individuals and families become self-sufficient. The Fresno Unified School District's Board of Trustees approved the school's charter petition on March 26, 1998. The Fresno County Economic Opportunities Commission established this multiple-site charter school to provide enhanced educational opportunities for students at risk of not completing high school. The State Board of Education approved the charter in July of 1998. SOUL's latest charter was reauthorized in 2018 for an additional five years. AB 130 provides for an additional 2 years of authorization.

PARENT INVOLVEMENT GOALS

- Parents play a crucial role in the joint development of a plan for continuous school improvement
- Positive working relationship exists between educators and parents.
- Close communication exists between school and home.
- Strong parent involvement is evident through attendance and participation at schoolsponsored events.
- Parents are viewed as a vital component to the academic success of their students.

RIGHTS OF PARENTS

1. To expect that their child will spend time at school in a safe, wholesome stimulating atmosphere engaged in productive activity under the care and direction of a dedicated staff.
2. To be assured that school personnel will at no time preempt parental prerogative.
3. To be informed of district policy, school rules, and regulations.
4. To review their child's record with a certificated staff member.
5. At the beginning of each academic year, schools receiving Title 1 funds must inform parents of their right to request information regarding the professional qualifications of their child's teacher. Also, any school that has been identified for Program Improvement or Corrective Action must promptly notify parents regarding an explanation of the identification as well as other requirements specified in the Act.

RESPONSIBILITIES OF PARENTS

1. To maintain regular communication with SOUL teachers and support staff by participating in conferences with teachers, counselors, or administrators regarding the academic, attendance and behavioral status of their child.
2. To support their child by ensuring that he/she receives adequate sleep, nutrition, and appropriate clothing before coming to school.
3. To apply and maintain consistent and adequate restraints in regards to their child's overall behavior and to approve of reasonable behavioral guidelines as applied by school personnel.
4. To cooperate with the school in bringing about improvements designed to enhance the educational program offered to students.
5. To provide the school with current information regarding legal address, phone, medical data, and other facts, which may help the school to serve their child.

PARENT INVOLVEMENT OPPORTUNITIES

SOUL Governing Council

Parent involvement is essential to the success of the School of Unlimited Learning. Parent and student representatives will be asked to participate in the School Site Governing Council.

SOUL Parent Meetings

Parent meetings will be held regularly throughout the year. The meeting time and date is determined after discussions held during both support staff and teacher orientations held in August 2021.. Due to the pandemic, virtual parent meetings during the 2021-2022 school year are scheduled two times per month (one in Spanish) to accommodate as many parents as possible. The meetings focus on all school information pertinent to parents, including instruction protocols due to COVID 19 school site closures, protocols for students and parents entering campus, school improvement efforts, mandated testing, school policies and procedures, etc.

English Learner Advisory Committee (ELAC)

English Learner Advisory Committee (ELAC) meetings are scheduled once per month. Due to the need to increase communication with all parents, ELAC Meetings are conducted in Spanish and provide non-English speaking parents an opportunity to be informed of all school updates and changes related to the COVID-19 pandemic LCAP/LCP, charter and WASC goals, as well as ELPAC, and Smarter Balanced and other assessments. Moreover, the committee meetings provide our non-English speaking parents of EL students a voice in school policies and decision-making, while at the same time delineates interventions and strategies that SOUL has implemented to help its English language learners become academically successful through increased English proficiency.

PARENT INVOLVEMENT AND SCHOOL IMPROVEMENT MEETING SCHEDULE

During the 2021/2022 school year, the School of Unlimited Learning will utilize a variety of communication modes to continue its school improvement efforts such as phone calls, emails, surveys, virtual group meetings and individual in-person meetings. As a major stakeholder, parent input is crucial to the continuous improvement efforts of our school. Throughout the year, there are frequent opportunities for regular parent participation. Regularly scheduled parent online meetings, school-wide assemblies, and student study teams are many of the ways that parents can participate regularly with the school. Attached is a list of tentative 2021/2022 parent meeting dates, which include SOUL's English Learner Advisory Committee meetings.

Proposed 2021-2022 Parent Involvement Virtual Meeting Schedule

Month	Meeting Title	Meeting Date	Time
August 2021	Back to School Orientations – Support Staff	08/05/2021 08/06/2021	All day
	Back to School Orientations - Teachers	08/10/2021 08/11/2021	All day
September 2021 2 meetings	SOUL Evening Parent Meeting	09/07/2021	5:00 p.m. – 6:00 p.m.
	English Learners Advisory Cte (ELAC)	09/07/2021	6:00 p.m. – 6:30 p.m.
	SOUL Evening Parent Meeting	09/28/2021	5:00 p.m. – 6:00 p.m.
	English Learners Advisory Cte (ELAC)	09/28/2021	6:00 p.m. – 6:30 p.m.
October 2021	SOUL Evening Parent Meeting	10/26/2021	5:00 p.m. – 6:00 p.m.
	English Learners Advisory Cte (ELAC)	10/26/2021	6:00 p.m. – 6:30 p.m.
November 2021	SOUL Evening Parent Meeting	11/30/2021	5:00 p.m. – 6:00 p.m.
	English Learners Advisory Cte (ELAC)		6:00 p.m. – 6:30 p.m.
December 2021	No meetings scheduled		
January 2022	SOUL Evening Parent Meeting	01/25/2022	5:00 p.m. – 6:00 p.m.
	English Learners Advisory Cte (ELAC)	01/25/2022	6:00 p.m. – 6:30 p.m.
February 2022	SOUL Evening Parent Meeting	02/22/2022	5:00 p.m. – 6:00 p.m.
	English Learners Advisory Cte (ELAC)	02/22/2022	6:00 p.m. – 6:30 p.m.
March 2022	SOUL Evening Parent Meeting	03/29/2022	5:00 p.m. – 6:00 p.m.
	English Learners Advisory Cte (ELAC)	03/29/2022	6:00 p.m. – 6:30 p.m.
April 2022	SOUL Evening Parent Meeting	04/26/2022	5:00 p.m. – 6:00 p.m.
	English Learners Advisory Cte (ELAC)	04/26/2022	6:00 p.m. – 6:30 p.m.
May 2022	SOUL Evening Parent Meeting	05/31/2022	5:00 p.m. – 6:00 p.m.
	English Learners Advisory Cte (ELAC)	05/31/2022	6:00 p.m. – 6:30 p.m.

SCHOOL OF UNLIMITED LEARNING GOVERNING COUNCIL

Date: September 14, 2021	Program: School of Unlimited Learning
Agenda Item #: X	Director: Mark A. Wilson Ed.D.
Subject: 2021-2022 Student & Parent Handbook	Officer: Michelle L. Tutunjian

Recommended Action

Staff recommends Council approval of the revised 2021-2022 Student & Parent Handbook.

Background

The Student & Parent Handbook is reviewed, updated and adopted annually.

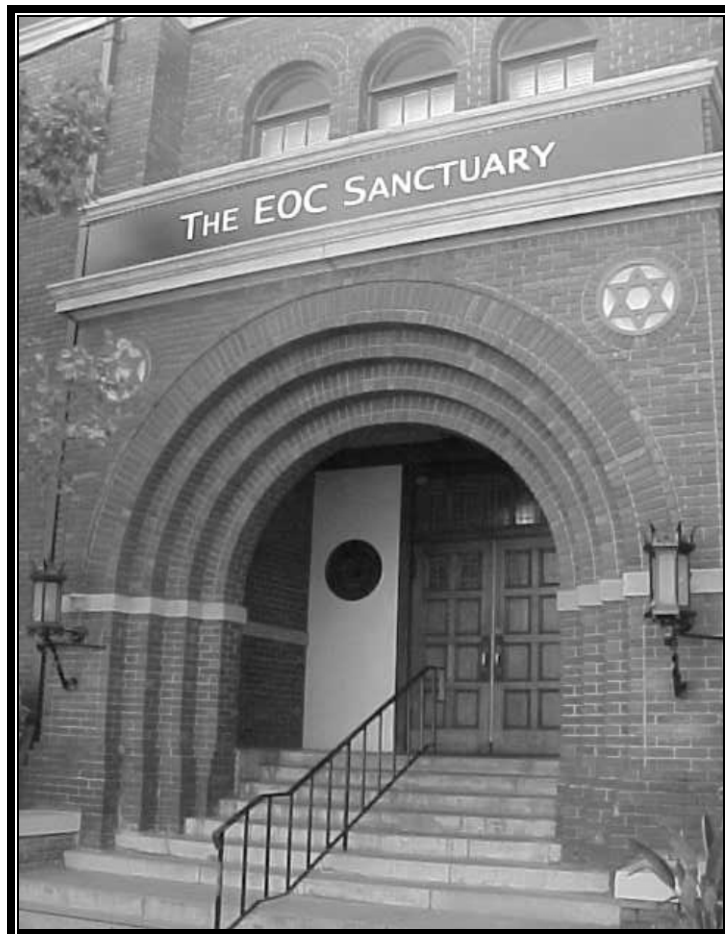
Fiscal Impact

None

Conclusion

The SOUL Student & Parent Handbook explains procedures to be followed in order to maintain a safe environment for academic progress. The handbook is revised yearly in order to address the needs of our students and families.

2021-2022



Student & Parent Handbook

2336 Calaveras Street
Fresno, CA 93721
(559) 500-1352

Fresno Economic Opportunities Commission's School of Unlimited Learning

A PUBLIC CHARTER SCHOOL

Chartered through Fresno Unified School District

and

fully accredited by the Western Association of Schools and Colleges



Administered by



Fresno Economic Opportunities Commission

Emilia Reyes, Chief Executive Officer
Michelle L. Tutunjian, Chief Operating Officer
Mark A. Wilson Ed.D., Principal/Chief Academic Officer

In lieu of the challenges, changes and multiple state and local mandates in response to Covid-19, some school policies and procedures may not be applicable during the 2021-2022 school year or may have been revised, restricted and/or temporarily eliminated.

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SCHOOL OF UNLIMITED LEARNING GOVERNING COUNCIL

TERRY ALLEN, Ed.D., *COUNCIL CHAIR*
MARIA MORALES, *COUNCIL VICE-CHAIR*
VACANT , *COUNCIL SECRETARY*
EDWARD AVILA
JEROME COUNTEE
JEFF DAVIS
RENA FAILLA
COURTNEY GRIFFIN
SAM HAIRSTON
SANDY LOMELINO
SUSAN LOPEZ

LARRY METZLER
MICHAEL PETROVICH, Ph.D
CHARLES RIOJAS
JIMI RODGERS
JEANNE STARKS
JANE THOMAS
BENITA WASHINGTON
Parent Representative
Student Representative
Student Representative

FRESNO ECONOMIC OPPORTUNITIES BOARD OF COMMISSIONERS

LINDA R. HAYES, *BOARD CHAIR*
AMY ARAMBULA
ED AVILA
OLIVER BAINES
ALYSIA BONNER
ZINA BROWN-JENKINS
LEROY CHANGLER
JEROME COUNTEE
FELIPE DE JESUS PEREZ
CHARLES GARABEDIAN
JEWEL HURTADO
LUPE JAIME-MILEHAM

BRIAN KING
JOE LEE
REY LEON
DANIEL MARTINEZ
JAMES MARTINEZ
BARIGYE MCCOY
LISA NICHOLS
ANDREA REYES
CATHERINE ROBLES
ITZI ROBLES
JIMI RODGERS
RUBEN ZARATE

STAFF AND FACULTY 2021/2022

Management

Mark A. Wilson Ed.,D.	Principal/Chief Academic Officers
Susan Lopez	Coordinator of Instruction
Rena Failla	Guidance Coordinator
Courtney Griffin	Guidance Dean

Teachers

Alexandros Acedo	Social Science
Luis Baca	Science, Career Education
Gladys Banda	Child Development
Michael Cantu	English
John Koontz	Music/Performing Arts
Sandy Lomelino	Coordinator of Curriculum/PE/Health
Nicholas Rodriguez	English
Shannon Sani	Math
Joseph Turner	Social Science
Kathy Vertson	Science

Counseling and Support Staff

Michael Allen	Social/Emotional Intervention Specialist
Patricia Billeadeau	Student Resource/Data Specialist
Carlos Custodio	Maintenance
Sam Hairston	Assessment and Career Guidance Coordinator
Susan Hernandez	Registrar
Viviana Huerta	Career Services Technician
Michael Potts	School Services Technician/Case Manager
Gloria Rodriguez	Attendance Secretary/Home School Liaison
Mong Vang	Case Manager
Marilyn Wheeler	Senior Administrative Assistant

SCHOOL OF UNLIMITED LEARNING

A PUBLIC CHARTER SCHOOL

Administered by the Fresno Economic Opportunities Commission

DESCRIPTION

The School of Unlimited Learning, or SOUL, is a public charter school serving Fresno's youth, grades 9 through 12. The private not-for-profit Fresno Economic Opportunities Commission operates the school in partnership with the Fresno Unified School District. The Fresno Economic Opportunities Commission is one of the nation's leading community action agencies established to help individuals and families become self-sufficient. The Fresno Unified School District's Board of Trustees approved the school's charter petition on March 26, 1998. The Fresno Economic Opportunities Commission established this multiple-site charter school to provide enhanced educational opportunities for students at risk of not completing high school. The State Board of Education approved the Charter in July of 1998.

SOUL offers a classroom -based program, as well as an Independent Study program. Both programs, along with SOUL's administrative offices, are located at 2336 Calaveras, Fresno, CA 92721.

MISSION

The mission of the School of Unlimited Learning is to provide comprehensive learning experiences in a manner and environment that enables students to obtain the skills, knowledge, and motivation to be self-directed, life-long learners as they mature towards adult self-sufficiency.

VISION

The vision for the Fresno Economic Opportunities Commission School of Unlimited Learning is for the student to be a self-directed learner, a collaborative worker, and a complex thinker who is equipped with the skills and self-confidence to be productive and self-sufficient as an adult through work and community service. The academic focus is on building skills in reading, writing, math and other core subjects. The school will document this process through a variety of assessment techniques.

EXPECTED SCHOOLWIDE LEARNING RESULTS

In order to obtain skills, knowledge, and motivation to be self-directed, life-long learners as they mature toward self-sufficiency, the students at the School of Unlimited Learning will be:

Effective Communicators

- Demonstrate ability to read, write, speak and listen for a variety of reasons.
- Possess social and cultural literacy skills to function productively in today's society.

Academic Achievers

- Demonstrate mastery of basic skills, especially in math and English language arts.
- Demonstrate proficiency in all core academic subjects

Critical Thinkers and Problem Solvers

- Analyze, synthesize, and apply information.
- Apply problem-solving and decision-making skills to real life situations.

Information Processors

- Demonstrate the ability to effectively access resources and information in the community.
- Locate, access, organize, evaluate, and supply information for a complex and technological world.

Self-Directed Lifelong Learners

- Set, pursue, and accomplish realistic and challenging goals.
- Develop a post-secondary (college and/or career preparation) plan that clearly reflects the options and choices available to them upon graduation.

Responsible and Productive Citizens

- Demonstrate healthy, responsible behavior and work collaboratively and respectfully in an ethnically, culturally, and linguistically and socio-economically diverse community.
- Recognize and respect the rules and processes that govern society.

INTRODUCTION

To Students

This handbook is a guide and reference for your use during this school year. Please read it thoroughly. It is expected that you will follow its rules and procedures and be knowledgeable of its contents. If you have any questions, please discuss them with the appropriate staff.

To Parents/Guardians

This handbook contains information that is very important to you and your child during the school year. Please review the information and ensure that your child is knowledgeable of its contents. If you have any questions or concerns, please call the school at (559) 500-1352.

Visitors

Due to the many challenges presented to us because of Covid-19, our protocols in regards to individuals visiting our campus have changed. In the interest of maintaining a healthy and safe environment, all visitors and students will participate in a self-screening process before entering our building. Anyone exhibiting or experiencing Covid-19 symptoms as outlined by the CDC or CDPH, will be asked to go home and self-quarantine for a prescribed amount of time. In order to promote a safe educational environment, the law (EC 32211) requires all visitors to then report to the front desk upon entering a school campus during regular school hours (7:30 am to 4:00 pm). All visitors are required to check in at the reception desk. Your cooperation is appreciated in this matter as it will help the staff ensure student safety.

Notice of Implied Agreement

The registration of a student in the School of Unlimited Learning is deemed to be an agreement on his/her part and on the part of his/her parents or guardians to fully comply with all policies, rules, and regulations of the school as outlined in this handbook. While the handbook contains the policies, rules, and practices of the School of Unlimited Learning, some of them are provided in summary form only. Contact the principal if you have a question concerning a school policy, rule, or practice.

Handbook as Contract

It is presumed that the Parent/Guardian accepts all of the conditions as set forth in the current Student/Parent/Teacher Handbook, and agrees to comply with all school regulations. The Parent(s)/Guardian(s) are responsible for all regulations created by the school. In cases of doubt, please contact the principal of the school.

Admission Requirements

The School of Unlimited Learning has an open enrollment/exit policy. Students are able to enter at any time during the school year, pending space availability. Enrollment shall be voluntary and no tuition shall be charged. The School of Unlimited learning is non-sectarian in its admission policies and its programs, and shall not discriminate against any student on the basis of ethnicity, national origin, gender or disability, and will follow Federal laws concerning discrimination. In the event that there are too many eligible applicants for the space available, a waiting list will be used. The school will use this list by a public random drawing to determine who is enrolled. In the event a student has been expelled from another school district, the School of Unlimited Learning shall reserve the right to review the student expulsion data to determine feasibility of placement.

2021-2022 School Calendar

SCHOOL BEGINS: **August 12, 2021**

SCHOOL ENDS: **June 10, 2022**

 Holidays

JULY 2021				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

AUGUST 2021				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12 School Begins	13
16	17	18	19	20
23	24	25	26	27
30	31			

SEPTEMBER 2021				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

OCTOBER 2021				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

NOVEMBER 2021				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

DECEMBER 2021				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

JANUARY 2022				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

FEBRUARY 2022				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

MARCH 2022				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

APRIL 2022				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

MAY 2022				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JUNE 2022				
M	T	W	TH	F
		1	2	3
6	7	8	9	10 Last Day of School
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

VACATION & HOLIDAYS

Labor Day: September 6

Veterans' Day: November 11

Thanksgiving: November 22 - 26

Winter Break: December 20 - January 7

Memorial Day: May 30

M.L. King, Jr. Day: January 17

Lincoln's Birthday: February 7

Presidents' Day: February 21

Spring Break: April 11 - April 18

HYBRID LEARNING

In the 2021-2022 school year SOUL will offer a hybrid program which includes classroom based elective courses that can be taken in conjunction with their core independent study classes. The hybrid classes will focus on career development, special interests and music with a hands on approach.

INDEPENDENT STUDY

The School of Unlimited Learning Independent Study education component offers a unique opportunity for students to work “independent” of regular daily classroom attendance and without the requirement of meeting with their instructor on a daily basis. Typically, the ideal student for this type of program is one who does not need ongoing classroom structure and curriculum lecture, works well on his/her own, and needs little academic or programmatic structure in order to move forward academically. Other situations requiring placement in this component may be a necessity to work during the school day, or unavoidable childcare issues. Prior to being enrolled in Independent Study, all students will be given a placement test in reading and math. It is our educational approach and philosophy that, short of these skills or personal demands, a school-age student is best suited for a classroom or a more traditional educational setting.

Independent Study requires students to meet with a SOUL instructor on an (agreed upon) weekly basis to receive assignments which coincide with the student’s overall academic-credit needs detailed in his/her Master Agreement. No Independent Study agreement is valid for longer than one school year. Academic credit assignment and ADA tabulations for the student are based solely upon the teacher’s assessment of the student’s independently completed work. During each scheduled appointment the student will be given weekly course material that, when completed, will be graded and assigned credit toward graduation. Students are required to attend all scheduled appointments with their instructor and to participate in all standardized testing as required by the state, the district, or the school. Students will earn 1 credit towards graduation for every 20 hours of work assigned, with a maximum of 40 core academic credits per semester. Students are expected to attend regularly and maintain satisfactory progress on work completed in order to remain in this program. The students are required to attend instructional meetings with their teacher at least once a week for a minimum of one hour per week. The maximum length of time allowed between the assignment and the date the assignment is due is one week. Students failing to appear for two scheduled appointments or missing two assignments will be re-evaluated regarding their academic placement in this component.

INDEPENDENT STUDY: RULES, REGULATIONS & POLICIES

Discipline Rules and Regulations

Rules and regulations are established to maintain an atmosphere conducive to learning. Students who fail to comply with these rules and regulations will be counseled, reprimanded, suspended, or removed from the program. Each disciplinary action will be handled on a case-by-case basis. The School of Unlimited Learning follows FUSD’s Zero Tolerance Policy and/or Suspension/Withdrawal Guidelines.

All students will comply with the regulations, pursue the required course of study, and respect the authority of the teachers, administration and support staff of the educational site.

Attendance and participation at certain extracurricular activities are considered a part of the educational program. All rules of student conduct and dress code apply to extracurricular activities.

Attendance

Students must attend (instructional meetings) with their teacher at least once a week for a minimum of **one hour per week**. Teachers will set appointment times with students. Further, students must provide documentation from their parent/guardian verifying their daily completion of independent study assignments. In compliance with SOUL's Independent Study policies for grades 9 through 12, the maximum length of time allowed between the assignment and the date the assignment is due is one week.

Excused absences are not recognized in Independent study. If for any reason the student cannot keep the appointed time, the student's parent/guardian must contact the teacher, explain the reason for the missed appointment, and reschedule the appointment to make-up for the missed time.

If a student is absent and the instructional time is not rescheduled, the teacher will evaluate the students continued enrollment, and take corrective action, if needed, in the following manner:

- Student fails to reschedule the meeting: Teacher contacts the student/parent. The meeting is rescheduled for the same week if possible.
- Student fails to attend the rescheduled meeting: Teacher and Case Manager puts the student on "Student Contract to address his/her attendance issues." If this contract is broken by the student, then the student and his parent/guardian must meet for a conference with the teacher and Case Manager to discuss whether the student should remain in the independent study program.
- Students who miss two appointed instructional meetings anytime during the semester will be subject to dismissal from the program.

Credits

To complete graduation requirements in a timely manner, students are expected to complete 2 credits per week. To remain in independent study, students **must** complete a **minimum of one credit of work per week**. If the student needs extra help or a place to study, the student can come in for tutoring. This extra session does not replace the student's regularly scheduled instructional time. Individual or group lab tutorial for math and English may be offered to assist students who are having difficulty with these subjects.

Independent study students must understand that their work is designed to be completed at home:

- Student gets the assignments from the teacher
- Student does the assignments at home or comes in for extra help if the assignment is too difficult. Important: The regularly assigned instructional meeting is not time to do assignments. Assignments are to be completed at home.
- Student returns at his/her appointed time. Teacher goes over the work with the student and tests the student on their completed work.
- Student receives new assignment(s).

Failure to Meet Credit Requirement

- First time student fails to meet the one-credit a week requirement: The teacher will contact the parent and discuss whether independent study is meeting the student's needs.
- Second time student fails to meet the one-credit a week minimum: The teacher and Case Manager contacts the parents and places the student on a "Student Contract" in regards to credit completion.
- Student fails to comply with "Student Contract": Student is dropped from independent study.

During each scheduled appointment the student will be given weekly course material that, when completed, will be graded and assigned credit toward graduation.

- Students are required to attend all scheduled appointments with their instructor and to participate in all standardized testing as required by the state, the district or the school.
- Students will earn 1 credit towards graduation for every 20 hours of work assigned.
- Students may earn a maximum of 40 academic credits per semester.
- Students are expected to attend regularly and maintain satisfactory progress in order to remain in the program.
- A student failing to appear for two scheduled appointments or missing two assignments will be re-evaluated regarding his/her placement in independent study.

HIGH SCHOOL GRADUATION REQUIREMENTS

A total of 230 units of credit must be earned for high school graduation. Five (5) units are granted for successfully (D or better) completing each semester in each of the core classes, ten (10) units are granted for successfully (D or better) completing each semester in each elective class, upon completion of the extra credit assignments.

1.	To enter:	10 th grade	11 th grade	12 th grade	Graduation
		50 units	110 units	170 units	230 units

(STUDENTS NORMALLY WILL BE RECLASSIFIED BY GRADE IF THE GRADE REQUIREMENTS ARE NOT MET, HOWEVER REQUIREMENT YEAR WILL NOT CHANGE)

2. The following are the specific course requirements for graduation:

English Language Arts.....	40 units
Modern World History.....	10 units
United States History.....	10 units
American Government.....	5 units
Economics.....	5 units
Science.....	30 units
*Mathematics.....	30 units
Physical Education.....	20 units
Health/Sociology for Living.....	5 units
District-approved Fine Arts or Foreign Language.....	10 units
Electives.....	65 units

Algebra and Foreign Language are currently being offered at all middle schools. Geometry is offered at several middle schools. Middle school students can enter high school with 30-40 units of high school graduation credit; e.g., Algebra 10 units, Geometry 10 units, and two years of foreign language 20 units.

* Mathematics requirements will include Algebra and Geometry.

Standardized Testing and Reporting Program

SOUL follows all California State Standardized testing and reporting procedures. These tests are mandatory per the State of California unless a parent exempts their child through a written request to the school.

Final Exam Policy

It is the policy of SOUL NOT to allow early final exams. If you have a question, please contact your student's counselor. Teachers are required to give final exams at the end of each semester.

Grades

The cumulative grade point average is computed by awarding grade points for all classes passed on a 4 point scale.

Homework (Absent)

If a student is absent from school, it is the student's responsibility to check with their teacher to see what work was missed. They can arrange to stay after school for make-up work. If a parent/guardian would like to

request homework from the teachers, please call the counseling office. If a student knows in advance he/she will be absent the parent can contact the Guidance Counselor for a "Short Term" Independent Study contract. Student and parent must sign paperwork.

Progress Reports

Progress reports are given to each student on the ninth week of each semester. If you require regular updates on your child's progress, he/she can request a weekly progress report. Students must contact his/her counselor or case manager to request a progress report. Students must present the progress report to each of their teachers on Friday and they will verify the computer based data and provide comments as needed.

Withdrawing From a Course

Students have the opportunity to change or drop a course only within the first two (2) weeks of the semester. All schedule changes require approval from the Guidance Office.

Drop/Credit Policy

In the seated program, a student earns 5 credits per class after the "successful completion of a semester." *(Successful completion is defined as earning a grade of D (60%) or better when all scores for the semester are calculated in each course. First semester ends the day prior to Winter Break. Second semester ends the last day of school.)*

If a student transfers or is dropped from the seated program at any time prior to the end of the semester, they may not be eligible to receive any credits from SOUL. The parent can take the withdrawal form and final grades to their district school to enroll their student for the completion of the semester.

If a student is required to transfer from the SOUL seated program to the SOUL Independent Study program due to medical/emotional reasons as verified in writing by a medical doctor, partial credit from classes may be transferred if:

- a) the student has a passing score (60% or higher) as of the transfer date, and
- b) the transfer date is after the student has been enrolled for at least ½ of the semester.

A student enrolled at the SOUL Independent Study program can earn a maximum of 40 credits per semester. A student is required to complete 2 credits per week.

With teacher recommendation, a student may get administrative permission to complete 3 credits per week. He/she may also get administrative permission to earn an additional 10 credits (totaling 50 in a semester) for elective courses taken outside of the independent study curriculum (ie; sports, youth mentoring).

Grade Reports

First Semester

End of 1st quarter, deficiency notices will be sent home.

End of 2nd quarter, report cards will be sent home.

Second Semester

End of 3rd quarter, deficiency notices will be sent home.

End of 4th quarter, report cards will be sent home.

Fifth-Year Policy

Students who are 18 years old and/or have completed four years of high school, but are deficient on credits, can return to SOUL for a fifth year with administrative approval. Students that have an IEP or EL plan will be considered on an individual basis. Students must remain in good standing for consideration of 5th year approval.

FOR THE 2021-2022 SCHOOL YEAR ONLY

On July 1, 2021, Governor Newsom signed [Assembly Bill 104](#) into law. The bill contains three major provisions: retention, grading, and graduation policies. Below you will find information about each provision and how it may impact your student.

Grading

AB 104 permits parents of students who were in high school in 2020-21 (or the student, if they have turned 18) to request letter grades for last year be changed to Pass/No Pass on transcripts. The new law requires CSU, and encourages UC and private postsecondary institutions, to accept those grade designations without prejudice. Please use the links below to request grade changes by August 17th and review the information regarding college acceptances of pass/no pass grades. Please note that some postsecondary institutions, including those in other states, may not accept a Pass or No Pass grade for admissions.

<https://www.cde.ca.gov/ci/gs/ps/documents/gradechange20form.pdf>

<https://www.cde.ca.gov/ci/gs/ps/ab104surveyresults.asp>

Retention

In preparation for the 2021-22 school year, students will be eligible for a retention consultation if they received deficient grades for at least one-half of their coursework in 2020-21 and their parents are interested in holding them back a grade level. Deficient grades include grades of D, F, or No Pass. This temporary retention policy is in addition to any existing district retention policies. Students who were in 12th grade in 2020-21 are not eligible. Parents/guardians of eligible students must request the retention consultation in writing. Districts then have 30 calendar days to hold the consultation and 10 calendar days after that meeting to issue a final decision.

Graduation

AB104 exempts 2020-21 juniors and seniors from high school graduation requirements beyond statewide requirements if they are not on track to graduate in four years and requires school districts to provide opportunities for juniors and seniors to meet statewide graduation requirements through, among other avenues, a fifth year of high school. You will be advised how this affects your 12th grade student by the SOUL counseling office.

Please contact Rena Failla, Guidance Counselor Coordinator with any additional questions you may have regarding AB104. (559) 500-0961

COURSE OFFERINGS

All core courses are A-G approved for UC acceptance. All listed may not be offered every semester.

MATHEMATICS

Algebra

This course focuses on using algebra expressions in problem solving equations by developing properties of operations, manipulating polynomials, sorted variable functions, and applications.

Geometry

The course emphasis is on developing the understanding of geometrical figures and an appreciation of architecture. In addition, reasoning ability of angles, triangles, areas, volumes, lines, circles, construction and building structure are studied.

Algebra II

This course is an extension of the Algebra 1 curriculum. Topics that were first introduced in Algebra 1 will be built upon and applied to problems that require higher order thinking skills.

Math Intervention

This course offers additional assistance in the understanding of the above math courses. One-on-one help is given to students to help maintain a passing grade, or improve basic math skills.

Consumer Math

The emphasis of this course is to teach students the importance of math in their daily lives. Lessons will include, but not be limited to, the following: developing a personal budget, using a checking and savings account, understanding loans and interest, purchasing a vehicle, and understanding the expenses necessary for maintaining a home or apartment.

SCIENCE

Biology

In Biology, students receive a science curriculum that focuses on life and the study of plants and animals, including the human species, and their interactions with the environment.

Earth Science

This course focuses on physical and earth science concepts with an emphasis on conducting investigations using cooperative learning exercises.

Environmental Science

This course meets the requirement of a 3rd year of science. This course will look into how humans have impacted the environment we live in as well as the many parts of the environment.

HEALTH

Health

This course is an advanced study of the human body and its systems. It includes education on nutrition, and the effects of substance abuse on the body. It prepares students for the social development skills needed for adulthood. Curriculum includes personal health, tobacco prevention, alcohol prevention, conflict resolution, family living, and communicable diseases.

PHYSICAL EDUCATION

This is a specially designed small school physical education course stressing appropriated social skills along with physical activity. Curriculum may include First Aid, CPR, Health, Driver's Ed, or other related subjects.

SOCIAL SCIENCE

Modern World History

This course examines the major turning points in the shaping of the modern world from the late eighteenth century to the present. It is an introduction to current world issues and the expansion of western civilization.

US History

This course covers the study of American History including democracy, social economics, and political forces. It emphasizes a multi-cultural perspective of American history and the nation's diversity.

Government

The course covers the study of fundamental principles of American Government with a better understanding of national, state and local government.

Economics

The course emphasis is based on economics in relation to life skills and the American economy. In addition, the course focuses on economic systems in connection with business and employment.

LANGUAGE ARTS

English 9,10,11,12

These courses are designed to cover the content areas of each grade level as defined in the California State Standards for Language Arts. Students learn to develop reading and writing skills by using state-adopted curriculum along with several other resources such as literature, films, books, newspapers and magazines. Students will be assessed by writing portfolios, language mechanics, vocabulary, and reading comprehension.

English Intervention

This course will be assigned to students who test below grade level in reading or writing skills or are behind in grade level requirements in English for graduation. Computer based curriculum and assessment will be utilized to help students achieve grade-level abilities in Language Arts.

MUSIC

Music is a multi-media music performance arts class. Students will learn the fundamentals of music theory and apply that theory to instrument and vocal performance. The music history and appreciation component of the class surveys the music from the late 18th century to the present. Students are expected to perform individual recitals as well as participate in-group performances. After school hours are required for performances.

SPECIAL EDUCATION SERVICES

Special education students are part of the total school community with equal access to educational, co-curricular, and social activities of the school. The IEP team determines appropriate special education services for each special education student accessing the school curriculum. These special education services may include direct services, skill development in existing tutorials, and consultation with Speech professionals, along with Health/Nursing, Counseling, Hearing-Impaired, Visually Impaired, and Orthopedic Impaired assistance.

Special education staff (ISGI, school psychologist) will work collaboratively with other members of the staff to provide an array of educational options to meet the varied needs of all students at the school. The delivery model at the School of Unlimited Learning may include: direct services based on IEP needs, skills development in existing tutorial programs, consultation and collaboration, alternative materials and/or curriculum, physical accommodations, modified teaching strategies, curriculum and material adaptation, and in-service training for other staff members. Special education staff may work with students and/or staff in the general education classroom to the maximum extent possible to allow for a Least Restrictive Environment. If the IEP team feels the above services are not adequately meeting the student's identified needs the student will be referred to an appropriate FUSD special education program.

Students referred to SOUL or requesting enrollment, will go through an IEP process prior to enrollment to define appropriate services and placement. Independent study will be an option only if circumstances prevent the student from attending a full-day schedule. Special situations will be documented and monitored.

SUPPORTIVE SERVICES

At the School of Unlimited Learning we take special interest in the overall success of our students during their stay in our program, both academically and socially. We realize that a student's progress can be greatly affected by issues occurring beyond the classroom. Utilizing a multi-tiered system of support including Case Management services, social/emotional intervention, corrective action through restorative justice opportunities, and the various resources offered by our dedicated agency partners, SOUL strives to develop confident, competent and compassionate graduates.

Case Management

To help our families in these areas, Case Management Services are provided to every student upon enrollment. Our Case Managers work diligently to assist in the following areas:

- Crisis Intervention
- Service Referrals (educational, financial, medical, legal, etc.)
- Conflict Mediation
- Truancy
- Academics
- Acting as Liaison between school, student and family
- Goal Setting
- Career Planning and higher education by referral to our Career Workshop Facilitator

Social/Emotional Intervention Specialist

In response to the complicated set of issues and circumstances that our students and their families have dealt with in the wake of the Covid-19 Pandemic, we have created a new position dedicated to promoting Social/Emotional healing and growth within our student body. There will also be a level of help services and Social/Emotional “Coaching” made available to their parent/guardians as well. These specialized interventions will include:

- “Emotional Intelligence” Coaching and Development
- Individual/Group Crisis Coaching and Management
- Development and Implementation of Student/Peer Support Groups and Workshops
- Utilize a Parent Survey/Questionnaire aimed at identifying needs and opportunities for support and growth for parents in a variety of areas including mental health, crisis intervention, as well as Student/Parent and Individual Emotional Intelligence Coaching.

Kaiser

Individual counseling provided on campus at no-charge by Doctorate level and post-Doctorate level psychology interns for referred SOUL students.

CSU Fresno and Fresno Pacific University

Social Work and Counseling interns may be available to provide additional case management services for identified students.

Career Counseling

Throughout the San Joaquin Valley, public and private high schools are realizing the importance of school-based career centers. Schools now realize that preparing students academically is only half the battle. School staff must take on the responsibility of preparing each student for his/her careers as well.

Students enrolled in career courses receive much of their career exploration and career awareness education within the class. However, for seniors not enrolled in careers courses SOUL has designed a Career Center that provides career services for all of our students, Career Center individualized services include, but are not limited to:

- Career Assessment Workshops
- Job Readiness Skills Workshops (motivation, job search, applications, resumes, interviews, work behavior, etc.)
- Guest Speakers
- Continuing Education Opportunities (field trips, financial aid, placement tests, on-line school searches, etc.)
- Computer Based Instruction
- Parent/Guardian, Students and Career Facilitator Conferences
- School and Business Partnerships and more!!

College Grants and Scholarships

Scholarships and financial aid are available through a wide variety of public and private sources. They are generally awarded based on financial need, or academic, athletic, musical, or other specialized achievements. Others are awarded on future promise, or a combination of all these factors. It is never too early to begin a portfolio of information specifically required for scholarships. Students and parents who are interested in more information should contact the student’s case manager, the counseling office, the Career Workshop Facilitator, or the admissions offices of colleges, universities, and career/vocational oriented schools in which they are interested. Students should not wait until the second semester to seek scholarship information. Many deadlines may occur before January.

FRESNO EOC PROGRAMS AND SERVICES

For a complete list of Fresno EOC programs, please speak with your child's Case Manager or visit

www.fresnoeoc.org/programs

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PARENT INVOLVEMENT

Approved by the School of Unlimited Learning Governing Council

Rationale

In accordance with Federal Title 1 requirements, the School of Unlimited Learning has developed a written parent involvement policy, which describes how SOUL involves parents to improve student academic achievement and school performance. The Parent Involvement Policy includes a variety of ways that parents can become actively involved in their child's educational experience at SOUL. The Parent Involvement Policy is designed to help build the schools' and parent's capacity for increased parent involvement. In the spring of each year, SOUL will conduct an annual review of the content and effectiveness of its parent involvement policy. SOUL will use those findings to develop additional opportunities for parental involvement that will lead to increased student academic success.

School Description

The School of Unlimited Learning, or SOUL, is a public charter school serving Fresno's youth, grades 9 through 12. The private not-for-profit Fresno Economic Opportunities Commission operates the school in partnership with the Fresno Unified School District. The Fresno Economic Opportunities Commission is one of the nation's leading community action agencies established to help individuals and families become self-sufficient. The Fresno Unified School District's Board of Trustees approved the school's charter petition on March 26, 1998. The Fresno Economic Opportunities Commission established this charter school to provide enhanced educational opportunities for students at risk of not completing high school. The State Board of Education approved the charter in July of 1998.

Annual Approval

Each year, after being reviewed by parents in the Spring, the SOUL's Parent Involvement Policy is submitted for review and approval each September to the School of Unlimited Learning Governing Council. Once approved, the plan is distributed to parents and reviewed at the first scheduled parent meeting after the Governing Council.

PARENT INVOLVEMENT GOALS

- Parents play a crucial role in the joint development of a plan for continuous school improvement
- Positive working relationship exists between educators and parents.
- Close communication exists between school and home.
- Strong parent involvement is evident through attendance and participation at school-sponsored events.
- Parents are viewed as a vital component to the academic success of their students.

Rights of Parents

1. To expect that their child will spend time at school in a safe, wholesome stimulating atmosphere engaged in productive activity under the care and direction of a dedicated staff.
2. To be assured that school personnel will at no time preempt parental prerogative.
3. To be informed of district policy, school rules, and regulations.
4. To review their child's record with a certificated staff member.
5. To be informed, in regards to, schools receiving Title 1 funds, of their right to request information regarding the professional qualifications of their child's teacher. Also, any school that has been identified for Program Improvement or Corrective Action must promptly notify parents regarding an explanation of the identification as well as other requirements specified in the Act.

Responsibilities of Parents

1. To visit the school periodically to participate in conferences with teachers, counselors, or administrators regarding the academic, attendance and behavioral status of their child.
2. To support their child by ensuring that he/she receives adequate sleep, nutrition, and appropriate clothing before coming to school.
3. To apply and maintain consistent and adequate restraints in regards to their child's overall behavior and to approve of reasonable behavioral guidelines as applied by school personnel.
4. To cooperate with the school in bringing about improvements designed to enhance the educational program offered students.
5. To provide the school with current information regarding legal address, phone, medical data, and other facts, which may help the school to serve their child.

PARENT INVOLVEMENT OPPORTUNITIES

SOUL Governing Council

Parent involvement is essential to the success of the School of Unlimited Learning. Parent and student representatives will be asked to participate in the School Site Governing Council. In the interest of Social Distancing, these meetings may be held "Virtually" via Ring Central.

SOUL Parent Meetings

Parent meetings will be held regularly throughout the year. Meeting times and dates will be determined by parents completing a questionnaire when enrolling their child or at Back to School Night in September. The meetings will be chaired by parents. They will focus on information pertinent to parents, such as school improvement efforts, mandated testing, school policies and procedures, etc. In the interest of Social Distancing, these meetings may be held "Virtually" via Ring Central.

Charter School Activities League

In lieu of the challenges presented by Covid-19, the CSAL will suspend operations until further notice.

RIGHTS OF STUDENTS

1. To attend school unless removed under due process as specified in California Education Code.
2. To attend school in a secure academic and social climate, free of fear and violence.
3. To enjoy the full benefit of their teacher's instruction efforts, free of distraction by disruptive students.
4. To have ready access to a designated teacher/advisor.
5. To examine personal records upon reaching the age of sixteen.
6. To be fully informed of school rules and regulations.

RESPONSIBILITIES OF STUDENTS

1. To attend school and classes regularly and on time.
2. To be prepared for class with appropriate materials and assignments.
3. To know and obey school rules and regulations.
4. To respect the rights of school personnel, fellow students, and the public in general.
5. To demonstrate pride in the appearance of school buildings and school grounds.

STUDENT GRIEVANCE

Any student with a problem or concern may submit a Student Grievance Form to his/her assigned Case Manager. A meeting to resolve the issue will be held within five days of receipt of complaint. Grievance forms are available in the School Office.

POSITIVE ATTENDANCE STRATEGIES

In the interest of encouraging positive attendance, SOUL has implemented the following strategies:

Truancy Risk List

In lieu of the challenges presented by Covid-19, SOUL will suspend all Home Visits until further notice.

A list comprised of SOUL's worst absenteeism cases will be updated on a weekly basis. Any student on the list that appears to have an excessive amount of invalid absences will receive a home visit from an available case manager on the day of their absence. The particulars of the home visit will be forwarded to appropriate staff, and recorded in the student's case management file. In addition, staff will phone the home of every absent student on a daily basis to inform the parent/guardian of their child's attendance, and to verify the reason for the absence.

TRUANCY PROCEDURES & CONSEQUENCES

In the event that proactive Truancy intervention fails to affect change in a truant student's performance, the following action(s) may be taken:

- *Case manager and/or teacher/student conference
- *Parent notification by telephone or home visit by case manager
- *Home/Parent visit by appropriate staff
- *Referral to tutorial class to make up tardy/absence
- *Detention
- *Parent conference
- *Referral to counseling, as appropriate
- *School site alternatives
- *Shortened day/modified schedule/modified program
- *Student/parent contacts by case manager or Guidance Dean; student placement on contract
 - Referral to Principal
 - Additional parent notification by telephone, letter, or home visit
 - Possible withdrawal

Education Code Sections 48291 and 48293 provides that parents/guardians who fail to send their children to school shall be subject to criminal complaint and, upon conviction, payment of a fine.

DISCIPLINE RULES AND REGULATIONS

Rules and regulations are established to maintain an atmosphere conducive to learning. Students who fail to comply with these rules and regulations will be counseled, reprimanded, suspended, or removed from the program. Each disciplinary action will be handled on a case-by-case basis. The School of Unlimited Learning follows FUSD's Zero Tolerance Policy and Suspension/Withdrawal Guidelines.

All students will comply with the regulations, pursue the required course of study, and respect the authority of the teachers and administration of the educational site.

Attendance and participation at certain extracurricular activities are considered a part of the educational program. All rules of student conduct and dress code apply to extracurricular activities.

Food/Beverages

Food and beverages are not permitted in the theater or classrooms.

Use of Tobacco/Vaping Products

The use of tobacco/vaping products and/or paraphernalia on the school grounds is illegal by state law. Any items found will be confiscated. Students found with such items may be subject to additional searches and disciplinary consequences.

Littering

Students are expected to help keep our school premises clean. Littering is prohibited. Littering includes throwing paper, food products, or any trash on school grounds.

Defacing Property

Any student or the parent/guardian of minor students will be held liable for all school property that is defaced. All incoming students, along with a parent/guardian, will be asked to read and sign the SOUL School Tagging Policy form. This form will outline the consequences for defacing the building and school property or any student's personal items.

This form will be placed in every student's case management file. Any cost incurred from defacing property will be repaid by student/family. All markers; e.g., sharpies, magic makers, or felt pens are prohibited. Students are not to bring markers to school. They will be confiscated and not returned.

Use of Electronic Devices, i.e. cell phones, Ipods and MP3 players

Use of an electronic device of any kind is strictly prohibited on campus except in the recreation room during breakfast or lunch time. The School of Unlimited Learning will not be responsible for lost or stolen property.

Use of Office Supplies

Office supplies and equipment are for staff use (e.g.: copy machine, hole punchers, paper clips, telephones, etc.). Student use of office supplies, telephones and/or equipment must be by permission and under the supervision of appropriate staff.

Use of School Telephones

A student may be given permission to use a Case Managers phone if, in the judgment of available staff, the call is absolutely necessary. Only in an emergency should the a Case Manger be contacted to interrupt a student in the classroom to deliver personal message.

Profanity

The use of profanity is not permitted on school grounds. For the purpose of this handbook, profanity is defined as any type of obscene or vulgar language that is offensive to others.

DISCIPLINARY ACTIONS

NOTE:

In lieu of the challenges and changes presented by Covid-19, some of SOUL's Disciplinary Actions are not applicable during the 2021-2022 school year.

The following are the disciplinary sanctions that may be invoked by the staff of the School of Unlimited Learning.

Detention

In lieu of the challenges presented by Covid-19, SOUL will suspend Detention operations until further notice.

A student is assigned detention for violating school rules and regulations. An assigned detention will last 25 minutes. Detention takes priority over all other school obligations. Students are required to report to detention that same day unless another date and time has been assigned or prearranged. No one is excused from detention without prior approval from the Guidance Dean. Students who do not serve detention when it is assigned are subject to additional penalties.

In-School Suspension Community Service

In lieu of the challenges presented by Covid-19, SOUL will suspend Community Service operations until further notice.

The School of Unlimited Learning works to provide positive corrective measures through its In-School Suspension Community Service Program. Prior to the implementation of more serious disciplinary actions students are given the opportunity to perform physical labor and service at one of our many community service sites in the Fresno area. This program is a disciplinary course of action that results in positive community interaction.

Student Contract

Student contracts are utilized as a means to reinforce disciplinary actions. Students are placed on a contract to emphasize the importance of a change from unacceptable to acceptable behavior. The Student Contract spells out for the student the type of behavior that is acceptable. The contract is used prior to punitive measures in an attempt to correct behavioral problems before they escalate into offenses that lead to suspension and/or withdrawal from the program. Violation of the Contract results in a referral to the Guidance Dean. Violation may lead to community service, mandatory student/parent counseling with a case manager, or withdrawal from the program.

Suspension

Suspension, the temporary removal of the student from the student body, is a serious disciplinary sanction. A student is suspended for violating the California Educational Code, or the School of Unlimited Learning's Zero Tolerance Policy. The student may be referred to parental supervision for the period of suspension or may be assigned on-campus suspension under the supervision of school personnel. A suspended student is removed from all extra-curricular and co-curricular activities for a designated period of time. Absences due to suspension are considered invalid and any missed work by the student must be made up, (per instructor).

Expulsion

Upon recommendation by the Guidance Dean, the Principal pursues a student's expulsion from the school. A student may be expelled for continual or serious misconduct (violation of the Zero Tolerance Policy). A student can be expelled for a serious offense or for a series of infractions detrimental to the order of the school. Students of the School of Unlimited Learning may be expelled from the charter school for persistent non-compliance with the terms

of this charter or the rules, procedures, and policies outlined in the SOUL parent/student handbook. SOUL maintains a comprehensive set of student discipline policies. These policies are distributed as part of the school's parent/student handbook and clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, work habits, and acceptable behavior. SOUL's procedures for handling student discipline, suspension, and expulsion from the program are clearly defined. Prior to enrollment, each student and his/her parent/guardian are required to verify that they have reviewed and understand the school policies. Students that have either violated the school's discipline policies, who have caused a serious disruption to the educational process, and/or who present a safety threat may be suspended for up to 5 school days. The school notifies and confers with the student's parent/guardian as soon as possible regarding the suspension as provided below. If the violation of the discipline policy constitutes a serious offense, and/or if the student presents an ongoing threat to the safety of the school in general, the Guidance Dean will make a recommendation to the Principal to expel the student from the school. In such cases, the school sends a written notice of the facts, allegations, and student/parent rights to the parent/guardian and a hearing regarding the offense is held before the Principal or his/her designee as described below. The Principal may determine that the student be expelled or offered reinstatement, as appropriate. These processes are amended as required by law to protect the rights of students with disabilities or exceptional needs. 67 Final Revised Charter Petition 3/13/2013

SUSPENSION OR EXPULSION

Education Code 48900 - Conditions for Suspension, Expulsion

A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has violated section 48900, section 48900.2, section 48900.3, or section 48900.4 of the California Education Code: (1) While open school grounds; (2) While going to or coming from school; (3) During the lunch period whether on or off campus or (4) During, or while going to or coming from a school sponsored activity or under the supervision of school staff.

A student may be suspended or expelled for any of the following acts when it is determined the pupil:

- (a) Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another except in self-defense.
- (b) Possessed sold, or otherwise furnished any firearm, knife, explosive, mace/pepper spray or other dangerous object unless, in the case of possession of any object of this type the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred by the principal or the designee of the principal.
- (c) Unlawfully possessed, used sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) Of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. However this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

- (l) Engaged in hazing, or malicious defamation of other pupils or school personnel.
- (m) Committed an act in violation of the Dress Code, Closed Campus or any other SOUL Governing Council Policy and or school regulation.
- (n) Engaged in a gang-related activity.
- (o) Knowingly received stolen school property or private property.
- (p) Possession of an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm.
- (q) Committed or attempted to commit a sexual assault as defined in Section 261. 266c. 286. 288. 288a. or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (r) Harassed threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

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- (s) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (t) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- (u) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” includes any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- (v) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section applies to pupils in any of grades 4 to 12, inclusive.
- (w) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section applies apply to pupils in any of grades 4 to 12, inclusive.
- (x) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section applies to pupils in any of grades 4 to 12, inclusive.
- (y) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act (defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- (z) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury are subject to discipline pursuant to subdivision (1). This policy will apply to students in grades 9-12. Hereafter, all students who possess and/or commit the actions listed under the Zero Tolerance Policy are immediately suspended and recommended for expulsion, unless the particular circumstances of the case show that expulsion is inappropriate following a hearing.

Enforcement of Discipline

A pupil may not be suspended or expelled from the program, for any of the acts enumerated unless that act is related to SOUL School academia, activities and/or attendance under the jurisdiction of the Fresno Economic Opportunities Commission. A pupil may be suspended or expelled for the enumerated acts related to school academics, activities, or attendance that occur anytime, including but not limited to, any of the following: while on school grounds, while going to or coming from school, during the lunch period (whether on or off the campus), during, or while going to or coming from a school sponsored activity.

The principal or designee takes appropriate action to eliminate possession, use, or sale of alcohol and other drugs and related paraphernalia on school grounds, at school events, or in any situation in which the school is responsible for the conduct and well-being of students. Student possession, sales, and/or use of drugs or alcohol, and the results thereof, is subject to disciplinary procedure that result in suspension and/or expulsion.

Upon recommendation by the Guidance Dean, the Principal will determine whether the student will be expelled from the school based on the below procedures. A student may be expelled for continual or serious misconduct (violation of Zero Tolerance Policy outlined in the SOUL parent/student handbook and consistent with the enumerated offenses). A student can be expelled for a serious offense, or for a series of infractions detrimental to the order of the school.

All acts of violence committed and instances of possession of weapons are recorded per pupil, on their record. In every case, students who violate the enumerated offenses are referred to the appropriate law enforcement authorities. Parents/guardians acknowledge receipt of the Zero Tolerance Letter of Notification by their signature on the Illness and Accident (Emergency) Procedure Card.

Suspension Procedures

Suspensions shall be initiated according to the following procedure:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Guidance Dean or his/her designee with the student and his or her parent and, whenever practical, the teacher, supervisor, or SOUL employee who referred the student.

The conference may be omitted if it is determined that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or SOUL personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence

against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with SOUL officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Guidance Dean or his/her designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension.

This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If SOUL officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Guidance Dean or his/her designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Guidance Dean or his/her designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing before the Principal or his/her designee to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Guidance Dean or his/her designee determines that the student has committed an expellable offense.

In the event the Principal hears the case, he/she will make a recommendation to the Board for final decision whether to expel.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- ☐ The date and place of the expulsion hearing;
- ☐ A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- ☐ A copy of the SOUL disciplinary rule which relate to the alleged violation;
- ☐ Notification of the student's or parent/guardian's obligation to provide information about the student's status at SOUL to any other school district or school to which the student seeks enrollment;
- ☐ The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- ☐ The right to inspect and obtain copies of all documents to be used at the hearing;
- ☐ The opportunity to confront and question all witnessed who testify at the hearing;
- ☐ The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A

recommendation by the Guidance Dean to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the disciplinary committee or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The Principal will make a final determination regarding expulsion. Following a decision to expel, written notice of the decision to expel shall be sent, including the adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: 1) Notice of the specific offense committed by the student; and 2) Notice of the student's or parent/guardian obligation to inform any new district in which the student seeks to enroll of the student's status with SOUL. A written notice of the decision to expel shall also be sent to the authorizing district. This notice shall include the following: 1) The student's name; 2) the specific expellable offense committed by the student. 72 Final Revised Charter Petition 3/13/2013

The final decision shall be made within ten (10) school days following the conclusion of the hearing. The Decision may be appealed to the Board. Any decision on the appeal by the Board is final.

If the Principal decides against expulsion, the student shall immediately be returned to his or her educational program.

Special Procedures for the Consideration of Suspension/Expulsion of Students with Disabilities.

A student receiving special education services can be suspended for less than 10 days to the same extent applied to students without disabilities. Parents are immediately informed of disciplinary action via telephone and in writing. Fresno Unified Special Education personnel is also informed of the disciplinary action including the date, incident and number of days the student is suspended. The Special Education staff will begin a review of the IEP when the student has accumulated 8 suspension days.

If a student is suspended 10 days or more, a parent meeting is held, parents are informed of their right to appeal the disciplinary action, and given the rights and responsibilities for students with disabilities. Fresno Unified Special Education personnel is informed and an IEP meeting is held to conduct the manifest determination and the functional behavior assessment.

If the IEP team determines that the behavior is not related to the disability, the student may be suspended or withdrawn, as would a non-disabled student. Special education services would continue to be provided, including a behavior plan that would allow him/her to continue progress toward the IEP and general education goals. If the IEP team determines that the behavior is related to the disability, the student is not suspended, withdrawn, or recommended for expulsion. The team decides on an appropriate program and service options, along with the development of an appropriate behavior plan.

Services During Suspension

Students suspended for more than ten (10) school days in a school year continue to receive services so as to enable the student to:

- a) Continue to participate in the general education curriculum, although in another setting.
- b) To make progress toward the goals set out in the child's IEP, and receive a functional behavioral assessment or functional analysis.
- c) Receive behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. These services may be provided on an interim basis in an alternative, educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child

with a disability because of a violation of a code of student conduct, the SOUL staff, the parent, and relevant members of the IEP Team review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to the child's disability.
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the Charter School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct is determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team does the following:

- a) Conducts a functional behavioral assessment or a functional analysis assessment, and implements a behavioral intervention plan for said child, provided that the Charter School had not conducted such an assessment prior to the behavior that resulted in a change of placement;
- b) Reviews the child's behavioral intervention plan if the child already has such a plan (or develop one if necessary) and discuss what, if any, modifications would be necessary to address the behavior.
- c) Returns the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Title IX Notification of No Discrimination Policy

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination on the basis of sex in any federally funded education program or activity. Sexual harassment, which includes sexual violence, is a form of sex discrimination. Fresno EOC's School of Unlimited Learning, as a recipient of federal funds, complies with Title IX and has designated the following individual to serve as the Title IX Coordinator:

Rena Failla, Guidance Counselor Coordinator, School of Unlimited Learning
559-500-0961
Rena.failla@fresnoeoc.org

Any student, employee, or applicant for employment or admission to the Fresno EOC's School of Unlimited Learning Charter High School who believes that he or she has been discriminated against on the basis of sex, may file a complaint with the Title IX Coordinator. The Title IX Coordinator will assist the complainant in identifying the appropriate school policy and corresponding grievance procedure to resolve the complaint in a prompt and equitable manner. The Title IX Coordinator may consult with Fresno EOC Human Resources, as needed, to resolve the complaint in the most effective manner.

Michael Garcia, SHRM-CP, PHR, Associate Human Resources Officer
Fresno Economic Opportunities Commission
559-263-1070
mike.garcia@fresnoeoc.org

The following list of rights, as delineated in California Education Code 221.8, are based on the relevant provisions of the federal regulations implementing Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 et seq.).

- (a) You have the right to fair and equitable treatment and you shall not be discriminated against based on your sex.
- (b) You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.
- (c) You have the right to inquire of the athletic director of your school as to the athletic opportunities offered by the school.
- (d) You have the right to apply for athletic scholarships.
- (e) You have the right to receive equitable treatment and benefits in the provision of all of the following:

- (1) Equipment and supplies.
 - (2) Scheduling of games and practices.
 - (3) Transportation and daily allowances.
 - (4) Access to tutoring.
 - (5) Coaching.
 - (7) Practice and competitive facilities.
 - (9) Publicity.
- (f) You have the right to have access to a gender equity coordinator to answer questions regarding gender equity laws.
- (g) You have the right to contact the State Department of Education and the California Interscholastic Federation to access information on gender equity laws.
- (h) You have the right to file a confidential discrimination complaint with the United States Office of Civil Rights or the State Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex.
- (i) You have the right to pursue civil remedies if you have been discriminated against.
- (j) You have the right to be protected against retaliation if you file a discrimination complaint.

More information regarding Title IX rights of pupils and the public, and the responsibilities of the school, can be found on the following websites:

Office for Equal Opportunity: https://www.eeoc.gov/eeoc/internal_eeo/

United States Department of Education Office of Civil Rights: <https://www2.ed.gov/about/offices/list/ocr/know.html>

Título IX Notificación de no Discriminación

El Título IX de las Enmiendas a la Educación de 1972 ("Título IX") prohíbe la discriminación basada en el sexo en cualquier programa o actividad de educación financiada con fondos federales. El acoso sexual, que incluye la violencia sexual, es una forma de discriminación sexual. SOUL, La Escuela Preparatoria Fresno EOC, como recipiente de fondos federales, cumple con el Título IX y ha designado a la siguiente persona para servir como Coordinador del Título IX:

Rena Failla, Coordinadora de Consejeros de Orientación, Escuela de Aprendizaje Ilimitado
 559-500-0961
Rena.failla@fresnoeoc.org

Cualquier estudiante, empleado o solicitante de empleo o admisión a la Escuela Preparatoria SOUL de Fresno EOC que crea que ha sido discriminado en base al sexo, puede presentar una queja con el Coordinador Título IX. El Coordinador ayudará al reclamante a identificar la política de escuela apropiada y el procedimiento de queja correspondiente para resolver la queja de manera rápida y equitativa. El Coordinador del Título IX puede consultar con el Departamento de Recursos Humanos Fresno EOC, según sea necesario, para resolver la queja de la manera más efectiva.

Michael Garcia, SHRM-CP, PHR, Oficial Asociado de Recursos Humanos
 Comisión de Oportunidades Económicas de Fresno
 559-263-1070
Mike.garcia@fresnoeoc.org

La siguiente lista de derechos, según se delinea en el Código de Educación de California 221.8, se basa en las disposiciones pertinentes de las regulaciones federales que implementan el Título IX de las Enmiendas a la Educación de 1972 (20 Sec. 1681 y ss.

- (A) Usted tiene el derecho a un trato justo y equitativo y no se le discriminará en base a su sexo.
- (B) Usted tiene el derecho de recibir una oportunidad equitativa de participar en todas las actividades académicas extracurriculares, incluyendo atletismo.
- (C) Usted tiene el derecho de investigar al director atlético de su escuela en cuanto a las oportunidades atléticas ofrecidas por la escuela.
- (D) Usted tiene el derecho de solicitar becas de atletismo.
- (E) Usted tiene derecho a recibir tratamiento y beneficios equitativos en la provisión de todo lo siguiente:
 - (1) Equipos y suministros.
 - (2) Programación de juegos y prácticas.
 - (3) Transporte y dietas.

- (4) Acceso a la tutoría.
- (5) Entrenamiento.
- (6) Práctica y facilidades competitivas.
- (7) Publicidad.

(F) Usted tiene el derecho de tener acceso a un Coordinador de Equidad de Género para responder preguntas sobre leyes de equidad de género.

(G) Tiene derecho a comunicarse con el Departamento de Educación del Estado y la Federación Interscholástica de California para acceder a información sobre leyes de equidad de género.

(H) Usted tiene el derecho de presentar una queja confidencial de discriminación ante la Oficina de Derechos Civiles de los Estados Unidos o el Departamento de Educación del Estado si usted cree que ha sido discriminado o si cree que ha recibido un trato desigual sobre la base de su sexo .

(I) Usted tiene el derecho de perseguir los recursos civiles si ha sido discriminado.

(J) Usted tiene derecho a ser protegido contra represalias si presenta una queja de discriminación.

Para más información sobre los derechos del Título IX de los alumnos y el público, y las responsabilidades de la escuela, véase los siguientes sitios web:

Oficina para la Igualdad de Oportunidades: https://www.eeoc.gov/eeoc/internal_eeo/

Departamento de Educación de los Estados Unidos Oficina de Derechos Civiles:

<https://www2.ed.gov/about/offices/list/ocr/known.html>

Fresno EOC'S School of Unlimited Learning Uniform Discrimination/Harassment Complaint Procedure

The School of Unlimited Learning is committed to providing a learning environment that is free from illegal harassment. Harassment of any student by any other student or employee is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner. A charge of harassment shall not, in and of itself, create a presumption of wrongdoing; however, any substantiated acts of harassment will result in disciplinary actions, up to and including withdrawal.

1. Harassment occurs when an individual is subjected to treatment, or a school environment which is hostile or intimidating because of the individual's race, creed, color, national origin, ancestry, physical disability, mental condition, marital status, age, sex or sexual preference, or any other basis protected under federal, state and local law.

The School of Unlimited Learning has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination and complaints alleging violation of state or federal laws governing educational programs.

The School of Unlimited Learning shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our board. Unlawful discrimination complaints may be based on actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance. The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in Adult Education, Consolidated Categorical Aid Programs, Career Technical, Technical Education, Training Programs, Child Care and Developmental Programs, Special Educational Programs, and Federal Safety Planning Requirements.

In accordance with the SOUL's Uniform Complaint Procedures we shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination against protected group. Protected groups put forth under Title IX and in California are enumerated by Education Code §§ 200 and 220, Government Code §§ 11135, and include actual or perceived sex, sexual orientation, gender, ethnicity, race, ancestry, national origin, religion, color, mental or physical disability, and age, as well as association with members of a protected class. Additionally, it is the policy of the State of California, pursuant to Section 200, that all persons should enjoy freedom from discrimination and/or harassment of any kind in the educational institutions of the state. This also includes sexual harassment, which is a form of sexual discrimination. UCP forms are available upon request from administration.

The Agency designates the individual(s) identified below as the employee(s) responsible for coordinating the Agency's response to complaints and for complying with state and federal civil rights laws. The individual(s) also serve as the compliance officer(s) specified in Nondiscrimination/Harassment as the responsible employee to handle complaints regarding sex discrimination. The individual(s) shall receive and coordinate the investigation of complaints and shall ensure Agency compliance with law.

Michael Garcia, SHRM-CP, PHR
Associate Human Resources Officer
Fresno Economic Opportunities Commission
1900 Mariposa Mall Suite 121, Fresno, CA 93721
559-263-1070
mike.garcia@fresnoeoc.org

Fresno EOC School of Unlimited Learning (SOUL)

PROCEDIMIENTOS UNIFORMES DE QUEJAS POR DISCRIMINACIÓN/HOSTIGAMIENTO

La Escuela SOUL se compromete a proveer un ambiente de aprendizaje que esté libre de acoso ilegal. Se prohíbe el acoso de cualquier estudiante por cualquier otro estudiante o empleado. La escuela tratará las denuncias de acoso en serio y revisará e investigará estas denuncias de manera rápida, confidencial y minuciosa. Una acusación de acoso no, en y por sí misma, crea la presunción de mala conducta, sin embargo, los actos comprobados de hostigamiento resultarán en acciones disciplinarias, hasta e incluyendo la retirada.

El acoso ocurre cuando una persona se somete a tratamiento, o un ambiente escolar que es hostil o intimidante debido a la raza de la persona, credo, color, origen nacional, ascendencia, discapacidad física, enfermedad mental, el estado civil, la edad, el sexo o preferencia sexual, o cualquier otra base protegida por las leyes federales, estatales y locales.

La Escuela SOUL es el principal responsable de asegurar el cumplimiento de las leyes y reglamentos estatales y federales aplicables y ha establecido procedimientos para hacer frente a las acusaciones de discriminación ilegal y quejas de supuesta violación de las leyes estatales o federales que rigen los programas educativos.

La Escuela SOUL debe investigar y tratar de resolver las quejas mediante políticas y procedimientos conocidos como los Procedimientos Uniformes de Quejas adoptados por el La Mesa Directiva de la Comisión de Oportunidades Económicas de Fresno. Las quejas de discriminación ilegal pueden estar basadas en el sexo real o percibido, orientación sexual, género, identificación de grupo étnico, raza, ascendencia, origen nacional, religión, color o discapacidad mental o física, o la edad, o en asociación de una persona con una persona o grupo con una o más de estas características reales o percibidas, en cualquier programa o actividad que reciba o se beneficie de la asistencia financiera del estado. La UCP también se utilizará la hora de abordar las quejas alegando el incumplimiento de leyes estatales y / o federales en Educación de Adultos, Programas Consolidados de Ayuda Categórica, la Educación Técnica, Programas de Formación, Cuidado de Niños y Programas para el Desarrollo de Programas de Educación Especial, y los Requisitos Federales de la Planificación de Seguridad.

De conformidad con el Procedimiento Uniforme de Quejas de la escuela SOUL, seguiremos los procedimientos de quejas uniformes al tratar con quejas alegando discriminación ilegal en contra de grupo protegido. Los grupos protegidos incluidos bajo el Título IX y en California se enumeran por el Código de Educación § 200 y 220 del Código de Gobierno § 11135, e incluye el sexo real o percibido, orientación sexual, género, origen étnico, raza, ascendencia, origen nacional, religión, color, discapacidad mental o física, y la edad, así como la asociación con los miembros de una clase protegida. Además, es la política del Estado de California, conforme a la Sección 200, que todas las personas deben gozar de la libertad frente a la discriminación y / o acoso de cualquier tipo en las instituciones educativas del estado. Esto también incluye el acoso sexual, que es una forma de discriminación sexual. Formularios de Procedimiento Uniforme de Quejas están disponibles a petición de la administración.

La Agencia designa al individuo identificado más adelante como el empleado responsable de coordinar la respuesta de la Agencia a las quejas y de cumplir con las leyes de derechos civiles estatales y federales. El individuo también sirve como el oficial especificado en el cumplimiento de No Discriminación / Acoso y el empleado responsable de manejar las quejas relativas a la discriminación sexual. El individuo deberá recibir y coordinar la investigación de las quejas y velará por el cumplimiento de la ley por parte de la Agencia.

Michael Garcia, SHRM-CP, PHR
Associate Human Resources Officer
Fresno Economic Opportunities Commission
1900 Mariposa Mall Suite 121, Fresno, CA 93721
559-263-1070
mike.garcia@fresnoeoc.org

The School of Unlimited Learning's DRESS CODE POLICY

The staff at SOUL appreciates the individuality and unique qualities of each of our students, yet also recognize the need for student conformity to school, community and job site standards of dress. Accordingly, nothing in this code shall be construed as prohibiting the staff from occasionally requiring individual students to comply with a change in garb or personal expression if, in the opinion of the staff, the individual's appearance is disruptive to the educational process.

A student will not be prevented from attending school or a school function, or otherwise be discriminated against, as long as his/her dress and appearance does not disrupt the educational process and complies with requirements for health and safety.

Any apparel, hairstyle or cosmetic that draws undue attention to the wearer and tends to detract from the educational process will not be tolerated.

- All clothing must be clean, without tears or rips, and worn appropriately.
- Headwear including hairnets and plastic caps, will not be allowed at school. Hats or caps must be removed in all buildings/classrooms.
- Sunglasses are not to be worn in the buildings/classroom.
- Shoes must be worn on campus and at school functions.
- Attire with lettering or drawings that depict sexually suggestive expressions or actions, profanity, obscenity, depict drugs, alcohol, tobacco, gang or neighborhood affiliations, or degrades the integrity of the individual may not be worn at school or school functions.
- Underwear type sleeveless shirts, tube tops, and halter-tops, spaghetti straps and braless dresses or tops are not acceptable.
- All see-through apparel and any attire that exposes the midriff are not acceptable. This includes radically altered clothing.
- Dresses, skirts, and shorts must be at least the length of walking shorts. All shorts must have a minimum 6" inseam.
- Attire that may be used as a weapon may not be worn, e.g.; steel toed boots, chains, items with spikes or studs.
- Gang-related symbols, insignia, or any apparel that tends to intimidate others are not to be worn.
- Tank tops must be at least 2" wide at the shoulder.
- Under garments must be covered at all times.
- Baggy pants must not exceed more than 5 inches when gathered from around the knee while the student is standing up.
- Pants must be worn no lower than 2 inches below waist.
- Earrings are acceptable for ears. Studs only for nose, eyebrow or chin. A student may be asked to remove a piercing that is disruptive to the educational process including tongue studs.
- No Red or Blue attire above the waist.

Consequences

First Incident: For Independent Study appointments, students/staff will be given the option to meet outside. If meeting outside is not an available option, student will be sent home to change. Students attending hybrid classes will be sent home to change. If the student does not return, the absence will be considered a ditch.

Second Incident: Same as first incident.

Third Incident: Student will be put on student contract.
Possible program changes could include termination from the school and referral back to the appropriate district alternative education department.

POLÍTICA SOBRE EL CÓDIGO DE VESTIR

Valoramos la originalidad y la individualidad de los estudiantes. Al mismo tiempo, reconocemos que la vestimenta de la escuela influye significativamente en el comportamiento del estudiante y que la vestimenta y arreglo personal apropiado contribuyen a un ambiente de aprendizaje productivo, así como promover la dignidad individual. Los estudiantes deben prestar la debida atención a la limpieza personal y para usar ropa que sea apropiada para las actividades escolares en las que participan con el fin de no poner en peligro su salud, seguridad o bienestar, o la de los demás, a fin de no fomentar la competencia entre pares o no para causar una interrupción en el proceso educativo. Códigos de vestimenta del Distrito y de aseo personal se harán efectivos en el plantel escolar y en cualquier actividad patrocinada por la escuela. El vestido apropiado para los bailes de la escuela, las actividades de graduación y otros eventos especiales se comunicará a los padres y estudiantes por la escuela.

Un estudiante no será impedido asistir a la escuela ni una función escolar, ni de lo contrario ser objeto de discriminación, siempre y cuando su vestimenta no interrumpa el proceso educativo y cumple con los requisitos de salud y seguridad.

Se prohíbe el uso de cualquier ropa, peinado o cosmético que llama la atención indebida y tiende a distraer el proceso educativo.

- Toda la ropa debe estar limpia, sin roturas o rasgaduras, y usada apropiadamente..
- Sombreros, gorras, y otros para cubrir la cabeza no deben ser usados en la escuela.
- Lentes oscuros no deben ser usados en interiores, excepto por razones médicas válidas autorizadas por el director o la administración y verificadas por escrito por un médico.
- Se debe llevar calzado en todo momento. Zapatos que interfieren con el juego seguro y actividades de instrucción son inapropiados.
- Vestimenta con letras o dibujos que representan expresiones o acciones , la blasfemia, la obscenidad , representar drogas , afiliaciones de alcohol , tabaco , pandillas o de vecinos, o degrada la integridad de la persona , no se puede usar en la escuela o funciones escolares sexualmente sugerentes. Ropa o accesorios relacionados con pandillas, incluyendo pero no limitado a, pañuelos, u otros símbolos, emblemas o insignias están prohibidos. Los funcionarios escolares deben utilizar la información obtenida a partir de recursos de la comunidad y el equipo de trabajo pandilla local para hacer juicios sobre lo que son los artículos y accesorios relacionados con pandillas
- Tipo de la ropa interior de las camisas sin mangas, blusas de tubo y halter tops, tirantes y vestidos sin sujetador o camisetas no son aceptables.
- Toda la ropa transparente y cualquier ropa que expone el estómago no son aceptables. Esto incluye la ropa alterada radicalmente.
- Vestidos, faldas y pantalones cortos deben ser de al menos la longitud de pantalones cortos para caminar. Todos los cortometrajes deben tener un mínimo de 6 " en la costura.
- Vestimenta que puede ser utilizado como un arma no puede ser usad , por ejemplo , botas con punta de acero, cadenas, artículos con punta o clavos.
- Los símbolos relacionados con pandillas, insignias, o cualquier ropa que tiende a intimidar a los demás no deben ser usados.
- Las tapas del tanque deben tener al menos 2 " de ancho en el hombro.
- Ropa interior debe estar cubierta en todo momento.
- Pantalones holgados no deben exceder más de 5 pulgadas cuando se reunieron alrededor de la rodilla, mientras que el estudiante está de pie.

- Los pantalones deben llevarse menos de 2 pulgadas por debajo de la cintura. Pantalones caídos o con bolsos excesivos no deben ser usados. La ropa interior no puede estar expuesta
- Los pendientes son aceptables para los oídos. Espárragos sólo para la nariz, las cejas o la barbilla. Un estudiante puede ser que quitarse un piercing que es perjudicial para el proceso educativo incluyendo tacos de lengua.

Consecuencias

Primer Incidente: El estudiante será enviado a casa a cambiarse. Cuando los rendimientos de los estudiantes, el / ella se les dará una detención tardía y para el día. Si el estudiante no regresa, la ausencia será considerada una zanja.

Segundo Incidente: Igual que el primer incidente.

Tercer Incidente: El estudiante será puesto en contrato de los estudiantes.

Posibles cambios en el programa podrían incluir la terminación/expulsión de la escuela.

SCHOOL OF UNLIMITED LEARNING TAGGING POLICY

Students caught with and/or in possession of ANY of the following items will be subject to consequences up to and including Suspension and/or Expulsion from the School of Unlimited Learning. They include:

1. Back Packs with ANY form of tagging on them.
2. Binders with ANY form of tagging on them.
3. SOUL School books, binders, journals, written assignments, etc
4. Personal books, binders, journals, written assignments, etc.
5. Tagging Materials (permanent markers, spray cans, felt pens, etc.)

This policy was enacted in an effort to ensure our school maintains a consistently safe and productive environment for both students and staff. If you have any questions please contact Courtney Griffin, Guidance Dean, at (559) 500-0954

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

POLÍTICA SOBRE ACTOS DE VANDALISMO

Los estudiantes sorprendidos con y / o en posesión de cualquiera de los siguientes artículos estarán sujetos a las consecuencias hasta e incluyendo la suspensión y / o expulsión de la Escuela SOUL . Ellos incluyen:

1. Mochilas con cualquier escritura inapropiada en ellas.
2. Carpetas con cualquier escritura inapropiada en ellos.
3. Libros escolares SOUL, carpetas , revistas, trabajos escritos, etc.
4. Libros personales, carpetas , revistas, trabajos escritos, etc.
5. Otros objetos de Vandalismo (marcadores permanentes, aerosoles etc.)

Esta política fue promulgada para asegurar que nuestra escuela mantiene un ambiente consistentemente seguro y productivo para los estudiantes y los oficiales escolares. Si usted tiene alguna pregunta, por favor póngase en contacto con Courtney Griffin, Subdirector, al (559) 500-0954

Firma de Padre/Guardian _____

Firma de Estudiante _____

Fecha _____

ZERO TOLERANCE POLICY

The following offenses represent the School of Unlimited Learning's Zero Tolerance Policy. All students who possess and/or commit the actions listed under the Zero Tolerance Policy are immediately suspended and recommended for expulsion unless, following a hearing, the particular circumstances of the case show that expulsion is inappropriate. A student may also be expelled for continual or serious misconduct.

FIREARMS

Possession, brandishing, sale or furnishing any firearm:

*First Offense: Student will be recommended for expulsion.

DANGEROUS OBJECTS (KNIVES, EXPLOSIVES)

Possession of any knife, explosive or other dangerous object, including but not limited to Swiss-Army style knives, exacto knives, box cutters, single-edged razor blades, pepper spray, aerosol cans:

*First Offense: The student will be recommended for suspension.

*Second Offense: The student will be recommended for expulsion.

Brandishing any explosive, dangerous object or knife:

*First Offense: The student will be recommended for expulsion.

OTHER PROHIBITED ITEMS:

Laser pointers, tobacco or nicotine products (including but not limited to cigarettes, snuff, smokeless tobacco, chew packets and betel), prescription and non-prescription drugs, aerosol cans and drug paraphernalia.

SEXUAL HARASSMENT:

Sexual harassment is a violation of state and federal laws and disciplinary consequences will be applied.

SEXUAL BATTERY/ASSAULT:

Sexual battery, which involves unlawful and unwanted touching of another or sexual assault, is a violation of penal code and will result in a recommendation for expulsion.

CONTROLLED SUBSTANCES (ILLEGAL DRUGS, ALCOHOL, INTOXICANTS)

Using or possessing a controlled substance (illegal drugs, alcohol, intoxicants) or being under the influence:

*First Offense: The student will be suspended and recommended for placement/completion of a drug counseling program.

*Second Offense: The student will be recommended for expulsion.

SELLING OR FURNISHING A CONTROLLED SUBSTANCE (ILLEGAL DRUGS, ALCOHOL, INTOXICANTS):

*First Offense: The student will be recommended for expulsion.

FIGHTING

Fighting, attempting to fight:

*First Offense: The student will be recommended for expulsion.

THREATS / BULLYING / RACIAL SLURS

Repeated threats to fight, bullying, or racial slurs will result in disciplinary actions:

*First Offense: Student will be recommended for suspension.

*Second Offense: The student will be recommended for expulsion.

SERIOUS BODILY INJURY/TERRORIST THREATS

For causing serious bodily injury, striking or threatening a student or district employee or making terrorist threats:

*First Offense: The student will be recommended for expulsion.

(Any offenses involving drugs, alcohol, dangerous objects, causing serious bodily injury or making terrorist threats will be reported to the proper legal authorities).

THESE REGULATIONS APPLY AT ANY SCHOOL RELATED ACTIVITY INCLUDING, BUT NOT LIMITED TO:

1. On school grounds (this includes the parking lot, lockers, as well as vehicles)
2. Going to or coming from school, including the bus stop
3. On breakfast or lunch break
4. At, going to, or coming from a school-sponsored activity

LIABILITY OF PARENT OR GUARDIAN FOR WILLFUL PUPIL MISCONDUCT

California Education Code (*EC*) Section 48904(a)(1) provides that the parent or guardian of a minor is liable for all damages caused by the willful misconduct of the minor that results in the injury or death of any pupil, school district or private school employee, or school volunteer. The parent or guardian is also liable for damages to real or personal property belonging to the school district or private school, or personal property belonging to a school employee, resulting from the willful misconduct of the minor. The liability of the parent or guardian shall not exceed \$10,000, adjusted for inflation per *EC* section 48904 (a)(2).

EC Section 48904 (a)(1) also specifies that the parent or guardian of a minor is liable for any reward offered by a local agency pursuant to *Government Code* Section 53069.5 for information leading to the identification and apprehension of the minor who willfully damages or destroys property, or whose willful misconduct results in injury or death to any person. This liability also shall not exceed \$10,000, adjusted for inflation per *EC* Section 48904(a)(2).

SCHOOL OF UNLIMITED LEARNING (SOUL)

AVISO SOBRE LA POLITICA DE CERO TOLERANCIA

Los siguientes delitos representan la Política de Cero Tolerancia de la Escuela SOUL. Todos los estudiantes que poseen y / o cometen las acciones enumeradas en la Póliza de Zero Tolerancia serán suspendidos inmediatamente y recomendados para la expulsión a menos que, después de una audiencia, las circunstancias particulares del caso muestran que la expulsión es inapropiada. Un estudiante también puede ser expulsado por mala conducta continua o grave.

ARMAS DE FUEGO

Poseer, Blandir , vender, o suministrar cualquier arma de fuego:

* Primera Ofensa: El estudiante será recomendado para expulsión.

OBJETOS PELIGROSOS (CUCHILLOS , EXPLOSIVOS)

Posesión de cualquier cuchillo , objeto peligroso explosivo u otro , incluyendo, pero no limitado a cuchillos estilo Swiss-Army , cuchillos Exacto , cortadores de cajas , cuchillas de afeitar de un solo filo , spray de pimienta , latas de aerosol :

* Primera Ofensa: El estudiante será recomendado para la suspensión.

* Segunda Ofensa: El estudiante será recomendado para expulsión.

Blandir cualquier objeto o un cuchillo peligroso explosivo:

* Primera Ofensa: El estudiante será recomendado para expulsión.

OTROS ARTÍCULOS PROHIBIDOS:

Los punteros láser, tabaco o productos de nicotina (incluyendo, pero no limitados a los cigarrillos, tabaco , tabaco sin humo, masticar y betel) , drogas o remedios con receta médicas o sin receta de médicas , latas de aerosol y parafernalia de drogas.

ACOSO SEXUAL:

El acoso sexual es una violación de las leyes estatales y federales y las consecuencias disciplinarias se aplicarán.

AGRESION/ ASALTO SEXUAL:

La agresión sexual, que implica tocar ilegal o inapropiadamente y no deseado, o el asalto sexual, es una violación del código penal y dará lugar a una recomendación de expulsión

SUSTANCIAS CONTROLADAS (DROGAS ILEGALES, ALCOHOL, SUSTANCIAS TÓXICAS

Uso o posesión de una sustancia controlada (drogas ilegales, alcohol, bebidas alcohólicas) o estar bajo la influencia :

* Primera Ofensa: El estudiante será suspendido y recomendado para participar en un programa de aconsejería sobre drogas.

* Segunda Ofensa: El estudiante será recomendado para la expulsión.

La venta o el suministro de una sustancia controlada (drogas ilegales, alcohol, bebidas alcohólicas):

* Primera Ofensa: El estudiante será recomendado para la expulsión.

PELEAR

Pelear o Intentar pelear con alguien:

* Primera Ofensa: El estudiante será recomendado para expulsión.

AMENAZAS / INTIMIDACIÓN / INSULTOS RACIALES

Repetidas amenazas de pelear, la intimidación o insultos raciales resultarán en acciones disciplinarias:

- * Primera Ofensa: El estudiante será recomendado para la suspensión.
- * Segunda Ofensa: El estudiante será recomendado para expulsión.

CAUSAR LESIONES GRAVES / AMENAZAS TERRORISTAS

Causar lesiones corporales graves, golpear o amenazar a otro estudiante o empleado de la escuela o de hacer amenazas terroristas:

- * Primera Ofensa: El estudiante será recomendado para expulsión.

(Cualesquier delitos relacionados con las drogas, el alcohol, los objetos peligrosos, causar graves lesiones corporales o hacer amenazas terroristas serán reportados a las autoridades legales apropiadas.)

ESTAS REGULACIONES SE APLICAN EN CUALQUIER ACTIVIDAD RELACIONADA CON LA ESCUELA, INCLUYENDO, PERO NO LIMITADO A:

1. Los terrenos de la escuela (esto incluye el estacionamiento y en los vehículos)
2. El ir y venir de la escuela, incluyendo la parada de autobús
3. En el desayuno o el almuerzo
4. Ir, venir, o durante una actividad patrocinada por la escuela.

Responsabilidad del padre o guardian por mala conducta del alumno

Sección 48904(a)(1) del Código de Educación de California establece que el padre o guardian de un menor es responsable de todos los daños causados por la mala conducta intencional del menor que resulte en la lesión o muerte de cualquier alumno, empleado de la escuela o voluntario de la escuela. El padre o guardian también es responsable de los daños a la propiedad personal o real que pertenezca a la escuela o la propiedad personal que pertenezca a un empleado de la escuela, como resultado de la mala conducta intencional del menor. La responsabilidad del padre o guardian no excederá los \$10,000, ajustada por inflación según la sección EC 48904(a)(2).

La Sección 48904 del EC también especifica que el padre o guardian de un menor es responsable de cualquier recompensa ofrecida por una agencia local de conformidad con la sección 53069.5 del Código de Gobierno por información que conduzca a la identificación y aprehensión del menor que intencionalmente dañe o destruya la propiedad, o cuya mala conducta resulta en lesiones o la muerte de cualquier persona. . La responsabilidad del padre o guardian no excederá los \$10,000, ajustada por inflación según la sección EC 48904(a)(2).

The School of Unlimited Learning's

SCHOOL WELLNESS POLICY

2021/2022

Objectives

The School of Unlimited Learning recognizes the link between a healthy diet and a student's ability to learn effectively and achieve high standards in school. SOUL also recognizes its role, as part of the larger community, to promote family health and provide a sound foundation for future physical well-being.

SOUL Believes:

1. In providing the most healthy and appealing food choices possible on school premises, significantly contributing to the nutritional well-being of students and staff.
2. That the nutritional quality of breakfast, lunch, snacks, and beverages that it serves should be considered as carefully as its selection of educational support materials.
3. That foods prepared and served in ways that provide a pleasant atmosphere for students and staff will encourage a fundamental experience toward building friendships, celebrating our diversity, and developing life-long healthy eating patterns.

Goals and Strategies

1. Ensure that a healthy and nutritious breakfast and lunch, as well as a healthy selection of snack bar items is made available to every student so that they are prepared to perform in the classroom at an optimum level.
 - a. SOUL shall maintain the financial stability of its Food Service Program.
 - b. SOUL shall develop a coordinated and comprehensive outreach and promotion plan to ensure maximum participation in the school meal program.
 - c. SOUL shall ensure that all students be made aware of the availability of a free lunch through its participation in the Provision 2 program.
2. Ensure the nutritional quality and quantity of all foods served or made available to students and staff.
 - a. The Child Nutrition Service program will ensure that all foods sold through its' program will comply with SB 19 standards.
 - b. The Child Nutrition Service program will increase the availability of fresh fruits and vegetables, using California grown produce when feasible, as part of the school food service program.
 - c. The District shall exercise control over all vending machines on it's property including vendors, locations, contents, and appearance.
 - i. Vending machines accessible to students shall only dispense SB 19 compliant foods and beverages.
 - ii. Vending machines accessible to staff shall dispense SB 19 compliant and non-compliant foods and beverages in appropriate proportion.
 - d. The Child Nutrition Service program will serve food in quantities appropriate to the needs of students at their age level.

3. Ensure meals are served in a pleasant environment with sufficient time for eating, while fostering good manners and respect for students and staff.
 - a. The Child Nutrition Service shall work with school site leadership to improve cafeteria décor and atmosphere.
 - b. The Child Nutrition Service shall solicit student preferences in planning menus and snacks through focus groups, surveys, and taste tests of new foods and recipes.
 - c. SOUL staff shall be encouraged to periodically join the students for lunch in the cafeteria in an effort to model good manners and behavior.

Goals and Strategies (cont.)

- d. Students will be provided sufficient time to eat and socialize with classmates.
 - e. Custodial staff shall adjust clean up times to coincide with the end of student's lunch period.
4. Ensure that nutrition education becomes an integral part of its educational program.
 - a. SOUL shall create increased training opportunities for all staff on basic nutrition and nutrition education.
 - b. Teachers shall be provided with training and resources to integrate nutritious eating experiences, gardens, and nutrition education into the curriculum for math, science, history, and language arts at all grade levels.
 - c. SOUL shall establish a garden giving students the opportunity to plant, harvest, prepare, cook, and eat food they have grown. Incentives will be offered to school staff who utilize the gardens.
5. Ensure all food and beverage not served through Child Nutrition Services meet basic nutrition standards.
 - a. Non-nutritious foods, including but not limited to candy, soft drinks, and chewing gum, cannot be sold by or to students during their official school day (defined as one half hour before the official school day begins, until one half hour after the official school day ends).
 - b. SOUL will encourage alternative fundraising strategies such as sales of non-food items, promotion of physical activity, and/or sales of nutritious food items.
6. Ensure students are offered expanded opportunity for physical activity and promote lifelong physical activity.
 - a. Increase the amount of class time spent engaging in moderate-to-vigorous activity through curriculum and/or teacher training.
 - i. The Physical Education Program will decrease time spent on competitive sports (which can exclude potential participants) and increase emphasis on teaching fitness and lifelong recreational aerobic activities.
 - b. Develop lunch time and after-school activities that involve physical activity such as walking clubs, organized sport games, and increased access to sports equipment.

7. Create/expand community partnerships to increase the range of physical activity options available to students and staff, on and off campus.
 - a. Bring in local experts that specialize in sports or activities not traditionally taught during P.E. classes or an after-school setting, such as local law enforcement teaching self-defense.
 - b. Partner with fitness clubs and off-campus physical activity classes allowing students and staff access to special rates.
 - c. Increase the amount of physical activity related enrichment classes.

8. Establish and sustain a Child Nutrition and Physical Education Advisory Committee (CNPEAC).
 - a. The Child Nutrition and Physical Education Advisory Committee will discuss nutrition and physical education related topics of concern in the school community and help make policy recommendations to the Board of Education.
 - b. The Advisory Committee shall include, but not limit itself to, the following members:
 1. A minimum of one Community/Parent representative.
 2. A Child Nutrition Services representative.
 3. The Principal.
 4. Two teachers with at least one being the physical education teacher.
 5. An independent evaluator.
 - c. The Advisory Committee shall meet at least six times during the year at hours convenient for public participation.

8. Increase community knowledge of nutrition and physical activity as it relates to childhood and adult health.
 - a. Provide nutrition information monthly through SOUL newsletter and menu.
 - b. Involve parents/community in annual evaluation of program services and delivery to improve quality, access, and knowledge of services.

ACCEPTABLE USE AGREEMENT AND RELEASE OF AGENCY FROM LIABILITY (STUDENTS)

Fresno Economic Opportunities Commission (hereafter referred to as "Agency") authorizes students to use technology at the School of Unlimited Learning owned or otherwise provided by the Agency as necessary for instructional purposes. The use of Agency technology is a privilege permitted at the discretion of Fresno Economic Opportunities Commission and is subject to the conditions and restrictions set forth in applicable Agency policies, administrative regulations, and this Acceptable Use Agreement. The Agency reserves the right to suspend access at any time, without notice, for any reason.

The Agency expects all students to use technology responsibly in order to avoid potential problems and liability. The Agency may place reasonable restrictions on the sites, material, and/or information that students may access through the system.

Each student who is authorized to use Agency technology and his/her parent/guardian shall sign this Acceptable Use Agreement as an indication that they have read and understand the agreement.

Definitions

The Agency's technology includes, but is not limited to, computers, the Agency's computer network including servers and wireless computer networking technology (wifi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through Agency-owned or personally owned equipment or devices.

Student Obligations and Responsibilities

Students are expected to use Agency technology safely, responsibly, and for educational purposes only. The student in whose name Agency technology is issued is responsible for use at all times. Students shall not share their assigned online services account information, passwords, or other information used for identification and authorization purposes, and shall use the system only under the account to which they have been assigned.

Students are prohibited from using Agency technology for improper purposes, including, but not limited to, use of Agency technology to:

1. Access, post, display, or otherwise use material that is discriminatory, libelous, defamatory, obscene, sexually explicit, or disruptive
2. Bully, harass, intimidate, or threaten other students, staff, or other individuals ("cyberbullying")
3. Disclose, use, or disseminate personal identification information (such as name, address, telephone number, Social Security number, or other personal information) of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person
4. Infringe on copyright, license, trademark, patent, or other intellectual property rights
5. Intentionally disrupt or harm Agency technology or other Agency operations (such as destroying Agency equipment, placing a virus on Agency computers, adding or removing a computer program without permission from a teacher or other Agency personnel, changing settings on shared computers)
6. Install unauthorized software
7. "Hack" into the system to manipulate data of the Agency or other users
8. Engage in or promote any practice that is unethical or violates any law or Board policy, administrative regulation, or Agency practice

Privacy

Since the use of Agency technology is intended for educational purposes, students shall not have any expectation of privacy in any use of Agency technology.

The Agency reserves the right to monitor and record all use of Agency technology, including, but not limited to, access to the Internet or social media, communications sent or received from Agency technology, or other uses. Such monitoring/recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution and/or investigation of improper, illegal, or prohibited activity. Students should be aware that, in most instances, their use of Agency technology (such as web searches and emails) cannot be erased or deleted.

All passwords created for or used on any Agency technology are the sole property of the Fresno EOC. The creation or use of a password by a student on Agency technology does not create a reasonable expectation of privacy.

Personally Owned Devices

No personally owned devices are allowed to access Agency technology

Reporting

If a student becomes aware of any security problem (such as any compromise of the confidentiality of any login or account information) or misuse of Agency technology, he/she shall immediately report such information to the teacher or other school personnel.

Consequences for Violation

Violations of the law or this agreement may result in revocation of a student's access to Agency technology and/or discipline, up to and including suspension or expulsion. In addition, violations of the law, as outlined in this agreement, may be reported to law enforcement agencies as appropriate.

Network Etiquette and Privacy

You are expected to abide by the generally accepted rules of network etiquette. These rules include, but are not limited to:

- BE POLITE: Never send, or encourage others to send abusive messages.
- USE APPROPRIATE LANGUAGE. You are a representative of your school and your district on a public system. Never swear, use vulgarities, or any other inappropriate language.
- PRIVACY: Do not reveal your home address, phone number, name or addresses of family members, or the addresses or phone numbers of other students or colleagues.
- DISRUPTIONS: Do not use the network in any way that would disrupt the use of the network by others,
- REPRESENTATION: Do not send anonymous messages or represent a message to have been written by another. All correspondence should be clearly identified as to its originator.

Use-Agreement

The School of Unlimited Learning has actively pursued making advanced technology and increased access to learning opportunities available to its students. Prior to using the computer and the Internet, students and parent/guardians must sign a "use-agreement". Student users must always receive permission from their instructors before using the network or accessing any specific file or application.

Security

If you identify a security problem in the building in Agency networks, notify the system administrator at once. Never demonstrate the problem to others. Never use another individual's account. Never tell anyone else your password. Any user identified as a security risk will be denied access to the network and may be liable for disciplinary action or prosecution.

Vandalism

Vandalism is defined as any malicious attempt to physically deface, disable, or destroy computers, peripherals, or other network hardware or to harm or destroy data of another user or any agencies or networks that are connected to the system. This includes, but is not limited to, the creation or transmission of computer viruses.

Any vandalism will result in loss of network privileges, disciplinary action, or possible legal referral. See the EOC School of Unlimited Learning Tagging Policy handout.

Student Acknowledgment

I have received, read, understand, and agree to abide by this Acceptable Use Agreement and other applicable laws and Fresno EOC policies and regulations governing the use of Agency technology. I understand that there is no expectation of privacy when using Agency technology. I further understand that any violation may result in loss of user privileges, disciplinary action, and/or appropriate legal action.

STUDENT:

Name: _____ Grade: _____
(Please print)

Signature: _____ Date: _____

School: _____

Parent or Legal Guardian Acknowledgment

If the student is under 18 years of age, a parent/guardian must also read and sign the agreement.

As the parent/guardian of the above-named student, I have read, understand, and agree that my child shall comply with the terms of the Acceptable Use Agreement. By signing this Agreement, I give permission for my child to use Agency technology and/or to access the school's computer network and the Internet. I understand that, despite the Agency's best efforts, it is impossible for the school to restrict access to all offensive and controversial materials. I agree to release from liability, indemnify, and hold harmless the school, Agency, and Agency personnel against all claims, damages, and costs that may result from my child's use of Agency technology or the failure of any technology protection measures used by the Agency. Further, I accept full responsibility for supervision of my child's use of his/her access account if and when such access is not in the school setting.

PARENT or LEGAL_GUARDIAN:

Name: _____ Date: _____
(Please print)

Signature: _____

ACUERDO DE USO ACEPTABLE Y DIVULGACIÓN DE LA AGENCIA DE RESPONSABILIDAD (ESTUDIANTES)

Las Comisión de Oportunidades Económicas de Fresno (Fresno EOC o, en lo sucesivo, "la Agencia") autoriza a los estudiantes a utilizar la tecnología en la Escuela School of Unlimited Learning (SOUL), propiedad o de otro modo proporcionado por la Agencia, según sea necesario para fines de instrucción. El uso de la tecnología de la Agencia es un privilegio permitido a discreción por la Agencia y está sujeto a las condiciones y restricciones establecidas en las políticas aplicables de la Agencia, los reglamentos administrativos, y este Acuerdo de Uso Aceptable. La Agencia se reserva el derecho de suspender el acceso en cualquier momento, sin previo aviso, por cualquier razón.

La Agencia requiere que todos los estudiantes utilicen la tecnología de manera responsable con el fin de evitar problemas y responsabilidades potenciales. La Agencia podrá imponer restricciones razonables en los sitios, material y / o información que los estudiantes pueden acceder a través del internet.

Cada estudiante que está autorizado a utilizar la tecnología de la Agencia y su padre / madre / tutor deberá firmar este Acuerdo de Uso Aceptable como una indicación de que han leído y entendido el acuerdo.

Definiciones

La tecnología de la Agencia incluye, pero no se limita a, las computadoras, la red informática de la Agencia incluyendo servidores y tecnología de red informática inalámbrica (WiFi), Internet, correo electrónico, unidades USB, puntos de acceso inalámbricos (routers), computadoras tablet, teléfonos inteligentes y dispositivos inteligentes, teléfonos, teléfonos celulares, asistentes digitales personales, buscapersonas, reproductores de MP3, la tecnología portátil, cualquier dispositivo de comunicación inalámbrica que incluye radios de emergencia, y / o futuras innovaciones tecnológicas, tanto si se accede o fuera de sitio o a través de equipos o dispositivos de propiedad de Agencia-o de otra persona .

Obligaciones y Responsabilidades de los Estudiantes

Se requiere que los estudiantes usen la tecnología de la Agencia de forma segura, responsable y solo con fines educativos. El estudiante en cuyo nombre se emite la tecnología de la Agencia es responsable del uso en todo momento. Los estudiantes no deben compartir su información, contraseñas u otra información que se utiliza con fines de identificación y autorización, y deberán usar el sistema solamente bajo la cuenta a la que se les ha asignado.

Los estudiantes tienen prohibido el uso de la tecnología de la Agencia para fines impropios, incluyendo, pero no limitado a, el uso de la tecnología de la Agencia para:

1. El acceso, publicación, muestra o de otra manera utilizar material que es discriminatorio, difamatorio, calumnioso, obsceno, sexualmente explícito, o perjudicial.
2. Agredir, acosar, intimidar o amenazar a otros estudiantes, empleados u otras personas ("cyberbullying")
3. Divulgar, usar o divulgar información de identificación personal (como nombre, dirección, número de teléfono, número de Seguro Social u otra información personal) de otro estudiante, miembro del personal, u otra persona con la intención de amenazar, intimidar, acosar, o ridiculizar esa persona
4. Infringir los derechos de autor, licencias, marcas, patentes, u otros derechos de propiedad intelectual
5. Intencionalmente interrumpir con la tecnología de la Agencia o causar daños u interferir con otras operaciones de la Agencia (como la destrucción de equipos Agencia, la colocación de un virus en los servers de la Agencia, la adición o eliminación de un programa de computadora sin el permiso de un maestro u otro personal de la Agencia, cambiar la configuración de equipos compartidos)
6. Instalar software no autorizado
7. "Hack" es decir, entrar ilegalmente en el sistema para manipular los datos de la Agencia o de otros usuarios
8. Participar en o promover cualquier práctica que no es ético o que viole cualquier ley o política de la Junta, regulación administrativa, o en la práctica Agencia.

Privacidad

Dado que el uso de la tecnología de la Agencia es para propósitos educativos, los estudiantes no tendrán ninguna expectativa de privacidad en cualquier uso de la tecnología de la Agencia.

La Agencia se reserva el derecho de supervisar y registrar todo el uso de la tecnología de la Agencia, incluyendo, pero no limitado al acceso a Internet o las redes sociales, las comunicaciones enviadas o recibidas de la tecnología de la Agencia, u otros usos. Tal monitoreo / grabación podría ocurrir en cualquier momento sin previo aviso y por cualquier propósito legal, incluyendo, pero no limitado a la retención de registros y la distribución y / o investigación de la actividad indebida, ilegal o prohibido. Los estudiantes deben ser conscientes de que, en la mayoría de los casos, su uso de la tecnología de la Agencia (como las búsquedas en la web y correos electrónicos) no puede ser borrado o eliminado.

Todas las contraseñas creadas por o usados en cualquier tecnología de la Agencia son propiedad exclusiva del Fresno EOC. La creación o utilización de una contraseña por un estudiante en la tecnología de la Agencia no crea una expectativa razonable de privacidad.

Equipo Personal

No se permite que el equipo personal acceda a la tecnología de la Agencia bajo ninguna circunstancia.

Informes

Si un estudiante se da cuenta de cualquier problema de seguridad (por ejemplo, cualquier violación de la confidencialidad de cualquier usuario o información de la cuenta) o mal uso de la tecnología de la Agencia, el / ella deberá informar inmediatamente dicha información al maestro u otro personal de la escuela.

Consecuencias por La Violación de Este Acuerdo

Las Violaciones de la ley o de este acuerdo pueden resultar en la revocación del acceso del estudiante a la tecnología y / o disciplina, hasta e incluyendo la suspensión o expulsión de la escuela. Además, las violaciones de la ley subrayado en este acuerdo ser reportados a las autoridades legales según corresponda.

Etiqueta y Privacidad de la Red

Se requiere que cada estudiante acate las reglas generalmente aceptadas de la etiqueta de la red. Estas reglas incluyen, pero no se limitan a:

SER CORTÉS: Nunca envíe o anime a otros a enviar mensajes abusivos. Usar lenguaje apropiado. Cada estudiante es un representante de su escuela. Es prohibido usar palabras profanas, vulgares, otro lenguaje inapropiado.

PRIVACIDAD: Es prohibido revelar su domicilio, número de teléfono, nombre o dirección de los miembros de la familia, o las direcciones o números de teléfono de otros estudiantes.

INTERRUPCIONES: Es prohibido interrumpir el uso de la red por otros.

REPRESENTACION: Es prohibido enviar mensajes anónimos o representar a un mensaje que ha sido escrito por otro. Toda la correspondencia debe estar claramente identificada por su autor.

Acuerdo del Uso

SOUL ha buscado activamente aumentar un mayor acceso a la tecnología avanzada por sus estudiantes. Antes de usar la computadora y el Internet, los estudiantes y los padres / tutores deben firmar un "acuerdo de uso". Los estudiantes usuarios siempre deben recibir permiso de sus maestros antes de usar la red o acceder a cualquier archivo o aplicación específica.

Seguridad

Si un estudiante identifica un problema de seguridad en las redes de la Agencia, deben avisar al Director de la escuela y no mostrar el problema a otros. Es prohibido usar la cuenta de otro individuo o divulgar su contraseña. Cualquier usuario identificado como un riesgo de seguridad se le negará el acceso a la red y puede ser responsable de una acción disciplinaria o el enjuiciamiento.

Vandalismo

El vandalismo se define como cualquier intento malicioso de desfigurar físicamente, desactivar o destruir computadoras, periféricos, u otro hardware de red o de dañar o destruir datos de otro usuario o de cualquier agencia o redes que están conectadas al sistema. Esto incluye, pero no se limita a la creación o la transmisión de virus informáticos. Cualquier vandalismo resultará en la pérdida de privilegios de la red, la acción disciplinaria, o posible referencia a las autoridades legales.

Reconocimiento por el Estudiante

He recibido, leído, entiendo, y estoy de acuerdo en cumplir con este Acuerdo de Uso Aceptable y otras leyes aplicables y las políticas Fresno EOC y reglamentos que rigen el uso de la tecnología de la Agencia. Entiendo que no hay ninguna expectativa de privacidad al usar la tecnología de la Agencia. Además, entiendo que cualquier violación puede resultar en la pérdida de privilegios de usuario, acción disciplinaria y / o acción legal apropiada.

ESTUDIANTE:

Nombre: _____ Grado: _____
(Por favor imprimir)

Fecha de firma: _____

Reconocimiento por el Padre o Tutor/Guardián Legal

Si el estudiante es menor de 18 años de edad, el padre / tutor debe también leer y firmar el acuerdo.

Como padre / tutor del estudiante arriba mencionado, he leído, entendido, y estoy de acuerdo que mi hijo/a deberá cumplir con los términos del Acuerdo de Uso Aceptable. Al firmar este Acuerdo, le doy permiso para que mi hijo/a a use la tecnología de la Agencia y / o acceda a la red informática de la escuela y de Internet. Entiendo que, a pesar de los mejores esfuerzos de la Agencia, es imposible que la escuela restrinja el acceso a todos los materiales ofensivos y controversiales. Estoy de acuerdo en liberar de responsabilidad, indemnizar y mantener indemne a la escuela, el personal de la Agencia, y de la Agencia contra todo reclamo, daños y costos que pueden derivarse del uso de mi hijo de la tecnología de la Agencia o el fracaso de cualquier medida de protección de tecnología utilizada por la Agencia. Además, acepto toda la responsabilidad de la supervisión del uso de mi hijo de su cuenta / acceso, aun cuando dicho acceso no está en el entorno escolar.

Padre o tutor/guardián legal:

Nombre _____ fecha: _____
(Por favor imprimir)

Firma: _____

EMERGENCY PROCEDURES

Each year, the School of Unlimited Learning revises and submits for approval a safe school plan, which delineates school safety procedures and emergency drill information, including a schedule for fire drills, lockdown procedures, and a school evacuation process. The safe school plan is available for review to anyone upon request. SOUL's 2021-2022 Safe School plan was reviewed and approved at the SOUL Governing Council in March 2021.

Emergency drills for various kinds of disasters are part of the school experience conducted on a regular basis. Emergency procedures for fire, earthquake, and other natural disasters will be provided to students. The most common drill is the fire drill. All students must understand the seriousness of the drills. There will be at least one fire drill per month in an effort to increase student efficiency when leaving the classroom in the event of a fire. Parents/guardian may assist in their child's safety by reinforcing the following rules:

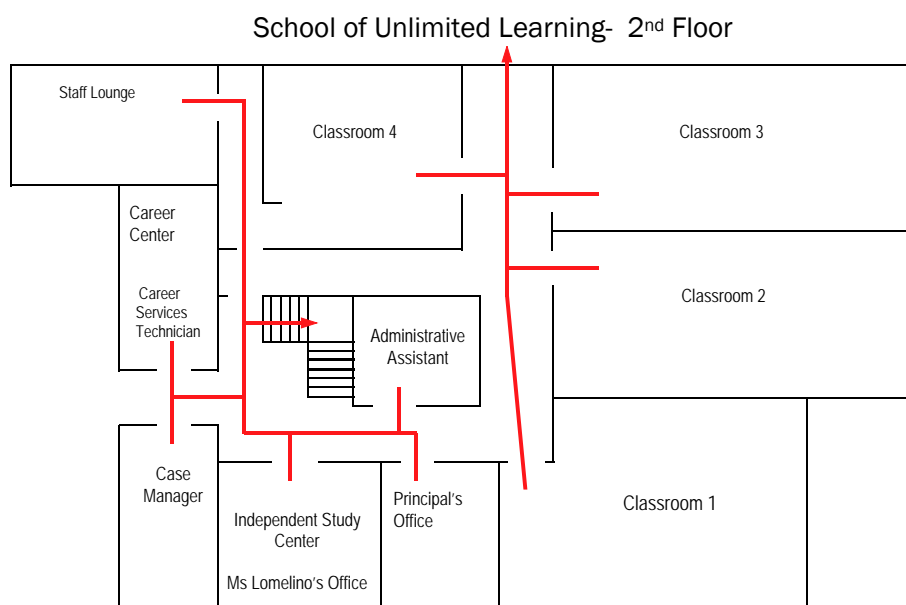
- Exit the classroom according to the teacher's instructions.
- Walk! Do not run!
- Exit and remain silent.
- Do not push or shove.
- Once out of the classroom and in the designated area, remain in line quietly, until the teacher/staff dismisses you.

Athletic Emergency Procedures

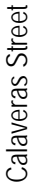
Every athlete must have a current physical, proof of insurance, and an emergency card on file with the athletic office before he/she is allowed to participate in any organized program whether it is during school or non-school hours.

1. If an injury occurs, the school will immediately contact a parent/guardian to pick up athlete or for permission to transport.
2. If parent/guardian cannot be reached, the school will make a secondary notification from the emergency card. If unreachable, we will contact nearest relative. (No injured athlete will be left unattended without authorization of the parent /guardian or next of kin.)
3. An Incident Report will be filled out and sent to the principal's or student services coordinator's office within a reasonable amount of time.

EOC SANCTUARY YOUTH CENTER - FIRE ESCAPE ROUTES



Sanctuary Youth Center - 1st Floor



STUDENT HEALTH & MEDICAL PROCEDURES

PLEASE FILL OUT THE EMERGENCY CARD COMPLETELY. IF THERE IS A CHANGE IN ADDRESS, TELEPHONE, OR EMPLOYMENT NOTIFY US IMMEDIATELY SO THAT WE CAN CHANGE THE EMERGENCY CARD.

Medication

Education Code Section 49423 defines the requirements for administration of medication at school as:

“Any student who is required to take, during the regular school day, medication prescribed for him or her by a physician, may be assisted by the school nurse or other designated school personnel if the school district receives: 1) a written statement from such physician detailing the method, amount, and time schedules by which such medication is to be taken, and 2) a written statement from the parent or guardian of the student indicating the desire that the school district assist the student in the manner set forth in the physician’s statement.”

The medication must be clearly labeled with the name of the student, name of the medication and the dosage. At the beginning of each school year or upon entry to a school, a “Medication at School” form must be completely renewed.

Aspirins and other over-the-counter medications cannot be given unless specified in writing from a physician.

Immunizations

All students entering SOUL will be required to submit written proof of all immunization records and a completed copy of a negative TB skin test from a physician, clinic or the Health Department before they can attend class.

Accidents

If a serious injury occurs on the school grounds or during transportation, the parents will be notified and asked to pick up the child for their own observation or examination by their family physician. Parents will be promptly notified of all injuries not considered minor. In the event that the parents cannot be reached, the student will only be released to a person named on the emergency card. It is critical that the emergency card information is accurate. If a student needs immediate, emergency attention, 911 will be called.

The School of Unlimited Learning does not provide medical coverage for your child. This means that you are responsible for all medical bills if your child is injured during school activities.

First Aid and Illness

If a student should become ill or injured at school, he/she will receive every care and consideration possible. Parents will be contacted for injuries of a serious nature, or if a student is too ill to remain at school.

Physical Education Medical Excuse

A written prescription from a physician should be brought to the office for an excuse from physical education class. This note should indicate length of time to be excused, diagnosis, and physician’s signature.

Covid-19 Protocol/Guidelines and Procedures

2021-2022

In order to reduce any risks of exposure to COVID-19, all Fresno EOC employees reporting to a worksite as part of their workday are required to complete a COVID-19 Health Screening Survey at the beginning of their shift.

All Students **MUST** wear a mask (properly covering nose and mouth) upon entering the building. Students may not remove their mask at any time while in the building. Students meeting with staff on school grounds outside of the building may remove their masks.

All Staff **MUST** wear a mask at all times while inside the building. Staff meeting with a student/students on school grounds outside of the building may remove their masks.

Persons exempted from wearing a face covering for Medical reasons (a verifiable Doctor's note must be provided) must wear a non-restrictive alternative such as a face shield with a drape on the bottom edge, as long as their condition permits it.

As a personal preference, Staff that chooses to do so **MAY** continue to perform their duties at their desk behind a Plexiglass barrier.

Any students exhibiting signs of illness will be asked to submit to a voluntary Binex Covid-19 test. Students (or Parent/Guardians in lieu of students) declining to do so will be sent home immediately. Students that agree to be tested will be sent to the Covid-19 Coordinator (or trained staff) for testing. Students testing Negative will be sent home and scheduled for a follow-up test within 3 days, with at least 36 hours in between to confirm a negative test. Upon receiving a 2nd negative test, that student will be eligible to return to campus. Students testing positive will be sent home for 10 days. If after 10 days the student is no longer exhibiting symptoms, he/she will be eligible to return to school.

Students providing credible evidence of a negative Covid-19 test prior to the 10-day window closing may return to school at that time.

Any staff exhibiting Covid-19 symptoms will be subject to current Fresno EOC Covid-19 Employee protocols and guidelines.

All guidelines are subject to change in accordance with Fresno EOC, Fresno County, CDC, State and Federal protocols.

CONCLUSION

The staff of the School of Unlimited Learning is dedicated to helping each student succeed in school, work, and every aspect of his or her daily life. An individualized plan, prepared with student involvement, is tailored to meet each student's needs for successful completion of the program. Students are responsible for good behavior, regular school attendance, and compliance with any agreement that he or she signs.

The school, the student, and the parents working cooperatively will ensure a meaningful and successful experience for the students at the School of Unlimited Learning.

SCHOOL OF UNLIMITED LEARNING GOVERNING COUNCIL

Date: September 14, 2021	Program: School of Unlimited Learning
Agenda Item #: XI	Director: Mark A. Wilson Ed.D.
Subject: 2021-2022 Professional Development Plan	Officer: Michelle L. Tutunjian

Recommended Action

Staff recommends Council approval of the 2021-2022 Professional Development Plan.

Background

Consistent with its charter goals and identified WASC Action Plan, the School of Unlimited Learning creates an annual professional development plan each school year. The Plan is designed to help teachers increase student learning and the number of SOUL graduates. All proposed professional development activities are supported through eligible Federal Title I and Title II funds. SOUL's professional development plan specifically addresses one or more of the four the charter goals:

- Increase math and English literacy skills. (For 2021-2022, special training has been provided to familiarize teachers with distance learning curriculum and instructional strategies.
- Increase SOUL's graduation rate to meet or exceed California's minimum graduation rate;
- Increase school connectedness, and address student, parents, and staff social and emotional wellbeing during COVID.
- Increase efforts to identify, monitor, and support students who are at high risk of failure, especially whose studies are negatively impacted by depression, isolation, lack of motivation, or COVID related family illnesses. Provide intervention resources as needed.

Fiscal Impact

Funding from SOUL's Title II allocation, as well as 10% of SOUL's Title IA allocation is set aside for Development activities as delineated in the 2021-2022 Professional development Plan

**SCHOOL OF UNLIMITED LEARNING
2021/2022 PROFESSIONAL DEVELOPMENT PLAN**

Critical Need	Activity	Provider	Participants	Amount	Funding
SOUL students historically perform at below grade level in core classes and on State tests. (Charter Goals 1 & 2).	The 2021/2022 professional development plan will focus on the refinement of Common Core instruction through Common Core Units reflective lesson planning and authentic assessments.	SOUL Coordinator of Curriculum, Coordinator of Instruction, and Teachers	All Core Teachers will refine the Independent Study Core Curriculum to fully reflect the Classroom Based curriculum, Common Core State Standards, and Grade Level Common Core Assessments. January – June 2022.	\$5,000	Title IA /
SOUL students will demonstrate Increased connectedness and motivation for academic success (Charter Goal 3; LCAP Goal 4)	Opportunities for SOUL Support Staff to participate in specific professional development activities that focus on student achievement through family engagement and school connectedness	TBD	SOUL Support Staff January- June 2022	\$2,400	Title IA
	Opportunities for Teaching staff to participate in specific professional development activities that focus on student wellness (social and emotional learning) and school connectedness.	CA Dept of Ed seminars, TBD	SOUL teachers, Coordinator of Curriculum, Coordinator of Instruction	\$4,000	Title II
Increased efforts must be made to involve and engage parents in their children's education (Charter/ WASC/LCAP Goal 4)	Provide in-person and online parent training throughout the year by holding special workshops and seminars. Increase parent meetings to engage parents	SOUL Staff	Parents of SOUL Students/ SOUL Staff September 2021-May 2022	\$1,200	Title IA

Total Professional Development Funding Available for 2021/2022:

Title I \$ 5,770 (10% of the projected 2021/2022 Title I allocation of \$57,700)

Title IIA \$ 7,943 (100% of the projected 2021/2022 Title II allocation of \$5,426 and carryover of \$2,517 from 2020-2021)

Total \$ 13,313

Note: A total of \$3,500 of Title II funds will be reserved for teacher recruitment and retention.



Conclusion

SOUL's 2021/2022 Professional Development Plan addresses all Charter Goals, LCAP Goals, And WASC Action Plan Goals, taking into account the limitations due to the COVID-19 pandemic. A special focus this year is professional development for staff to address the social and emotional wellbeing of students and their families. A total of \$12,313.00 has been allocated exclusively for professional development related activities for the 2020/2021 school year.

SCHOOL OF UNLIMITED LEARNING GOVERNING COUNCIL

Date: September 14, 2021	Program: School of Unlimited Learning
Agenda Item #: XII	Director: Mark A. Wilson Ed.D.
Subject: COVID-19 Protocol/Guidelines and Procedures	Officer: Michelle L. Tutunjian

Recommended Action

Staff recommends Council approval of the proposed COVID-19 Protocol/Guidelines and Procedures.

Background

As required by Fresno EOC, Fresno County Health Department, CDC and State and Federal protocols all schools must follow regulated guidelines for students and staff in order to prevent the spread of COVID-19. The COVID-19 Protocol/Guidelines and Procedures states the procedures will be closely followed to meet all state mandates.

Fiscal Impact

None

Conclusion

By developing and following COVID 19 Protocol/Guidelines and Procedures, SOUL is offering its students and staff a safe environment to continue operating during the pandemic.

Covid-19 Protocol/Guidelines and Procedures

2021-2022

In order to reduce any risks of exposure to **COVID-19**, all Fresno EOC employees reporting to a worksite as part of their workday are required to complete a **COVID-19 Health Screening Survey** at the beginning of their shift.

All Students **MUST** wear a mask (properly covering nose and mouth) upon entering the building. Students may not remove their mask at any time while in the building. Students meeting with staff on school grounds outside of the building may remove their masks.

All Staff **MUST** wear a mask (properly covering nose and mouth) at all times while inside the building.

Persons exempted from wearing a face covering for Medical reasons (a verifiable Doctor's note must be provided) must wear a non-restrictive alternative such as a face shield with a drape on the bottom edge, as long as their condition permits it.

Per current Fresno EOC Protocol:

Regardless of vaccination status, All Employees are required to wear a face mask in the following settings:

- In public transportation vehicles.
- In healthcare facilities.
- Indoors in K-12 schools, preschools, childcare, and other youth settings.
- Indoors in homeless shelters, emergency shelters, and cooling centers.

Outdoors – Employees are not required to wear a face mask while outdoors, regardless of vaccination status, unless there is an outbreak. However, the CDPH recommends that unvaccinated employees wear a face mask outdoors when six (6) feet of physical distancing cannot be maintained.

Subcontractors, Clients and Visitors - Masks are required while indoors when within six (6) feet from others. (Specific Fresno EOC program management shall ensure that subcontractors, clients and visitors have been provided with a face mask.)

As a personal preference, Staff that chooses to do so **MAY** perform their duties at their desk behind a Plexiglass barrier.

Fresno EOC reserves the right to require all employees to wear a face mask at any time.

MANAGING SICK STUDENTS- Any students exhibiting signs of illness will be asked to submit to a voluntary Binex Covid-19 test. Students (or Parent/Guardians in lieu of students) declining to do so will be sent home immediately. Students that agree to be tested will be sent to the Covid-19 Coordinator (or trained staff) for testing. Students testing Negative will be sent home and scheduled for a follow-up test within 3 days, with at least 36 hours in between to confirm a negative test. Upon receiving a 2nd negative test, that student will be eligible to return to campus. Students testing Positive will be sent home for 10 days. If after 10 days the student is no longer exhibiting symptoms, he/she will be eligible to return to school.

Students providing credible evidence of a negative Covid-19 test prior to the 10-day window closing may be eligible to return to school at that time.

MANAGING SICK EMPLOYEES If a positive COVID-19 exposure is identified, the following steps shall be followed:

- Confidentiality shall be maintained at all times.
- If an unvaccinated employee, or fully vaccinated employee with symptoms, has been in close contact (within six feet) with an individual who has tested positive for COVID-19 for a cumulative total of 15 minutes or greater in any 24-hour period, they shall be immediately separated from others and quarantined from the workplace for 14 days after the last known exposure to a positive COVID-19 case.
- Notify Human Resources and an assessment of potential employee exposure will take place.
- The CDC recommends that employees who appear to have acute respiratory illness symptoms (i.e. cough, shortness of breath) upon arrival to work, or become sick during their shift, should immediately be separated from others and quarantined from the workplace for 14 days after the last known exposure to a positive COVID-19 case. Employees that develop acute respiratory illness symptoms are encouraged to seek medical treatment.
- Employees are encouraged to stay home if they feel sick.
- Employees who have symptoms of acute respiratory illness are recommended to stay home and not return to work until they are free of fever of 100.4 or higher, and any other symptoms for at least 24 hours, without the use of fever-reducing medicines.

All guidelines are subject to change in accordance with Fresno EOC, Fresno County, CDC, State and Federal protocols.

School of Unlimited Learning Principal's Report September 14, 2021

	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	TOTALS
Enrollment By Grade	12	22	44	82	160

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Enrollment by Gender	65	95	160

Enrollment by Ethnicity		%
Hispanic	129	80.6%
African American	15	9.4%
Asian	5	3.1%
White	8	5.0%
Middle Eastern	2	1.3%
American Indian	1	0.6%
Total	160	100%

Special Populations

Teen Parent	9	5.6%
Special Needs	14	8.8%
English Learners	8	5.0%
Homeless	9	5.6%
Foster/Group Home	3	1.9%
2021 Graduates	1	1%

Updates

COVID Testing and Vaccinations
WASC Notification Letter
Interact/Leadership - Larry Metzler
Preparing our Seniors for Post Secondary
Graduation 2021