

Upper Lake Unified School District

Secondary Education Student/Family Handbook

2024-2025



Upper Lake Middle School - 725 Old Lucerne Rd, Upper Lake, CA 95485 - (707) 275-0223

Clover Valley High School - 682 Clover Valley Rd, Upper Lake, CA 95485 - (707) 275-0840

Upper Lake High School - 675 Clover Valley Rd, Upper Lake, CA 95485 - (707) 275-2338

The ULUSD Secondary (6-12) Education Approach

Creating Consistent and Universal Systems that Support **ALL Students**

The Upper Lake Unified School District is committed to the academic, physical, and social-emotional health of each student. To this end, Upper Lake Middle School, Upper Lake High School, and Clover Valley High School have come together to create a highly effective, seamless system of academic, behavioral and social-emotional support for all students in grades 6-12.

This handbook showcases the unified principles and approaches that ensure student success in and out of the classroom. When appropriate, separate subsections are devoted to specific school sites and programs, with the common thread of serving all students running through all practices and policies.

The secondary educational approach allows the district to develop unified instructional and behavioral expectations and supports for 6-12 students. It also allows the building of consistent systems and protocols in the areas of alternative education, extra and co-curricular activities, and our Multi-Tiered System of Support (MTSS) which supports students, teachers, families, and staff members as they navigate social, emotional, a behavioral, and academic challenges. Students who transition from the middle school to the high school setting will find a more consistent response to behavioral, social-emotional issues, and academics. This will allow our student support systems to continue without interruption from one campus to the next, one year to the next.

We believe that this secondary focus will allow us to strengthen existing programs and build new opportunities for students. We are committed to improving and growing the services we offer to students and families, with equity, diversity, inclusivity, and learning being the four cornerstones we build upon. This commitment will pay dividends the communities of the North Shore need and deserve. We are committed to give each student the academic, behavioral, and social-emotional support they need to be successful students and citizens of our great community. We look forward to partnering with you in this important work.

With Great Expectations,

Dr. Annie Pivniska Petrie
Principal, Upper Lake High School and Clover Valley High School

Rebecca Toback
Dean of Students, Upper Lake High School

Mike Smith
Principal, Upper Lake Middle School

Anna Sabalone
Dean of Students, Upper Lake Middle School

Anti-Discrimination Statement & Annual Public Notification

Upper Lake Unified School District is an equal opportunity employer and educator who does not engage in unlawful discrimination. Unlawful discrimination is discrimination on the basis of religion, race, color, ancestry, ethnicity, national origin, nationality, ethnic group identification, age, sex, gender, gender identity, gender expression, sexual orientation, physical or mental disability, pregnancy, childbirth or related medical conditions, marital status, or veteran status.

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OUR Core Values Defined

Our **Core Values** of *Trust, Respect, Responsibility* are in direct service of our underlying mission to build character among our staff and students. We are *all* held accountable to these Core Values, as they are essential to achieving excellence in **Academics, Activities, Arts, and Athletics**. We believe that this school-wide focus allows us to develop and sustain a culture that promotes diversity, supports learning, resilience, and a sense of belonging.

T R U S T	<ul style="list-style-type: none"> ★ Communicate, listen and collaborate between students and staff ★ Integrity for upholding core values, school policies and agreements ★ Honest conversations and a willingness to listen and be heard ★ We behave with integrity and honor all people ★ Make everyone feel welcome and part of the community ★ If you see something, say something ★ We trust that we all want what's best for each other and our community and we take steps to work toward those shared goals.
R E S P E C T	<ul style="list-style-type: none"> ★ All learners have the right to be treated with respect. ★ Inclusion for all, help others and be polite ★ Use appropriate language and act with honesty and integrity ★ Say please and thank you and take responsibility for your actions ★ Be considerate of others and their needs and their situations ★ Value each other and help others ★ Involve all parties and support system when conflict arises ★ Help keep shared spaces clean. Report problems to the office so they can be handled. ★ Keep your feet on the ground and your hands to yourself
R E S P O N S I B I L I T Y	<ul style="list-style-type: none"> ★ Practice honesty and be willing to learn and grow ★ Show compassion for every student and staff member. We are in this together ★ Set goals and encourage others ★ Create and practice good habits, do work, ask questions, manage time ★ Be true to yourself and stay away from negative influences ★ Communicate when you need help ★ Seek to understand and communicate with intent to problem solve ★ Follow school procedures including during emergencies ★ Look out for others and lend a helping hand ★ Use and speak out for ways to help each other <p style="text-align: center;"><i>These expectations were written collaboratively by students and staff and are revisited frequently. As a learning organization, we welcome open dialogue and feedback on making our campuses safe and inclusive for all!</i></p>



Upper Lake Middle School

Home of the Wildcats

2024-2025 Bell Schedule

Breakfast is served at ULMS from 7:30-8:00 a.m. each school day

Regular Day Bell Schedule 8:00-3:05 Grades 6 and 7 ONLY	Regular Day Bell Schedule 8:00-3:05 Grade 8 Only	Minimum Day Bell Schedule 8:00-12:40	Minimum Days 2023-2024
1 8:00 - 8:55 (55 min)	1 8:00 - 8:55 (55 min)	1 8:00 - 8:33 (33 min)	August 7, 8, 9, 14, 21, 28
2 8:58 - 9:50 (52 min)	2 8:58 - 9:50 (52 min)	2 8:36 - 9:09 (33 min)	September 11, 18, 25
Break 9:50-10:00 (10 min)	Break 9:50-10:00 (10 min)	3 9:12 - 9:45 (33 min)	October 2, 9, 23, 30
3 10:03 - 10:55 (52 min)	3 10:03 - 10:55 (52 min)	Break 9:45 - 9:55 (10 min)	November 6, 20
Lunch Grades 6 and 7 Only 10:55 - 11:25 (30 min)	4 Grade 8 Only 10:58 - 11:50 (52 min)	4 9:55 - 10:28 (33 min)	December 4, 11, 18
4 (Grades 6 and 7) 11:25 - 12:17 (52 min)	Lunch (Grade 8 Only) 11:50 - 12:20 (30 min)	5 10:31 - 11:04 (33 min)	January 15, 29
5 12:20 - 1:12 (52 min)	5 12:20 - 1:12 (52 min)	Lunch- All Grades 10:55 - 11:25 (30 min)	February 5, 26
6 1:15 - 2:07 (52 min)	6 1:15 - 2:07 (52 min)	6 11:34 - 12:07 (33 min)	March 5, 12, 19
7 2:10 - 3:05 (55 min)	7 2:10 - 3:05 (55 min)	7 12:10 - 12:43 (33 min)	April 9, 16, 23, 30
			May 7, 14, 21 June 5* (June 5, Dismissed at 12 pm)

Wednesday, June 4th, 2025 is a regular full day

October 2, 2024 and June 5, 2025 are special minimum days - see other schedule - Students will leave at 12:00 PM

Periods 1 and 7 are 55 minutes long on regular days. Periods 2-6 are 52 minutes long.

Minimum day periods 2-6 are 33 minutes in length.



Upper Lake High School

Home of the Mighty Cougars

Regular Bell Schedule 2024-2025

Monday	Tuesday	Wednesday	Thursday	Friday
1 8:00-8:55 (55 mins)	1 8:00-8:55 (55 mins)	1 8:00 - 8:35 (35 min)	1 8:00-8:55 (55 mins)	1 8:00-8:55 (55 mins)
2 9:00-9:50 (50 mins)	2 9:00-9:50 (50 mins)	2 8:40-9:10 (30 min)	2 9:00-9:50 (50 mins)	2 9:00-9:50 (50 mins)
Break 9:50-10:00 (10 mins)	Break 9:50-10:00 (10 mins)	3 9:15 - 9:45 (30 min)	Break 9:50-10:00 (10 mins)	Break 9:50-10:00 (10 mins)
		Break 9:45 - 9:55 (10 min)		
3 10:05-10:55 (50 mins)	3 10:05-10:55 (50 mins)	4 10:00 - 10:30 (30 min)	3 10:05-10:55 (50 mins)	3 10:05-10:55 (50 mins)
4 11:00-11:50 (50 mins)	4 11:00-11:50 (50 mins)	5 10:35 - 11:05 (30 min)	4 11:00-11:50 (50 mins)	4 11:00-11:50 (50 mins)
5 11:55-12:45 (50 mins)	5 11:55-12:45 (50 mins)	6 11:10 - 11:40 (30 min)	5 11:55-12:45 (50 mins)	5 11:55-12:45 (50 mins)
Lunch 12:45-1:15 (30 mins)	Lunch 12:45-1:15 (30 mins)	Lunch 11:40 - 12:10 (30 min)	Lunch 12:45-1:15 (30 mins)	Lunch 12:45-1:15 (30 mins)
6 1:20-2:15 (55 mins)	6 1:20-2:15 (55 mins)	7 12:15-12:45 (30 mins)	6 1:20-2:15 (55 mins)	6 1:20-2:15 (55 mins)
7 2:20-3:10 (50 mins)	7 2:20-3:10 (50 mins)	Minimum Day 12:45-3:15 (Teacher Collaboration)	7 2:20-3:10 (50 mins)	7 2:20-3:10 (50 mins)
Minimum Days Fall 2024			Minimum Days Spring 2025	
August 7, 8, 9, 14, 21, 28			January 15, 29	
September 11, 18, 25			February 5, 26	
October 2, 9, 23, 30			March 5, 12, 19	
November 6, 20			April 9, 16, 23, 30	
December 4, 11, 18			May 7, 14, 21 June 5* (June 5, Dismissed at 12 pm)	

Upper Lake High School Bell Schedule

2024-2025

NO MINIMUM DAY

4 DAY WEEK NO SCHOOL ON MONDAY

Monday	Tuesday	Wednesday	Thursday	Friday
NO SCHOOL ON THE FOLLOWING MONDAYS September 2 October 14 November 11 January 20 February 17 May 26	1 8:00-8:55 <i>(55 mins)</i>	1 8:00-8:55 <i>(55 mins)</i>	1 8:00-8:55 <i>(55 mins)</i>	1 8:00-8:55 <i>(55 mins)</i>
	2 9:00-9:50 <i>(50 mins)</i>	2 9:00-9:50 <i>(50 mins)</i>	2 9:00-9:50 <i>(50 mins)</i>	2 9:00-9:50 <i>(50 mins)</i>
	Break 9:50-10:00 <i>(10 mins)</i>	Break 9:50-10:00 <i>(10 mins)</i>	Break 9:50-10:00 <i>(10 mins)</i>	Break 9:50-10:00 <i>(10 mins)</i>
	3 10:05-10:55 <i>(50 mins)</i>	3 10:05-10:55 <i>(50 mins)</i>	3 10:05-10:55 <i>(50 mins)</i>	3 10:05-10:55 <i>(50 mins)</i>
	4 11:00-11:50 <i>(50 mins)</i>	4 11:00-11:50 <i>(50 mins)</i>	4 11:00-11:50 <i>(50 mins)</i>	4 11:00-11:50 <i>(50 mins)</i>
	5 11:55-12:45 <i>(50 mins)</i>	5 11:55-12:45 <i>(50 mins)</i>	5 11:55-12:45 <i>(50 mins)</i>	5 11:55-12:45 <i>(50 mins)</i>
	Lunch 12:45-1:15 <i>(30 mins)</i>	Lunch 12:45-1:15 <i>(30 mins)</i>	Lunch 12:45-1:15 <i>(30 mins)</i>	Lunch 12:45-1:15 <i>(30 mins)</i>
	6 1:20-2:15 <i>(55 mins)</i>	6 1:20-2:15 <i>(55 mins)</i>	6 1:20-2:15 <i>(55 mins)</i>	6 1:20-2:15 <i>(55 mins)</i>
	7 2:20-3:10 <i>(50 mins)</i>	7 2:20-3:10 <i>(50 mins)</i>	7 2:20-3:10 <i>(50 mins)</i>	7 2:20-3:10 <i>(50 mins)</i>

Upper Lake High School Bell Schedule

2024-2025

NO MINIMUM DAY

4 DAY WEEK

NO SCHOOL ON FRIDAY

Monday	Tuesday	Wednesday	Thursday	Friday
1 8:00-8:55 (55 mins)	1 8:00-8:55 (55 mins)	1 8:00-8:55 (55 mins)	1 8:00-8:55 (55 mins)	NO SCHOOL ON THE FOLLOWING FRIDAYS Friday February 14
2 9:00-9:50 (50 mins)	2 9:00-9:50 (50 mins)	2 9:00-9:50 (50 mins)	2 9:00-9:50 (50 mins)	
Break 9:50-10:00 (10 mins)	Break 9:50-10:00 (10 mins)	Break 9:50-10:00 (10 mins)	Break 9:50-10:00 (10 mins)	
3 10:05-10:55 (50 mins)	3 10:05-10:55 (50 mins)	3 10:05-10:55 (50 mins)	3 10:05-10:55 (50 mins)	
4 11:00-11:50 (50 mins)	4 11:00-11:50 (50 mins)	4 11:00-11:50 (50 mins)	4 11:00-11:50 (50 mins)	
5 11:55-12:45 (50 mins)	5 11:55-12:45 (50 mins)	5 11:55-12:45 (50 mins)	5 11:55-12:45 (50 mins)	
Lunch 12:45-1:15 (30 mins)	Lunch 12:45-1:15 (30 mins)	Lunch 12:45-1:15 (30 mins)	Lunch 12:45-1:15 (30 mins)	
6 1:20-2:15 (55 mins)	6 1:20-2:15 (55 mins)	6 1:20-2:15 (55 mins)	6 1:20-2:15 (55 mins)	
7 2:20-3:10 (50 mins)	7 2:20-3:10 (50 mins)	7 2:20-3:10 (50 mins)	7 2:20-3:10 (50 mins)	

Upper Lake High School Bell Schedule

HOMECOMING WEEK 2024

September 30 - October 4

Monday	Tuesday	Wednesday	Thursday	Friday HOMECOMING ACTIVITIES
1 8:00-8:55 (55 mins)	1 8:00-8:55 (55 mins)	1 8:00 - 8:30 (30 min)	1 8:00-8:55 (55 mins)	1 8:00-8:55 (55 mins)
2 9:00-9:50 (50 mins)	2 9:00-9:50 (50 mins)	2 8:35-9:00 (25 min)	2 9:00-9:50 (50 mins)	2 9:00-9:50 (50 mins)
Break 9:50-10:00 (10 mins)	Break 9:50-10:00 (10 mins)	3 9:05 - 9:30 (25 min)	Break 9:50-10:00 (10 mins)	Break 9:50-10:00 (10 mins)
		4 9:35 - 10:05 (25 min)		
3 10:05-10:55 (50 mins)	3 10:05-10:55 (50 mins)	Break 10:05 - 10:15 (10 min)	3 10:05-10:55 (50 mins)	3 10:05-10:55 (50 mins)
4 11:00-11:50 (50 mins)	4 11:00-11:50 (50 mins)	5 10:20- 10:45 (25 min)	4 11:00-11:50 (50 mins)	4 11:00-11:50 (50 mins)
5 11:55-12:45 (50 mins)	5 11:55-12:45 (50 mins)	6 10:50 - 11:10 (20 min)	5 11:55-12:45 (50 mins)	5 11:55-12:45 (50 mins)
Lunch 12:45-1:15 (30 mins)	Lunch 12:45-1:15 (30 mins)	Lunch 11:10 - 11:40 (30 min)	Lunch 12:45-1:15 (30 mins)	Lunch 12:45-1:15 (30 mins)
6 1:20-2:15 (55 mins)	6 1:20-2:15 (55 mins)	7 11:40-12:00 (20 mins)	6 1:20-2:15 (55 mins)	6 1:20-2:15 (55 mins)
7 2:20-3:10 (50 mins)	7 2:20-3:10 (50 mins)	Minimum Day 12:00-3:20 (Teacher Collaboration)	7 2:20-3:10 (50 mins)	7 2:20-3:10 (50 mins)



Upper Lake High School

Home of the Mighty Cougars

Bell Schedule

First 3 Days of School

Period	Wednesday August 7 <i>1st Day of School</i>	Thursday August 8 <i>2nd Day of School</i>	Friday August 9 <i>3rd Day of School</i>
1 8:00-8:35 <i>(35 mins)</i>	Passport to Success	Team Building	Class Meetings
2 8:40-9:10 <i>(30 mins)</i>			
3 9:15-9:45 <i>(30 mins)</i>			
Break 9:45-9:55 <i>(10 mins)</i>			
4 10:00-10:30 <i>(30 mins)</i>	Passport to Success	Team Building	Class Meetings
5 10:35-11:05 <i>(30 mins)</i>			Rally
6 11:10-12:40 <i>(30 mins)</i>			
Lunch 11:40-12:10			
7 12:15-12:45 <i>(30 mins)</i>	Passport to Success	Team Building	Field Day

ULMS and ULHS

SPECIAL BELL SCHEDULE

Wednesday, October 2, 2024

Thursday June 5 2025

(Due to Elementary School Minimum Days and Transportation Needs)

1 8:00 - 8:32 (32 min)	1 8:00 - 8:30 (30 min)
2 8:35 - 9:00 (25 min)	2 8:35-9:00 (25 min)
Break 9:00 - 9:10 (10 min)	3 9:05 - 9:30 (25 min)
3 9:13 - 9:38 (25 min)	4 9:35 - 10:05 (25 min)
4 9:41 - 10:06 (25 min)	Break 10:05 - 10:15 (10 min)
5 10:09 - 10:34 (25 min)	5 10:20- 10:45 (25 min)
Lunch 10:34- 11:04 (30 min)	6 10:50 - 11:10 (20 min)
6 11:07 - 11:32 (25 min)	Lunch 11:10 - 11:40 (30 min)
7 11:35 - 12:00 (25 min)	7 11:40-12:00 (20 mins)
Minimum Day 12:00 - 3:20 (Teacher Collaboration)	

Upper Lake High School Bell Schedule

FALL FINAL EXAMS
DECEMBER 19 and 20
2024-2025

Monday	Tuesday	Wednesday	Thursday FINAL EXAM	Friday FINAL EXAM
1 8:00-8:55 (55 mins)	1 8:00-8:55 (55 mins)	1 8:00 - 8:35 (35 min)	1 8:00-8:55 (55 mins)	1 8:00-8:55 (55 mins)
2 9:00-9:50 (50 mins)	2 9:00-9:50 (50 mins)	2 8:40-9:10 (30 min)	2 9:00-9:50 (50 mins)	2 9:00-9:50 (50 mins)
Break 9:50-10:00 (10 mins)	Break 9:50-10:00 (10 mins)	3 9:15 - 9:45 (30 min)	Break 9:50-10:00 (10 mins)	Break 9:50-10:00 (10 mins)
		Break 9:45 - 9:55 (10 min)		
3 10:05-10:55 (50 mins)	3 10:05-10:55 (50 mins)	4 10:00 - 10:30 (30 min)	3 10:05-10:55 (50 mins)	3 10:05-10:55 (50 mins)
4 11:00-11:50 (50 mins)	4 11:00-11:50 (50 mins)	5 10:35 - 11:05 (30 min)	4 11:00-11:50 (50 mins)	4 11:00-11:50 (50 mins)
5 11:55-12:45 (50 mins)	5 11:55-12:45 (50 mins)	6 11:10 - 11:40 (30 min)	5 11:55-12:45 (50 mins)	5 11:55-12:45 (50 mins)
Lunch 12:45-1:15 (30 mins)	Lunch 12:45-1:15 (30 mins)	Lunch 11:40 - 12:10 (30 min)	Lunch 12:45-1:15 (30 mins)	Lunch 12:45-1:15 (30 mins)
6 1:20-2:15 (55 mins)	6 1:20-2:15 (55 mins)	7 12:15-12:45 (30 mins)	6 1:20-2:15 (55 mins)	6 1:20-2:15 (55 mins)
7 2:20-3:10 (50 mins)	7 2:20-3:10 (50 mins)	Minimum Day 12:45-3:20 (Teacher Collaboration)	7 2:20-3:10 (50 mins)	7 2:20-3:10 (50 mins)
				ALL GRADES DUE BY January 17, 2025

Upper Lake High School Bell Schedule

SPRING FINAL EXAMS

June 3 & June 4

2024-2025

Monday June 2 FINAL EXAMS Grade 12	Tuesday June 3 FINAL EXAMS Grades 9-11	Wednesday June 4 FINAL EXAMS Grades 9-11	Thursday June 5 LAST DAY OF SCHOOL	Friday June 6
1 8:00-8:55 (55 mins)	1 8:00-8:55 (55 mins)	1 8:00-8:55 (55 mins)	1 8:00 - 8:30 (30 min)	Teacher Work Day 9-11 GRADES DUE BY 3:20 PM FINAL TEACHER CHECK OUT DUE BY 3:20 PM Graduation 6:00 pm
2 9:00-9:50 (50 mins)	2 9:00-9:50 (50 mins)	2 9:00-9:50 (50 mins)	2 8:35-9:00 (25 min)	
Break 9:50-10:00 (10 mins)	Break 9:50-10:00 (10 mins)	Break 9:50-10:00 (10 mins)	3 9:05 - 9:30 (25 min)	
			4 9:35 - 10:05 (25 min)	
3 10:05-10:55 (50 mins)	3 10:05-10:55 (50 mins)	3 10:05-10:55 (50 mins)	Break 10:05 - 10:15 (10 min)	
4 11:00-11:50 (50 mins)	4 11:00-11:50 (50 mins)	4 11:00-11:50 (50 mins)	5 10:20- 10:45 (25 min)	
5 11:55-12:45 (50 mins)	5 11:55-12:45 (50 mins)	5 11:55-12:45 (50 mins)	6 10:50 - 11:10 (20 min)	
Lunch 12:45-1:15 (30 mins)	Lunch 12:45-1:15 (30 mins)	Lunch 12:45-1:15 (30 mins)	Lunch 11:10 - 11:40 (30 min)	
6 1:20-2:15 (55 mins)	6 1:20-2:15 (55 mins)	6 1:20-2:15 (55 mins)	7 11:40-12:00 (20 mins)	
7 2:20-3:10 (50 mins)	7 2:20-3:10 (50 mins) 12th GRADE GRADES DUE BY 11:59 pm	7 2:20-3:10 (50 mins)	Minimum Day 12:00-3:20 (Teacher Collaboration)	



Clover Valley High School

Home of the Tigers

2023-24 Bell Schedule

Period 1 (Breakfast)	8:00 – 8:30
Period 2	8:30 – 9:05
Period 3	9:05 – 9:35
Break	9:35 – 9:45
Period 4	9:45 – 10:20
Period 5	10:20 – 10:55
Lunch	10:55 – 11:25
Period 6	11:25 – 12:00
Dismissal	12:00 pm

ULHS/ULMS Secondary Grading Timeline 2024-2025

Updated 6/20/2024

Report Title	Grade Period End Date	Aeries Gradebook Access Dates	Athletic Date of Determination	Sports in Season
Progress Report 1	September 20, 2024	Open 9/18/24 Close 9/26/24 Print on 9/27/24	September 30, 2024	Football Volleyball Soccer Cross Country Cheer
Progress Report 2	November 1, 2024	Open 10/30/24 Close 11/7/24 Print on 11/8/24	November 12, 2024	Football Volleyball Soccer Cross Country Cheer Basketball Wrestling
End of 1st Semester	December 20, 2024 Credits will be issued	Open 12/18/24 Close 1/17/25 Print on 1/21/25	January 21, 2025	Cheer - Winter Basketball Wrestling
Progress Report 1	February 21, 2025	Open 2/19/25 Close 2/27/25 Print 2/28/25	March 3, 2025	Cheer - Winter Basketball Wrestling Baseball Softball Track & Field Golf
Progress Report 2	April 18, 2025	Open 4/16/25 Close 4/24/25 Print on 4/25/25	April 28, 2025	Baseball Softball Track & Field Golf
End of 2nd Semester	June 5, 2025 Credits will be issued	Open 5/28/25 Close- 6/6/25 Print on 6/11/25 <i>SENIOR GRADES DUE JUNE 3, BY 11:59 pm</i> <i>9-11 GRADES DUE JUNE 6 BY 3:20 PM</i>	June 13, 2025	Baseball Softball Track & Field Football Volleyball Soccer Cross Country Golf Cheer

ULUSD Transportation Services

TRANSPORTATION SERVICES:

The State of California and school districts have established rules and regulations for the safe transportation of children. The law states that "Pupils transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street or a highway" 5 CCR 14103. The following are the rules and regulations that ALL STUDENTS MUST abide by when riding a school bus. **Riding a school bus is a privilege, not a right. Riding privileges may be denied to any student who violates these rules and/or causes serious or habitual problems for the driver or other students.**

Trust

- ***Walk with caution.*** Use safe pedestrian skills on your way to and from the bus stop. Select the safest route to get to and from your or your child's stop.
- ***Wait at your stop.*** Wait at the stop and do not step into the road at any time. Wait until the bus stops. Students must be 12 feet away from the bus at all times and not move toward the bus until the bus has stopped completely and the doors are opened. Wait until the door is open and riders have exited to approach the door.
- ***Stay seated.*** Take the nearest available seat and stay seated. Wear the seatbelt if the bus is equipped with seat belts. This is state law.
- ***Video recording in progress.*** Every district bus and van is equipped with video recording equipment. Do not tamper with, block, or disable this equipment. Any person who knowingly interferes with the recording process will be subject to disciplinary action and may jeopardize their privilege to be transported in any district vehicle.

Respect

- ***Roll with respect.*** Keep the bus clean and do not damage the bus in any way. Treat your driver with respect and follow their instructions.
- ***Keep your hands and feet to yourself.*** Mind your own business and keep hands and head inside at all times.
- ***Use a quiet voice.*** Do not yell or speak loudly inside the bus. Bus stops are smoke-free zones. Refrain from smoking at or near bus stops.
- ***No illegal or dangerous items.*** Absolutely no weapons, tobacco, alcohol, or illicit drugs are allowed to be transported or used on the bus or in any school vehicle. School, state and federal laws apply. Violating these policies and laws could result in disciplinary action resulting in possible suspension, expulsion, or other means of correction.

Responsibility

- ***Be on Time.*** Be at your school bus stop in advance of when the bus is scheduled to arrive.
- ***Be safe and respectful to all,*** including other riders.

Transportation for Extracurricular and Co-Curricular Events

All efforts to transport students to games, co-curricular, and extracurricular activities by district transportation will be made but there may be times when no bus or van is available. If no district transportation is available, we will have to rely on parents or guardians to transport participating students. Any parent transporting other than their student must complete and have on file the district drivers' form, provide a copy of a valid California Driver's License, and proof of insurance with the necessary coverage.

When a student has been transported by district transportation and a parent/guardian wishes to transport their student(s) home from a game or activity they must inform the coach or activity director in person and provide the coach or activity director with a written note that the student(s) has been taken from the activity.

ULUSD Food Services

FOOD SERVICES:

The Food Services Department of ULUSD is a team of food service professionals working in conjunction with parents,

students, and educators to provide a healthy school nutrition program.

Meals served to students are analyzed to meet or exceed the requirements of the United States Department of Agriculture. Meals contain zero trans-fats and are low in sugar and sodium. Upper Lake Unified School District offers well-balanced, nutritious, and attractive meals to our students two times a day. **Please refer to each school's bell schedule to see when meals are served to students.**

We recognize that wellness and proper nutrition are related to students' readiness to learn and strive to provide a variety of healthy choices that appeal to students. All meals meet the Healthy Hungry Free Kids Act of 2010 requirements. Household Income data forms are required to be filled out by families each year and are available from the office secretary or on our website. The school menu is posted each month on the school website and in the office. ULUSD offers a NO CHARGE breakfast and lunch to all ULUSD Middle School and High School students.

Students select from a well balanced tray of food consisting of 2 oz of Meat/ Meat alternate and 2 oz of Grain and a fruit or vegetable. Fruit or Vegetable must be taken with every meal in order for our district to be reimbursed by the state.

Research shows that students perform better and feel better when they have a healthy breakfast and lunch. Our Food Services Department introduces new foods and sets a good example for healthy eating habits.

In the operation of child feeding programs, no child will be discriminated against because of race, sex, color, national origin, age, or handicap. If you believe you have been discriminated against, write immediately to the Secretary of Agriculture, Washington D.C., 20250.

Section 2: Student Life

School Climate and Culture

School climate could be defined as the attitude of the school. It is how students and staff feel about being at school and participating in classes, co-curricular and extracurricular activities. It is the “buy-in” by students and staff. The secondary schools of ULUSD are committed to growing and developing an ever-improving and exciting school climate where students want to come to school to learn, grow, and interact in trusting, respectful, and responsible ways with all students and staff.

School culture revolves around school traditions, safety, relationships, teaching and learning, and the healthy connections between the school, students, families, and the community. Every decision we make as a secondary educational team is processed in tandem with the desire of influencing and growing school culture.

To that end, the ULUSD Secondary Team continues to support the formation of clubs, groups, activities, and opportunities for students. Below is a partial list of ways that we build and support positive school culture and climate.

LINK CREW:

Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Link Crew trains mentors from the junior and senior classes to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success.

GET CONNECTED THROUGH ASB (Associated Student Body):

ASB stands for Associated Student Body and it represents the interests and goals of all Upper Lake Secondary schools. ASB is responsible for providing student activities and being the voice of students to staff, school district, and community. The main objective of ASB is to make students feel connected to school and each other through involvement in ASB organized activities.

These organizations oversee the expenditures of student funds, raising funds, supporting and recognizing campus clubs and organizations, and sponsoring many school-wide programs, activities, and events.

The primary goals of ASB are to create a memorable experience for all students on campus, to promote unity and spirit, and to grow as student leaders. ASB actively works to ensure that student activities and campus life are alive and well. ASB is constantly making contributions to the community, school, and their fellow students.

ASB STUDENT BODY CARDS:

On picture day each student will be given a student body card. Students are expected to carry their student body card with them while on campus and will need it for checking out chromebooks, textbooks, and other equipment. Students will need to present their student body card for the purchase of dance and other special event tickets.

IDENTIFICATION “ID” CARDS AND STUDENT BODY ACTIVITY STICKER (ULHS):

Students will be issued an ULHS ID Card and should carry the card on campus and while attending school events.

LEADERSHIP:

Every student on each campus has the opportunity to develop leadership skills. Whether it is participating in student government, in clubs, or other organizations. Students can run for a leadership position or simply be involved as an active member in clubs, building leadership skills along the way.

CLASS MEETINGS:

The purpose of class meetings are to create community, communicate, and celebrate. Class meetings provide the practice arena for all of the skills necessary to grow citizens who are responsible, respectful and resourceful members of the community.

CLUBS

ULMS:

Clubs usually get under way at the beginning of the year. Announcements of club meetings (time and place) appear in the morning announcements. We hope every student will participate in one or more clubs or activities/sports. If you wish to start a new club, give your suggestions to the principal.

ULHS:

At Upper Lake High School ACTIVITIES is an important part of our school. CLUBS are student-based school organizations that help prepare you for college, career and life! Each student will commit to being in at least ONE club.

DANCES::

Guidelines for Dances are as follows:

- Current School ID (pre-purchase tickets only) required for all HS students
- Guests from other high schools who attend must receive permission from ULHS and their school and must provide a photocopy of photo ID at time of ticket purchase
- Non-high school guests must sign a waiver (persons 18-20 who are no longer attending high school) and provide a photo ID at time of ticket purchase
- School and District rules, policies and norms apply at all dances
- Dance Eligibility - 2.0 GPA in the last grading period
- No significant discipline issues. A student who is on the **Non-Privilege List** will not be eligible to attend any dance or extracurricular events

Advisory Groups:

Student voice and student choice is at the heart of what drives the development of a positive school culture. At ULHS, students are selected to be involved in advisory groups that open dialogue about topics that affect the climate and culture of ULHS. These important groups meet with staff members to discuss important topics such as combating racism, technology use, substance abuse, building relationships, equity and diversity, establishing trust and other issues. Currently we have three advisory groups; Technology, School Culture, and Leadership.

Section 3: Academics

AB216/AB1806/AB2121 DETERMINATION

ENGLISH LEARNER SERVICES:

For students enrolled in grades 6-12, the academic counselor, guidance technician, and school principal collaborate to enroll the student in a designated English Language Development (ELD) class led by a highly qualified ELD instructor. This class is integrated into the student's schedule, ensuring daily engagement with the teacher for English language development purposes. ULMS 6th grade English Learner students are also enrolled in an English and Math Intervention Class.

Once enrolled, our site testing coordinator administers the initial assessment to ascertain the student's English Language Development (ELD) level in compliance with federal program monitoring requirements. Students are served according to their ELP levels until reclassification as a Fluent English Proficient student.

FOSTER YOUTH:

Foster youth in California have special rights to help them remain on track for high school graduation. Under Assembly Bill 167/216 ("AB 216"), foster youth who are off track for high school graduation, and transfer after their second year of high school, may be eligible to graduate by completing the minimum state requirements. Students who graduate under AB 167/216 do not have to complete additional school district requirements, which generally range from 80-120 credits).

HOMELESS YOUTH:

Homeless youth in California must be considered homeless, transfer after the 2nd year of high school, unable to complete local requirements within 4 years, and be informed within 30 days of transfer (AB 1806 - Ch. 767, Stats, 2014).

NEWCOMER:

California extends homeless and foster provisions to a pupil participating in an English language proficiency program for newly arrived immigrant pupils and who is in their 3rd or 4th year of high school.

Academic Policies and Protocols

INCOMPLETE (ULHS & CVHS):

An Incomplete shall be given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the incomplete shall become an F (ULUSD AR 5121). No credits will be awarded for incomplete courses that convert to an F.

PRESENTATION CLOTHING:

What you wear when giving presentations is a critical piece to your overall success. However distasteful it may be to admit, people ARE judged based on their appearance. Humans, at a minimum, make initial assumptions about you based on how you look. Set yourself up to make a positive first impression when presenting. This will ensure your audience focuses on your message, delivery, and knowledge of the topic during presentations. Below are tips for students that will help impart the confidence that they "own the room!"

PRESENTATION CLOTHING TIPS:

- Make sure you are covered up. There is no reason to wear revealing clothing in a professional situation.
- Hats are generally inappropriate
- Make sure your clothes fit! Don't wear baggy clothes. Also, make sure your shirt is tucked in (unless you are going for a different look of course).
- Collared shirts, blouses, button ups - avoid t-shirts.
- Iron your clothes so they are not wrinkled.
- Unless you are giving a presentation to some surfers on a beach there is never an appropriate time to wear flip flops for a presentation.
- Make sure your hair looks neat.

READY TO LEARN:

Upper Lake High School is committed to fostering a positive and inclusive learning environment that empowers students to reach their full potential. We must establish clear expectations for behavior, engagement, and academic preparedness

to achieve this. The "Ready to Learn" expectations create a conducive atmosphere for effective teaching and learning. Without the constant allure of notifications and social media, students can concentrate leading to improved comprehension and retention of information. Moreover, the absence of cell phones fosters community and interpersonal connections within the classroom.

Without the presence of cell phones in classrooms, students are more likely to:

1. Engage in learning and meaningful discussions
2. Collaborate on projects
3. Build stronger relationships with their peers and teachers.

Additionally, a cell phone-free environment:

1. Promotes a healthier and more balanced lifestyle
2. Encourages students to take breaks without succumbing to the constant pull of screens.

Ultimately, by minimizing the intrusion of mobile devices, educational settings can cultivate a more conducive learning space, enhancing academic performance and overall well-being.

ULHS READY TO LEARN:

1. Teachers will greet students at the door. Students make eye contact and say hello and enter the classroom ready to learn.
2. Students put cell phones IN THEIR BACKPACK (not their pocket) OR the cell phone holder in the classroom.
3. Students get materials out, including a CHARGED CHROMEBOOK, pencil, paper, etc
4. Students start the activity.

OVERDUE ACCOUNTS:

The Superintendent or designee shall, in accordance with law, recover any debt owed to the district as a result of unpaid permissible student fees approved by the Board.

TEXTBOOKS:

Textbooks issued are loaned for your personal use. Upon receipt of books:

1. Examine all books for unusual damage or use and inform your teacher of all such damage; your teacher will note the damage on the inside record sheet.
2. When the textbooks are collected, fines will be assessed if books are damaged beyond normal wear.
3. Students will be assessed a charge for all damage to books; students must pay the actual replacement cost for lost books.

TRANSCRIPT REQUEST (ULHS & CVHS):

Requests for official transcripts are handled in our Guidance Technician's Office at ULHS. Transcript request forms are available on our Student Services page on our website.

ACADEMIC INTEGRITY:

We value honesty in learning and expect our students to achieve with integrity. Academic integrity is a commitment to the values of honesty, trust, fairness, respect, and responsibility in the academic process. Developing students who achieve with integrity is an educational commitment among students, parents, and teachers. Instances of plagiarism or cheating are viewed as direct violations of our code of conduct. Academic integrity means that a student accurately and reliably presents information and research, and gives appropriate credit for other people's work or ideas. **When you do not properly cite your sources or you borrow the ideas, language, or work of another person and pass them off as your own product, it is called PLAGIARISM.**

Students Who Achieve With Academic Integrity:

- Use print and digital information sources in an ethical and responsible manner
- Properly cite the ideas and work of others
- Submit only their own work, homework assignment, quiz, test, or project without unauthorized assistance
- Do not provide unauthorized assistance to others by sharing their work, assignments, or tests
- Respect other people's creative work by following copyright law and fair use policies

When students violate our academic code of conduct, student services will work to restore the trust that has been lost, create an environment for renewed respect, and give the opportunity for a student to repair the harm created when the violation occurred. The goal of this process is that the student learns how to create properly cited and original academic work, and to understand the issues surrounding academic integrity so that a repeat of the behavior is avoided. This restorative approach may involve utilizing a variety of Tier One and Two strategies including the use of Other Means of Correction when addressing the issue.

Upper Lake Middle School

INSTRUCTIONAL PROGRAMS & SUPPORT

Academics

Calculating Grade Point Average (GPA)

Letter Grade	Point Value	How to calculate GPA	Example:
A	4	1. Add the points for each grade given 2. Divide by the number of classes 3. The result is the GPA	A student has earned: 3 A's (3x4=12) 1 B (1x3=3) 1 C (1x2=2) 1 D (2x1=2) <i>Total Points = 19</i> 19 divided by 7 (number of classes) = 2.71 GPA
B	3		
C	2		
D	1		
F	0		

A grade of Passing (P) will not be used to compute grade point averages. At the discretion of the teacher, a student may be given an incomplete (INC) as a summative grade. Incomplete grades are usually the result of excused absences that are out of the control of the student. Students will have 6 weeks to make up work or the grade will become an "F".

ACADEMIC DISTINCTIONS:

ULMS places a high priority upon the academic achievement and scholastic endeavor of students. We believe that one of the highest goals for which our students can strive is notable achievement in academics. Both Principal's List and Honor Roll are published in the local newspapers after each semester.

Parents may also check attendance and the grades of the last grading period by going to the Aeries Parent Portal at <https://upperlake.asp.aeries.net/>. Each student will have a username and password provided at enrollment. To create your Parent Portal on Aeries, please attend Back To School Night or call the school office for assistance.

1. **PRINCIPAL'S LIST:** Students who achieve a grade point average of 3.5 or higher.
2. **HONOR ROLL:** Students who achieve a grade point average of 3.0 to 3.49.

REPORTING TO FAMILIES:

The staff is committed to keeping parents actively involved and aware of student progress, utilizing calls and emails home, as well as scheduled conferences. At Back-to-School Night, held each year in September, teachers will review their goals and the course of study for the grade level they teach, along with a presentation of materials and textbooks used in the classroom. This is a good opportunity to get acquainted with the instructional program and the staff.

Student Study Teams:

Student Study Team conferences with teachers(s) may be scheduled at any time throughout the school year. These may be requested by the parent or teachers. Please feel free to make an appointment whenever you have a concern. Appointments may be made directly with teacher(s) or through the Guidance Technician (ULHS) at 707-275-2338 ext 3214 and the school secretary (ULMS) at 275-0223.

8th GRADE ACTIVITIES AND PROMOTION CEREMONY:

All 8th grade students will be eligible to participate in the Promotion and Awards Ceremony. Students who are academically eligible for extracurricular activities will be able to attend the 8th grade trip and picnic. We will be following the 2.0 GPA standard maintaining a consistent eligibility standard for all extracurricular events. Students on the non-privilege list will be excluded from extracurricular activities, except 8th grade promotion.

HOMEWORK POLICY:

Meaningful homework helps children develop effective study habits, reinforces classroom learning and enriches the classroom experience. The purpose of homework is to:

- Preview, practice, and apply newly acquired skills.
- Promote planning and organizational skills.
- Promote life skills including study habits, self-discipline and time management.

Homework is the responsibility of the student, with the assistance of parents. Teachers review completed homework. This combined effort of home and school assists students in extending their learning and in improving achievement. At the middle school level, homework is a regular part of the instructional program. The frequency and length of homework will vary by subject matter.

What parents can do to promote student success:

- Talk with your child about the importance of homework for school success.
- Learn about the teacher's homework policy and grading expectations.
- Ask your child about their learning.
- Bring questions to the teacher when you need clarification.
- Provide an environment for homework completion (quiet place, consistent time, resource).
- Monitor your child's progress.
- Plan vacations around the school calendar to avoid absences. If your child is absent, request the work and ensure that the work is turned in according to the teacher's specifications.
- Contact the teacher if your child is struggling, i.e. spending too much time on assignments, or requiring a lot of assistance.
- Monitor grades and homework progress through the Aeries Parent Portal.

Student homework responsibilities:

- Complete quality homework – do your best work.
- Be prepared with materials needed to complete the assignment.
- Ask teachers and parents for clarification if you are confused.
- Inform parents and caregivers of homework expectations.
- Use the organizational tools provided.
- If absent, ask for the work you missed. Make up missed work and turn in immediately.
- Turn in your homework to your teacher on time – don't lose it!

PHYSICAL AND HEALTH EDUCATION:

ULMS offers a physical and health education program where students receive regular, developmentally appropriate instruction. Instructors take into account the latest information on fitness and nutrition and promote participation in standards-based, fitness related activities. The curriculum emphasizes life-long health, fitness and well-being.

Physical Education Dress:

Students in the 7th and 8th grade are required to dress in clothes that will allow them to appropriately participate in PE. PE attire includes: shorts, shirts and appropriate shoes during physical education class. Not all appropriate school dress and footwear will be appropriate for P.E. each day. Please have alternate clothes for those days.

Physical Education Excuse:

All notes excusing students from physical education class must be brought to the office before school (7:30 – 7:53 a.m.) The office will issue a medical release form to the student, which is to be given to his/her physical education instructor at the beginning of class. These medical notes must include the following information:

1. First and last name of the student and current date.
 2. Specific reason for being excused from class.
 3. The length of time for the excuse. Any excuse longer than 3 days must be accompanied by a note from a physician (California State Education Code).
 4. Signature of a parent or guardian.
-

Clover Valley High School

Academics

CLOVER VALLEY HIGH SCHOOL GRADUATION REQUIREMENTS:

To earn the diploma a student shall successfully complete 210 semester-period credits in the graduation requirements and elective courses approved by the Board.

CLOVER VALLEY HIGH SCHOOL GRADUATION REQUIREMENTS	
English	40 Credits
Social Studies World History US History Government/Economics	30 Credits
Math (Including Math 1)	30 Credits
Science (life and physical)	20 Credits
Physical Education	20 Credits
Visual or Performing Arts	10 Credits
Electives	60 Credits
Total Credits:	210 Credits

Breakdown of Classes Needed to Graduate CVHS

Graduation Requirements		Clover Valley High School Course Title and Number
History/Social Science (2 years Required) World History, US History, Gov./Econ	20 Credits	World History (4010C) U.S History (4030C) American Government (4040C) Economics (4041C)
English (4 years)	40 Credits	English 1 (1010C) English 2 (1020C) English 3 (1030C) English 4 (1040C)
Math (Including Math 1) 3 Required, 4 Recommended	30 Credits	Algebra Essentials (2017C) Math 1 (2012C)

		Math 2 (2020C) Math 3 ((2030C) Consumer Math (2045C)
Science (life and physical) 2 Required, 3 Recommended	20 Credits	General Science (3009C) Earth Science (3010C) Life Science (3021C) Ag Science 1 (3024C)
Visual and Performing Arts/Language other than English	10 Credits	Visual Art 1 (6071C) Visual Art 2 (6072C)
Elective	60 Credits	Elective (0007C)

Clover Valley High School is a continuation high school that utilizes *Acellus*, an online platform that delivers the required curriculum to meet student graduation requirements and enrichment goals. CVHS has an on-site, credentialed teacher who guides, encourages, and directs students in accessing the curriculum, helping each student become successful. Students may move as quickly through courses as they like, as long as assignment targets and grade expectations are met, giving students an unobstructed and accelerated path to high school graduation, if that is what they desire.

Instructional time begins each day (M-F) at 8:00 a.m. and ends at 12:00 p.m. Both breakfast and lunch are delivered by ULUSD Food Services personnel each day. Students may ride the school bus to ULHS and walk to CVHS in the morning. At approximately 12:15 p.m., ULUSD will provide transportation home for those students who need a ride.

Independent Study:

SECONDARY: ULMS, ULHS, and CVHS offer an Independent Study program utilizing *Acellus*, an online curriculum and delivery platform. Both the family and the student must agree to and sign an Independent Study Agreement that outlines expectations of the program. Independent Study is not a right and is not automatically granted to all applicants. Acceptance is based on criteria such as the student's ability to access and complete assignments and exams independently, the reason for entering Independent Study, and if there is room for new students in the program, based on teacher-to-student ratios outlined by The State of California. The School administration and academic counselor will make the final decision about entrance into the program. Removal from Independent Study is dictated by California Education Code that requires students make adequate daily progress to remain on independent study, including attending required meetings with school personnel.

ACADEMIC COUNSELOR - ULHS:

Our Academic Counselor is available to assist students with academic planning, college and career planning, and social and emotional support. Our counselor checks in with students on a one-on-one basis. Confidentiality is extremely important between student and counselor. All matters discussed will be kept in the strictest of confidence (as allowed by law; the counselor and all public employees are mandated reporters and must report certain matters).

CREDIT RECOVERY - ULHS:

Credit recovery is an avenue to recover lost credits due to failure or non-enrollment. *Acellus* is used as our online learning platform to recover credits to graduate. Students will be required to access the curriculum and complete work assigned to recover credits on their own time. A certificated teacher in partnership with our academic counselor will guide students through this process.

DUAL/CONCURRENT ENROLLMENT - ULHS & CVHS:

DUAL ENROLLMENT (also known as Concurrent Enrollment) allows high school students to take college classes. The \$46.00 per credit unit enrollment fee has been waived by the Mendocino Community College Board of Trustees. THE COLLEGE and CAREER ACCESS PATHWAYS PARTNERSHIP (CCAP) is a joint initiative of the California Community Colleges and the California Department of Education to open access to Mendocino Community College classes at high school campuses taught during the regular school day (periods 1-7) and only open to high school students. Dual Enrollment allows students to get a head start on earning college-level credits. These credits also count toward your high school diploma. College credits acquired in a dual enrollment program are often transferable to other colleges/universities besides the one where you had earned those credits. Taking college classes while in high school will reduce the amount of credits students need for their degree when they become a full-time college student.

Upper Lake High School

Academics

GRADUATION REQUIREMENTS:

To earn the diploma a student shall successfully complete the required graduation requirements.

UPPER LAKE HIGH SCHOOL GRADUATION REQUIREMENTS Updated Fall 2024 UPDATES for Class of 2027 and beyond Class of 2025 & 2026 will remain under the original graduation requirements		
Required Courses	Class of 2027 and forward Credit Requirements	Classes of 2026 and 2025
English	40 Credits	40 Credits
Social Studies World History, Cultures, and Geography US History and Geography Government/Economics	30 Credits	30 Credits
Math (Including Math 1)	30 Credits	30 Credits
Science 9th Grade Science Biology (Life Science) Physics/Chemistry(Physical Science)	30 Credits	30 Credits
Physical Education/Fitness/Health	20 Credits	20 Credits
Visual or Performing Art	10 Credits	20 Credits in either Visual or Performing Arts and/or World Language
World Language	20 Credits	
CTE 10	10 Credits	10 Credits
Electives	50 Credits	60 Credits
Total Credits	240 Credits	240 Credits

General Academic Information and Policies

ACADEMIC COUNSELOR:

Our Academic Counselor is available to assist students with academic planning, college and career planning, and social and emotional support. Our Counselor is available on a walk-in basis. Students may sign up to meet with their counselor in the office. Appointments must be made during non-instructional time unless there is an emergency. Confidentiality is extremely important between student and counselor. All matters discussed will be kept in the strictest of confidence (as allowed by law; the counselor and all public employees are mandated reporters and must report certain matters).

COLLEGE REPRESENTATIVES ON CAMPUS:

We host college admissions counselors on our campus during the school day. Students need to pick up a pass in the office in order to meet with the college representative. Visits usually happen in our Library/Student Center. The college visit calendar is available on the Student Services website.

COLLEGE ENTRANCE REQUIREMENTS:

Graduation requirements are *not* the same as college entrance requirements. Graduation requirements might include courses that colleges don't care about like PE or Health. One of the biggest things to remember is that, while many high schools consider a D to be a passing grade for graduation, *UC's and CSU's do not*. **A class must be passed with a C- or better for a UC or CSU to count towards admission prerequisites.**

Colleges want to know that you have taken the kinds of classes that will prepare you to do well when you arrive on their campus. Which courses they count and which they don't might vary from one college to another, so the best way to be sure that you are eligible at any college you might want to apply to is to satisfy the UC and CSU's required courses. These are known as the *A-G Requirements*. If you satisfy them, you will have the courses you need to meet the basic eligibility requirements for almost any university.

To receive "A-G" credit and be considered for admission to a UC or CSU, high school students must take a minimum of 15 UC approved college preparatory classes. Students must earn a minimum of a "C-" grade in the A-G courses in order for the course to count towards meeting the requirement. To be eligible for admission to a University of California campus, students must also earn a grade point average (GPA) of 3.0 or better in these courses. A barrier is the grade of 'D' for which a student gets credit toward high school graduation but *not toward the A-G requirements*.

UC's and CSU's will count only the grades from your A-G courses, and only from your sophomore and junior years. The grades you earned freshman year don't count in your GPA for UC's and CSU's, although you still have to get at least a C- to get credit for freshman classes. Some colleges will give an extra point to Honors or AP courses as well, so your GPA for college admissions might be a little different from the GPA on your transcript.

COLLEGE ENTRANCE EXAMS::

What's Next for the SAT and ACT?

While the test-optional trend shows no signs of slowing down, it's unlikely the exams will become extinct. The tests allow colleges to easily compare students from schools that vary wildly in academic rigor. They also provide colleges, especially highly competitive schools that receive more applications than they can manage, a way to create a cutoff point.

But as the call for more equality in college admissions grows louder and schools like the University of California phase out scores, it's likely that more colleges will go test-optional or even test-blind, meaning scores won't be reviewed at all.

Ultimately, the decision about testing is like many decisions in the college application process — a personal one. To make your choice, factor in the requirements of the schools and scholarships where you're applying, your safety comfort levels, your application's strengths and your testing abilities.

COUGAR PRIDE:

Each month staff members can nominate up to two students to recognize every month. The recognition acknowledges positive character growth and development and/or growth and improvement in one of the 4 As: Academics, Activities, Arts, and Athletics. Students receive an award with the teacher/staff member's comments.

GRADE POINT AVERAGE (GPA) & CLASS RANK:

GPA and class rank are reported six different ways on the student transcript. Weighted and unweighted in the following categories: Academic GPA (9-12), Academic GPA (10-12) and Total GPA. The total GPA includes PE and any non-college prep courses. Class rank is calculated based on the total, weighted GPA.

ACADEMIC RECOGNITION:

PRINCIPAL'S LIST: Students who achieve a grade point average of 3.5 or higher.

HONOR ROLL: Students who achieve a grade point average of 3.0 to 3.49.

PHYSICAL EDUCATION REQUIREMENTS:

Students are required to earn 20 PE credits for graduation. All 9th grade students take PE due to the state Physical Fitness exam. Students who plan to participate in varsity sports for at least 2 of their 4 years of high school may choose to not take PE during their sophomore year and instead have PE credits waived through their varsity sports. They must complete the season for the varsity sport to count. PE waivers are in the office. While the Sophomore PE credits might be waived, those 10 credits will be added to the required credits under the electives category.

ROTARY TOP 40:

Rotary Top 40 is UL's version of "Student of the Month." Every month one student per grade level is recognized for showing good character, positivity, etc. By the end of the school year a total of 40 students will have been selected. We then celebrate with the students and their families at the Rotary Top 40 BBQ where we share a meal and each student is recognized for their achievements.

SCHEDULE CHANGES:

Students are encouraged to communicate with the counselor before the school year begins regarding schedule changes. Schedule changes can be initiated the first two weeks of a semester. You may meet with the school counselor to make schedule changes by going to the office and signing up to see the counselor. Do not ask to leave class to request a meeting. Between classes, at break, and at lunch are the times to sign-up for a schedule change. Schedule changes are subject to class size, suitable placement, and graduation requirements.

TRANSCRIPT REQUEST:

Requests for official transcripts are handled in our Guidance Technician's Office. Transcript request forms are available on our Student Services page on our website.

Special Programs and Opportunities

AVID:

The AVID Elective is the core of AVID Secondary. It targets students with the desire to go to college and the willingness to work hard. Often, AVID Elective students will be the first in their families to attend college, and come from groups traditionally underrepresented in higher education. These are students who are capable of completing a rigorous curriculum with the support of the AVID Elective class.

The AVID Elective class places these students on the college track, requiring students to enroll in the most rigorous courses that are appropriate for them. To support them in the rigorous coursework, AVID students learn organizational and study skills, develop critical thinking, learn to ask probing questions, receive academic help from peers and college tutors, and participate in enrichment and motivational activities to make their college dreams reality.

LEADERSHIP:

A **student leader** is anyone willing to take the responsibility of encouraging ownership, community, inclusivity and cohesiveness among the students at Upper Lake High so that every single person has a sense of belonging, knowing they are heard and appreciated as a member of the Upper Lake High School family.

Student Leadership Class is where we develop the skills and execute the actions that help us accomplish those goals, as well as tackle issues of the day that continuously improve our school, our community, and our world.

WHY WOULD I WANT TO BE A STUDENT LEADER?

Being a leader doesn't necessarily mean you already hold positions or participate in a bunch of activities. Instead, think about the unknown leaders that arise each and every day. They sit beside you in class, study the same things as you, worry about the same things as you, and struggle with what to do next. But inside, they know they have ideas about how to make things better. And they know they are willing to roll up their sleeves and be part of a team who cares about leading change.

WHAT RESPONSIBILITIES WOULD I HAVE IF I WERE IN ASSOCIATED STUDENT BODY LEADERSHIP?

- Be a voice in what it means for Upper Lake High to be a place of Deep Learning & Strong Connections.
- Be an active listener, good collaborator, and hard worker so that - together - we complete our goals.
- Participate actively during class and do your fair share of after-school leadership responsibilities.
- Leadership students are required to complete 20 hours of outside community service OR be a student tutor during the school day. We model what we believe!

DUAL/CONCURRENT ENROLLMENT:

DUAL ENROLLMENT (also known as Concurrent Enrollment) allows high school students to take college classes. The \$46.00 per credit unit enrollment fee has been waived by the Mendocino Community College Board of Trustees. THE COLLEGE and CAREER ACCESS PATHWAYS PARTNERSHIP (CCAP) is a joint initiative of the California Community Colleges and the California Department of Education to open access to Mendocino Community College classes at high school campuses taught during the regular school day (periods 1-7) and only open to high school students

Dual Enrollment allows students to get a head start on earning college-level credits. These credits also count toward your high school diploma. College credits acquired in a dual enrollment program are often transferable to other colleges/universities besides the one where you had earned those credits. Taking college classes while in high school will reduce the amount of credits you need for your degree when you become a full-time college student.

UPWARD BOUND:

Upward Bound is a program sponsored and managed by Sonoma State University that provides support to students grades 9-12 in their preparation for college entrance. Upward Bound serves high school students from low-income families; and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

Graduation, Honors, Awards, Scholarships, and Recognition

ULUSD Board Policy: Graduation Ceremonies and Activities

Board Policy Manual
Upper Lake Unified School District

Policy 5127: Graduation Ceremonies And Activities

Status: ADOPTED

Original Adopted Date: 05/14/2019

Last Reviewed: 05/14/2019

High school graduation ceremonies shall be held to recognize those students who have earned a diploma by successfully completing the required course of study, satisfying district standards, and passing any required assessments. The Governing Board believes that these students deserve the privilege of a public celebration that recognizes the significance of their achievement and encourages them to continue the pursuit of learning throughout their lives.

At the discretion of the Superintendent or designee, a student who will complete graduation requirements during the summer may be allowed to participate in graduation exercises without receiving a diploma. When the requirements have been satisfied, a diploma shall be sent to the student.

High school students who have passed a high school equivalency test or the California High School Proficiency Examination must also meet district graduation requirements in order to participate in graduation ceremonies.

Invocations, prayers, or benedictions shall not be included in graduation ceremonies. The school or district shall not sponsor other ceremonies or programs for graduates that include prayer.

Honors and Awards:

To honor superior academic achievement, graduation ceremonies shall include recognition of valedictorian(s) and salutatorian(s). Valedictorian(s) and salutatorian(s) shall be selected based on established criteria and procedures that use multiple measures of academic performance.

The Superintendent or designee shall identify other school-sponsored awards which may be given during graduation exercises. A separate awards program may be held to recognize students receiving other school and non-school awards.

Disciplinary Considerations:

Students are expected to comply with district and school policies, regulations, and rules throughout the school session, including during graduation and related events. Students shall not be denied the privilege of participating in graduation ceremonies and activities except as discipline in cases of serious misconduct. In no event shall a student be denied participation in graduation ceremonies unless the principal or designee has informed the student and the student's parents/guardians of the misconduct and has given them an opportunity to respond.

During the graduation ceremony, a student may be removed from the ceremony for conduct that is disruptive or that poses a risk to safety. High school seniors shall be notified of this policy in advance, through the student handbook or other means, and shall be required to acknowledge receiving it.

GRADUATION:

The graduation ceremony is held to recognize students who have earned a diploma by successfully completing the required course of study and satisfying district standards. Upper Lake established a tradition of excellence at graduation and each year our community expects the graduating class to continue the standard. Graduation is a public event and all students wear the Upper Lake cap and gown.

GRADUATION REGALIA:

Graduation regalia includes the cap and gown, **as well as other distinguishing hoods, stoles and cords that denote traditions of academic achievement.**

Program	Regalia	Criteria
Academic Block UL	Red and White Honor UL Patch	Three semesters of a 3.5 GPA or higher (excluding semesters from Freshman year) Academic Block/Honor UL
Academic Decathlon (AcaDeca)	Gold, Silver, Bronze Cord	Three years of participation in the program with a C or higher and following our honor code agreement
Associated Student Body (ASB)	Red and White Cord	Serve as an elected officer for the Associated Student Body. An elected officer must take the responsibility of encouraging ownership, community, and cohesiveness among the students at Upper Lake High so that every single person feels like they belong to a particular place that listens to what they need to prepare for a positive future.

Advancement Via Individual Determination (AVID)	Gray, Red , and White Stole	Graduating students successfully took part in AVID all four years of high school.
Business Pathway	Red and Black Cord	Complete four semesters with a C or better in Mendocino College Business Pathway at ULHS
California Scholarship Federation (CSF)	Gold Cord	Seniors may achieve Life Membership if they have been a member of CSF for <i>four semesters during the second semester of sophomore year through the second semester of senior year.</i> A Senior must qualify for the second semester of the senior year even if they have four prior semesters of membership because one semester must be based on grades earned in the senior year. An older student needing one additional semester to qualify for Life Membership may use final grades in the last semester of senior year if they are eligible and complete a CSF application in May/June.
Mendocino College Dual Enrollment	Blue & Gold Stole	Students who passed 2 or more Dual Enrollment Classes within 4 years of high school earning C- or higher
Future Farmers of America (FFA)	Blue & Gold Cord	Three years in pathway with Intro, Concentrator & Capstone Course: Agriscience Pathway ★ Intro Ag & Mechanics ★ Sustainable Ag-Bio ★ Ag & Soil Chem, and/or ★ Ag Systems Management Ag Mechanics Pathway ★ Intro Ag Mech ★ Ag Metals ★ Ag Construction ★ Adv. Ag Mech
Lamp of Knowledge	Lamp Pin	Every semester 3.5 GPA or higher after receiving the UL Block (earn up to 3 lamps)
Link Crew	Silver & White Cord	Link Crew 11th & 12th Grade
Mock Trial	Purple Cord	Complete Mock Trial classes Mock III or IV.
Salutatorian Medal	Gold Medal	A student who ranks second highest in a graduating class
Seal of Biliteracy	State Seal of Biliteracy Medal	To qualify, students must meet the following criteria: 1. Successful completion of English course requirements for graduation with an overall grade point average (GPA) of 2.0 or above in

		<p>those classes.</p> <ol style="list-style-type: none"> 1. English Language Assessment—11th-grade CAASPP score of 3-Met Standard or 4-Exceeded Standard 2. English proficiency (Level 4) on the most current English Language Proficiency Assessments for California (ELPAC)-Only applicable to students identified as English learners. 3. Proficiency in one or more languages other than English as demonstrated in one of the following methods: <ol style="list-style-type: none"> 1. A score of 3 or higher on an Advanced Placement (AP) exam in a world language; 2. Successful completion of a district A-G approved four-year course of study in the same world language with an overall grade point average (GPA) of 3.0 or above in those classes; and demonstration of oral proficiency in the language comparable to the AP or IB exam. 3. A score of “5” or higher on the district’s AVANT test in all language domains. 4. The score of 600 or above on the Scholastic Assessment Test (SAT) II in a world language.
Upward Bound	Black Sash	Graduating students successfully took part in Upward Bound all four years of high school. A student is a first-generation college-bound student.
Valedictorian Medal	Gold Medal	A student typically having the highest academic achievements in the class
Visual and Performing Arts (VAPA)	Pink Cord	<p>A student must be in VAPA all 4 years with at least 3 years in one discipline.</p> <ul style="list-style-type: none"> • This can include 3 of one and the fourth in a second discipline (Visual Art, Music, or Theater (cannot be one year of each). • Students are to participate in every VAPA Showcase (end of the semester) • Students are to participate in at least three service activities per year.

GRADUATION SPEAKER:

The Senior Class President and the Student Body President will collaborate on the welcome speech that opens the graduation ceremony. Senior class valedictorian and salutatorian are invited to be a speaker. Valedictorian and

salutatorian criteria is based primarily on cumulative weighted GPA. Students may also be nominated to apply to be a graduation speaker. All selected graduation speakers will work with staff to prepare for the speech.

LAMP OF KNOWLEDGE /HONORS BLOCK “UL”:

Students receive a Lamp of Knowledge after receiving a cumulative academic weighted GPA of 3.5 or higher in the Fall Semester. Students who maintain a cumulative academic weighted GPA of 3.5 or higher for 3 consecutive semesters to earn a Honors “UL” Block. For each additional semester (maximum of 4) students earn a lamp of knowledge. Students will receive the Block “UL” and Lamp of Knowledge at the annual Awards Assembly held at the end of the school year. At the end of their high school career, students have the opportunity to earn up to four academic Lamps of Knowledge and one Honors Block UL.

GOLDEN STATE SEAL MERIT DIPLOMA (GSSMD):

To be eligible for the GSSMD, students (1) must be eligible to receive a high school diploma; and (2) must have demonstrated the mastery of the curriculum in at least six subject areas, as follows:

1. English language arts/literacy (ELA)—students must have earned one of any of the following:
 1. A grade of B+ or above (or numerical equivalent) in a single course (each semester) completed in grade nine, ten, or eleven
 2. An achievement level of “Standard Met” or above for the high school Smarter Balanced Summative Assessment
2. Mathematics—students must have earned one of any of the following:
 1. A grade of B+ or above (or numeric equivalent) in a single course (each semester) completed in grade nine, ten, or eleven
 2. An achievement level of “Standard Met” or above for the high school Smarter Balanced Summative Assessment
3. Science—students must have earned one of any of the following:
 1. A grade of B+ or above (or numeric equivalent) in a single course (each semester) completed in grade nine, ten, or eleven
 2. A qualifying score that demonstrates mastery of the subject as determined by the LEA for an examination produced by a private provider or the LEA
4. U.S. history—students must have earned one of any of the following:
 1. A grade of B or above (or numerical equivalent) upon completion of the required U.S. history course (each semester)
 2. A qualifying score that demonstrates mastery of the subject as determined by the LEA for an examination produced by a private provider or the LEA
5. Two additional subject areas—students may choose from any of the following:
 1. Any additional qualifying grade or score listed above, earned for the subject of ELA, mathematics, science, or U.S. history not already used to meet eligibility
 2. A grade of B or above (or numerical equivalent) upon the completion of high school courses in other subjects
 3. A qualifying score that demonstrates mastery of other subjects, as determined by the LEA, for an examination produced by a private provider or the LEA

SEAL OF BILITERACY:

The State Seal of Biliteracy is a recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The State Seal of Biliteracy is marked by a gold seal affixed to the diploma or transcript.

Requirements for earning the State Seal of Biliteracy:

1. **Completion of all English language arts requirements for graduation with an overall grade point average GPA of 2.0 in those classes.**
2. **Passage of the California Assessment of Student Performance and Progress (CAASPP) for English language arts**, or any successor test, administered in grade eleven, **at or above the “standard met” achievement level**, or at the achievement level determined by the Superintendent for any successor test.
3. **Proficiency in one or more languages**, other than English, demonstrated through **one** of the following methods:
 1. Passage of a world language **Advanced Placement (AP) examination** with a score of 3 or higher, or an **International Baccalaureate (IB) examination** with a score of 4 or more.
 2. Successful completion of a **four-year high school course of study in a world language**, attaining an overall GPA of 3.0 or higher in that course of study, and demonstration of **oral proficiency** in the language comparable to that required to pass an AP or IB examination.

3. Passage of a **district test** with a score of proficient or higher (**if no AP examination or off the shelf language tests exists** and the school district can certify that the test meets the level of an AP exam), demonstrating proficiency in all of the modes of communication (reading, writing, and speaking) that characterize communication in the language.
4. Passage of the **SAT II** world language examination with a score of 600 or higher.

SENIOR AWARDS NIGHT:

All seniors are invited to this event along with their families. Students are recognized with a variety of awards and scholarships sponsored by the school, community, and other entities.

SENIOR SCHOLARSHIPS:

Local scholarships are a great way to help pay for college and post-secondary training. Scholarship providers like to see students from our community succeed and so they offer local scholarships available only to students who attend Upper Lake High School. Seniors can pick up scholarship applications in the front office. Our scholarship link is live on our website under "For Students" and "Senior Corner." Scholarships are presented at Senior Awards Night in May.

FAFSA (FREE APPLICATION FOR FEDERAL STUDENT AID):

In 2021, California Governor Gavin Newsom signed into law that all public school districts require every senior to complete the FAFSA or Dream Act applications. To aid in this application process, all seniors and their parents are encouraged to attend FAFSA night. Students can come with their parents to complete their FAFSA applications or Dream Act applications online. The FAFSA and Dream Act process provides grant money from the Federal and State Government, which provides students who qualify with FREE money to go to college.

Section 4: Behavior and Growth

ULUSD Anti-Discrimination Statement & Annual Public Notification

Upper Lake Unified School District does not engage in unlawful discrimination. Unlawful discrimination is discrimination on the basis of religion, race, color, ancestry, ethnicity, national origin, nationality, ethnic group identification, age, sex, gender, gender identity, gender expression, sexual orientation, physical or mental disability, pregnancy, childbirth or related medical conditions, marital status, veteran status or any other factor provided for by state and federal laws and regulations.

Ensure Student Success:

In addition to graduating college-bound and career-ready students, we equip students with the social and emotional skills they need for life and career success. By placing students in a learning setting that engages them in rigor with support, opportunities to explore their future pathways, and deliberate instruction in self-management and leadership, students develop the agency and skills that will serve them for life.

Relational Capacity:

Relational Capacity is the connection among individuals that develops over time when interactions are built on respect, trust, and responsibility. When educators connect with students and colleagues, and students connect with peers, learning and confidence are activated among all on campus. All three connections are instrumental in helping students grow to see their capabilities and find their own way.

The education of a child is more than just academic pursuits and goals. It includes the education of the *whole child*, including the social, emotional, behavioral, and mental health aspects of living in a productive, healthy community. The ULUSD Secondary Team is building systems and protocols that offer our students appropriate and effective supports as they grow into responsible and productive adults of our community.

Multi-Tiered System of Support (MTSS):

MTSS is defined as:..."a comprehensive framework that aligns academic, behavioral, social and emotional learning, and mental health supports in a fully integrated system of support for the benefit of all students." (California MTSS Framework).

Social-emotional-behavioral MTSS Interventions:

The MTSS approach starts with establishing why a behavior is manifesting and determining the best and most natural response in hopes of addressing the impetus for the behavior and resolving the issue so future problems do not arise. As public school employees, the staff is responsible for applying natural consequences and responses to behavioral missteps in order to provide a safe and secure learning environment for all students. As such, the consequences listed in this code are general guidelines and the administration reserves the authority to implement consequences that are most appropriate and in keeping with the law. These consequences may include but are not limited to lunch and/or after school detentions, structured day, accountability projects, community service, suspension, behavior and attendance contracts, and expulsion.

ULUSD Secondary Schools MTSS Interventions

Behavioral-Social/Emotional-Mental Health

Intervention Level	Tier One	Tier Two	Tier Three
Who Plans and Implements	Teachers, Aides, Student Services Team, and Student and Family		Student Services, Community Partners, Student and Family
Possible Interventions	<ul style="list-style-type: none">• Break/Walk• Positive Reinforcement• 1:1 Conversation w/ Teacher• Kind Reminders & Redirection• Seating Change/Near Teacher• Teacher Proximity• Visit Trusted Adult/Buddy Room• Visit Wellness Center• Community Circles• Verbal Warning• Contact/Consult with Home• Frequent Eye Contact• Minor Incident Notation• School Resource Officer• Office Referral (last option)	<ul style="list-style-type: none">• Alternatives to Suspension/OMC• Behavior Contract• Referrals to school services• CICO• Mentoring/Groups• Restorative Conversations and Circles• Restorative Plan• Walk/Break• 1:1 Conversation w/Student Services• Suspensions (ISS/OSS)• No Contact Contracts• Class Suspension• Contact/Consult with Home• Walk/Break• Non-Privilege List• School Resource Officer	<ul style="list-style-type: none">• Contact/Consult with Home• Counseling• Behavior Intervention Plan• Behavior Agreement• Referrals to outside agencies: Behavioral Health Service Wellness Center, Community Partner, Tribal Support• Individual Plan/OMC• Student Study Team• Restorative Practices/Circles/Conversations/Conferences• Tribal Members• Gaggle Therapy• Hospice Support• Child Protective Services• School Resource Officer• Mentoring

Restorative Interventions and Disciplinary Responses

Social-Emotional-Behavioral

Tier One Interventions:

Tier One Interventions are generally applied by the classroom teacher or campus support staff and are designed to redirect the student away from low-level problematic behaviors and back to learning before a referral needs to be submitted. These techniques, when successful, resolve the behavior issue with no further disciplinary response needed.

Tier Two Interventions:

Tier Two Interventions are applied when the Tier One Interventions have had little or no effect. Tier Two is implemented by classroom teachers and the Student Services Team who makes use of additional techniques and strategies to help the student self-regulate and return to learning. Sometimes the issue is deemed to not need additional action (consequences) because the student has worked through the issue and is now ready to be a productive member of the learning community. Other times additional responses (consequences) are applied to continue to help the student grow through and learn from their choices.

Tier Three Interventions:

Tier Three Interventions are applied when additional support is needed beyond Tier One and Two strategies. This tier involves all school support personnel plus community partners who may be involved in restorative circles, counseling, mental and physical health services, addiction support, and other appropriate community services the student may need.

The goal of the ULUSD Secondary Team is that all Tier One, Two, and Three intervention actions will be noted in Aeries.

Intervention Strategies Defined

The Following strategies are identified as Tier One (T1), Tier Two (T2), and Tier 3 (T3) respectively. Additional strategies not listed here may also be applied.

Taking a break/walk (T-1, T-2) - Sometimes a student just needs to step out of the classroom and engage in a different activity, such as taking a walk or a break from class. These breaks are approved by the teacher and should last approximately 5 minutes.

One-on-One Conversations with the Teacher (T1, T2) The teacher may ask the student to step outside for a quick conversation. This should not be looked at as the student is in “trouble”, but that the teacher is trying to determine why the student is struggling with classroom behavior or academics, and to explore possible solutions with the student.

Redirection (T1) -This Tier One strategy is designed to remind the student of the task or goals of the lesson. The teacher may find that the student needs clarification and help getting to the next step. Redirection can be verbal or non-verbal cues and is a standard part of every experienced teachers repertoire.

Seating Change (T1)- The classroom teacher might find it necessary to move a student to a different location in the classroom for academic and/or behavioral reasons. Each student needs to recognize that the teacher has the right to move any student at any time.

Teacher Proximity (T1) - Academic and/or behavioral issues can often be addressed by a teacher when they purposefully move to the same location as a struggling student. This subtle adjustment can serve to refocus a students attention and halt disruptive behavior.

Visit Trusted Adult/Buddy Room (T1, T2) - ULUSD teachers and staff are dedicated to building positive, influential relationships with students. Sometimes a student might be sent to visit a trusted adult who can advise and help them self-regulate and refocus on school. This again, is not a situation where a student is in trouble, but an opportunity to release stress that can reduce the likelihood of a student making poor choices.

Visit Wellness Center (T1, T2, T3) - After a one-on-one conversation, a teacher can suggest that a student visit the Wellness Center to access resources such as food, clothing, toiletries, and supportive staff). Teachers should direct students to the office for a pass and to verify that the center is open and available to students.

Class/Community Restorative Circles (T1,T2,T3) - A student or staff member may request a community or Classroom Restorative Circle if they feel that issues in a group setting need to be addressed. Student Services stands ready to assist in this process. The goal is that all are respected, all are heard, issues are addressed, and a plan going forward is created, through equity, diversity, and inclusion.

Office Referral (T1, T2, T3) - If the Tier One interventions are applied and the situation has not been resolved, or the issue is of significant severity, a staff member must submit an office referral for review by the Student Services Team. The Student Services Team will then review appropriate Tier Two and Three interventions and create a plan to implement these strategies.

Alternatives to Suspension/OMC (T2, T3) - While a misbehavior might be a suspendable offense, suspension is not always the appropriate response to the situation. ULUSD has made a commitment to keep students in school and

engaged in learning when at all possible. A response to the misbehavior is still needed in an effort to teach and instruct the student. The administration of the secondary schools may assign Other Means of Correction (OMC).

Other Means of Correction (OMC). (T2, T3)

OMC is a flexible, thoughtful, and situationally-aware prescribed set of consequences and opportunities for learning, growth, and repairing harm. Each OMC plan is created for the individual and includes restorative, instructional, and reflective elements designed to bring the student to a place of restoration of trust, respect, and responsibility while repairing harm and relationships with other community members.

Conflict Management (T2) - Lead by your Student Service Team, conflict management conversations and strategies are implemented to help students who are having conflicts either resolve the conflict or find work-around solutions.

Behavior Contract (T2, T3) - This is an agreement that is drafted between the student, teachers, the Student Services Team (counselor, administration, support staff, others) and the family of the student. It identifies behavioral issues, goals, strategies to help the student reach those goals, and possible actions to take if the goals are not met. It runs for a predetermined length of time at which point it is revisited to see if the changes and strategies have resulted in sufficient positive change in behavior. Revising or adding additional elements to the plan may be necessary to move the restorative process forward.

Referrals to Services (T2,T3) - Sometimes a student will benefit from being referred to specialized services such as academic and/or behavioral counseling, mental health services, physical/medical services and resources, or addiction services. Referral to such services offered by district personnel and departments (Wellness Center, Counseling, some psychological services, etc) are a part of Tier Two Interventions while services that originate off-campus (Lake County Behavioral Health, Probation, Lake County Health, etc) are considered Tier Three interventions.

CICO - Check In/Check Out (T2, T3) - Some student will be assigned or might choose to be part of a check in/check out process which consist of checking in with a staff member each morning, after lunch, or at another time to connect and see how things are going. Sometimes the CICO procedure may involved the searching of a student if they have had issues with bringing drugs, alcohol, tobacco, or dangerous objects to school. This intervention is for a predetermined length of time and may be part of the student's OMC plan. Many students who struggle with appropriate social group interactions and conflicts find this a very positive checkpoint as they manage their lives on campus, resolving and talking through issues before they become problems.

Mentoring (T2,T3) - Students might be assigned or choose a mentor to help them navigate the complexities of life as a teenager and student. This mentor could be an older student or an adult on campus (T2). Mentors from off-campus entities would be considered a Tier Three intervention (T3) A meeting with a student services member will commence between the mentor and a student to outline expectations, possible meeting times, and goals. This might be part of an OMC plan.

Groups (T2, T3) - Your Student Services Team will be creating groups let by our school counselor, school psychologist, or other Student Services Team member around a variety of issues. Some examples could be an anger management group, a substance addiction group, or a balanced relationships group, for example. These groups will be populated by students who have been assigned this work under the umbrella of OMC, by suggestion of the Student Services Team, or when a student self-refers to a group.

Restorative Conversations and Circles (T2, T3) - All actions and interventions implemented by the Student Services Team are designed to restore and strengthen relationships between students, classes, teachers, student services team, community, and families. The restorative process provides a backdrop for doing this. All participants have a voice in this process where issues are raised, discussed, examined, and solutions implemented, with no condemnation. The goal is to repair harm, acknowledge issues and struggles, and create an equitable path forward to wholeness, justice, and restoration of relationships.

Restorative Plan (T2, T3) - In some instances, the Student Services Team may craft a multi-step restorative plan to repair harm,instruct, support, and provide a reflective process to welcome a student back into the school community. Examples include regular meetings with the counselor, restorative conversations, a meeting with parents, restitution, community service, and other possible interventions. A restorative plan might take several days or weeks to complete. Students who refuse to participate in the restorative process may be subject to other disciplinary action as listed in this section.

Student Support Circle (T3) - A Student Support Circle may be required when the behaviors of a student rises to the level of needing Tier Three intervention. An SSC is a formal process involving a team of school site personnel,

parent/guardian, and students (when appropriate) to collaboratively develop strategies to assist students who have learning and/or behavioral challenges at school. The goal of the SSC is to design a team action plan for student improvement.

Behavior Agreement (T2, T3) – A student experiencing “serious” behavior challenges may benefit from a Behavior Agreement developed with a Student Services team member.. Students with IEPs whose behavior impedes learning may also require a BIP (Behavior Intervention Plan) as defined in Education Code (EC 56520) through the IEP team.

Additional Strategies and Disciplinary Responses

The goal of ALL disciplinary consequences and responses is to repair harm, restore broken trust, support a culture of growth and respect, and to create an environment where students feel safe to be honest and take ownership in the process of repairing harm. Additionally, it is an opportunity for the school community, student and family to work together to build open communication and trust in an effort to restore a student back into the learning community. Maintaining a physically and emotionally safe environment is also of paramount importance.

Informal Conference – A school official (teacher, administrator, counselor, or campus support staff) may meet with the student for instruction and guidance providing re-teaching and corrective feedback. This may offer the student an opportunity to have an understanding of, and be motivated to change, his or her behavior. A student so involved is more likely to become re-engaged in the process of learning.

Loss of Privileges/Non-Privilege list – If someone abuses a previously earned privilege, that privilege can be revoked. The student can earn it back by successfully engaging in the expected behavior under supervision, or by meeting prearranged criteria for reinstatement of the privilege. Loss of certain campus privileges (dances, sports, extra-curricular events, etc) might be applied in response to any behavioral incident for a predetermined length of time.

Structured Day - Structured Day is a consequence assigned only by an administrator where a student’s movement around campus is highly restricted. A student assigned Structured Day comes to the office as soon as they arrive on campus. After the tardy bell has rung to first period, the student will be escorted to their class by a staff member. Shortly before the end of the period, the student will be retrieved and brought back to the office where they wait to be escorted to the next class. The process continues throughout the day. During break and lunch, the student will sit in the office, eat, and take their break. Social interaction is kept to a minimum but is escorted and attends all classes. Depending on the situation, some students who are assigned structured day may also be assigned an Accountability Project that they work on with a staff member after school.

Accountability Project - Accountability Projects are the instructional response to students who have violated school behavior guidelines. These projects can be writing assignments, slideshow presentations, or other academic tasks that are directly related to the violation. For example, a student who is caught vaping may be assigned a slideshow presentation about the health consequences of nicotine. These projects are sometimes assigned along with Structured Day. The student works on these presentations after school until the late bus at approximately 4:00 PM. If in conjunction with Structured Day, the student remains on Structured Day until their Accountability Project is completed.

Confiscation - Items inappropriate for school or disruptive to the educational environment may be taken away. These items may be returned after a parent conference. Illegal items will not be returned and may be turned over to a law enforcement officer and appropriate disciplinary action taken.

Community Service/Campus Beautification – A student may perform community service on school grounds during non-school hours. Such service may include, but is not limited to, outdoor beautification, campus betterment, and teacher or peer assistance programs.

Detention – Assignment of a student to a supervised detention schedule. Such detention may be imposed for up to one hour after the close of the school day. School personnel shall give the parent/student 24-hour advance notice. Same-day after-school detentions must receive prior parent/guardian approval.

Lunch Detention - Lunch detention can be assigned by a teacher or administrator without the 24 hour advanced notice. Students will be served lunch from the cafeteria if they have been assigned lunch detention due to behavioral incidents.

Alternatives to Suspension/Other Means of Correction – ULUSD seeks ways to avoid the suspension of students. One way of doing this is by assigning consequences for misconduct known as Other Means of Correction. OMC is an approach that might include a variety of consequences such as campus beautification, detention, research projects,

counseling, and other restorative practices to address a behavior issue. OMC is assigned by the administration. Parents will be consulted on the construction of an OMC plan.

Parent/Guardian Shadow - The opportunity for a parent to shadow their child in class may be offered. This opportunity is at the discretion of the school, and requires the parent to shadow their student. If a parent/guardian would like to shadow their student, please notify the administration 24 hours in advance in writing.

Non-Privilege List – Extracurricular activities occur outside of the academic day. Co-curricular activities may be within or outside of the academic day and are built into the curriculum. It may be determined that a student may not participate in an extracurricular activity (e.g. athletics, dances) or a co-curricular activity (e.g. field trips) if they have shown unsafe or other behavior that would indicate that they may harm themselves or others.

Suspension – A student may be removed from ongoing instruction for adjustment purposes by administrative action. A principal or designee may suspend for up to five days. There are two kinds of suspension: In-School Suspension (ISS) and Out of School Suspension (OSS). Students placed on Out of School Suspension are not permitted on or near any district property, nor are they allowed to participate in any school activities during their suspension. In School Suspension involves the student serving the period of suspension on campus in a separate, supervised setting.

Summary Steps: An informal hearing between the principal or designee, the student, and any other appropriate persons will be conducted. If, after the hearing, the principal decides that suspension is necessary, it will become effective immediately. The principal will attempt to notify parent(s) or legal guardian(s) by telephone before this action is taken. The principal will provide one copy of the suspension notice to the parent(s) or legal guardian(s) within one business day. State law provides for full due process and rights to appeal suspension or any order of expulsion.

Expulsion – A student may be expelled for violating the California Education Code, as ordered by the Board of Education, and removed from all schools in the Upper Lake Unified School District. The expulsion is for a defined period of time and requires an application for readmission. State law provides for full due process and rights to appeal suspension or any order of expulsion.

ULUSD Secondary Schools Code of Conduct

Natural Consequences, Responses, and Redirection:

All behaviors have consequences whether or not they are the result of carefully thought-out decisions. The purpose of this code of conduct is to define the categories of misconduct and potential consequences at ULMS, CVHS, and ULHS

STUDENT CONSEQUENCES:

As situations arise that might signal suspension from school, an array of interventions is considered when action is called for in response to student misconduct. School administrators utilize positive interventions and/or Other Means of Correction (OMC), if appropriate, prior to or in lieu of suspension to resolve disciplinary issues. Students are first supported in learning the skills necessary to be a positive and productive member of our school community.

ENFORCEMENT OF STUDENT BEHAVIOR STANDARDS AND CODE OF CONDUCT

1. The standards and the Code of Conduct will be enforced by teachers, administrators, instructional aides, campus supervisors, bus drivers and any adult authorized by the school to supervise students.
2. The objectives of the enforcement of these standards and the Code of Conduct are:
 - a. To protect the physical safety of all persons and prevent damage to property;
 - b. To maintain an environment in which the educational objectives of the school can be achieved;
 - c. To grow a school culture that is free from harassment, bullying, racism, and other forms of discrimination to supply an environment that is grounded in trust, respect, and responsibility.
3. The seriousness of the offense and the nature and extent of any discipline utilized to enforce student behavior standards and the Code of Conduct will be in compliance with the Upper Lake Unified School District's progressive discipline plan and determined by:
 - a. The nature and extent of any potential or actual injury, property damage, or disruption;
 - b. The student's prior disciplinary history and the relative success of any prior correct efforts;
 - c. The willingness and ability of the student and the student's parents to participate in any corrective action;
 - d. Any other aggravating,mitigating factor or circumstance including but not limited to zero tolerance policies.

PUBLIC DISPLAY OF AFFECTION:

Students are expected to be reasonable in their display of affection on campus. Anything considered in poor taste will be addressed by staff members. Tier One and Two interventions may be applied in an effort to help the students grow in their understanding of what is appropriate behavior at school and in public.

RESTROOM AND LOCKER ROOM ETIQUETTE:

Our aim is to keep the restrooms clean and safe for everyone's use. To do so we need your help and ask that you please:

TRUST	RESPECT	RESPONSIBILITY
Only enter the restroom when you need to use the facilities.	One person in a stall at a time	Wash your hands to prevent the spread of colds and flu
Cell phone use is prohibited in locker rooms, restrooms, or in any circumstances in which students or staff expect complete privacy	Close the stall doors gently	Please use water and paper towels conservatively
It goes without saying, vaping, smoking, drug or alcohol use is NOT allowed at anytime	Pick up and clean up after yourself	Paper towels go in the trash can, not in the toilet or on the floor
	Flush the toilet after use	Notify the office if the restroom needs attention

ALCOHOL, TOBACCO, MARIJUANA OR ILLEGAL DRUGS:

Alcoholic beverages, tobacco, marijuana and drugs are **absolutely prohibited**. Students may not be in possession of paraphernalia associated with drugs. Examples of such paraphernalia include rolling papers, pipes, vape pens, hypodermic needles, etc.

BICYCLES/SKATEBOARDS/ROLLER BLADES/SCOOTERS:

Riding skateboards, scooters, rollerblades, or bikes on school property is prohibited.

1. 1st Time ~ Warning
2. 2nd Time ~ Confiscated & picked up by student at the end of the day & noted in discipline
3. 3rd Time ~ Confiscated & picked up by parent at the end of day & noted in discipline
4. 4th Time ~ Disciplinary action

BIG "NO" ITEMS:

NO speakers, gang apparel, weapons to include pocket knives and box cutters; bullying, hazing or harassing; drugs, alcohol, tobacco, vaporizers, or clothing that references them; animals on campus and NO leaving campus once you have arrived.

ACADEMIC INTEGRITY:

Being a member of the ULUSD Secondary community means that students build and extend trust, give and model respect, and accept and grow in responsibility. From an academic perspective, that means that students build trust by working to the best of their ability, never copying another student's work, or going online to find resources to claim as their own (plagiarism). They demonstrate respect by taking the time and care necessary to turn in quality work, behaving appropriately in the classroom, and listening carefully to instructions. They accept responsibility by being an engaged learner, showing care for other community members by helping and encouraging them. When a student misses the mark and errs academically or behaviorally, we encourage them to take responsibility for what has occurred and be part of the effort to repair harm. Your Student Services Team will address these issues and create a plan to resolve the situation with

the teacher, student, and family. Growth and learning is the result of lessons learned and moving through and past difficulties is a lifelong skill of value.

BULLYING/HARASSMENT/SEXUAL HARASSMENT/DISCRIMINATION:

Every student is entitled to a safe school environment free from discrimination, harassment, intimidation, and bullying. Each student will receive a written copy in the “Annual Notice to Parents and Students.” The District prohibits bullying as defined in Education Code Section 48900(r) including, but not limited to, discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code Section 220, which are disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

Acts of discrimination, harassment, intimidation or bullying should be brought to the attention of the school administrator or designee. A complaint may be made by contacting the school administrator who will then take appropriate action to investigate or otherwise determine what occurred. Complaints will be considered confidential. However, it may be necessary to disclose certain information in order to effectively investigate. Students who violate the District’s policies on discrimination, harassment, intimidation and bullying may be subject to discipline, including suspension and expulsion. The District prohibits retaliation against individuals who make complaints or provide information related to such complaints.

***Discrimination:** Negative or unfair treatment toward an individual based on race, ethnicity, sexual orientation, religion or gender.

***Harassment:** Unwanted and unwelcome behavior from other students or staff members that interferes with another individual’s life.

***Sexual Harassment:** Consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

Actions that may be taken by student:

- Don’t ignore it. Harassment does not usually “go away.”
- Though it may be hard to do, tell your harasser to “stop.”
- Seek help from someone you trust.
- Keep a written record of every incident.
- Don’t blame yourself, and don’t feel helpless, trapped, or confused. There is help available.

School community prevention:

Preventing and responding to school bullying is the responsibility of every school administrator, teacher, school staff member, student, and parent. The entire school community must recognize the responsibility to create a climate in which bullying is not tolerated.

- Schoolwide interventions – strategies, supervision, assemblies, training, awareness
- Classroom interventions – strategies, rules, discussions, parent meetings
- Individual interventions – discussions with a bully or a target
- At home – discussion, modeling manners and respect, clear behavioral expectations

The following information is taken from the California Department of Education website. Further information can be located at www.cde.ca.gov/ls/ss/se/bullyfaq.asp

BULLYING:

Bullying is exposing a person to abusive actions repeatedly over time. Being aware of children’s teasing and acknowledging injured feelings are always important. Bullying becomes a concern when hurtful or aggressive behavior toward an individual or group appears to be unprovoked, intentional, and (usually) repeated.

Bullying is a form of violence. It involves a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. Bullying may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or emotional (spreading rumors, manipulation social relationships, extorting, or intimidating).

Bullying can occur face-to-face or in the online world. Bullying is also one or more acts by a pupil or group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional

harassment, threats, or intimidation that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment, and includes acts that are committed personally or by means of an electronic act, as defined.

An “electronic act” is defined as transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.

CYBER BULLYING:

Cyber bullying or online bullying is a term used to refer to bullying over electronic media. Cyber bullying is willful and involves recurring or repeated harm inflicted through electronic text. Cyber bullying can be as simple as continuing to send e-mail to someone who has said they want no further contact with the sender. Cyber bullies may also include, “put downs” or hate-motivated speech. Cyber bullies may publish the personal contact information of their victims. They may attempt to assume the identity of a victim for the purpose of publishing material in their name that defames or ridicules them.

HATE SPEECH AND ACTIONS:

Any disparaging speech or action that references a person's disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics will not be tolerated at any time. Students who engage in this type of behavior can expect severe consequences including suspension and a possible review of appropriate placement in the school. The ULUSD Secondary School Team is committed to a safe, trusting, respectful, and responsible school environment that celebrates and champions equity, diversity, and inclusion. We will take every step necessary to insure that each campus and every member of our school community is held to this standard.

CONFIDENTIALITY:

To the extent appropriate and/or legally permitted, confidentiality will be maintained during any investigation. However, a proper investigation will, in some circumstances, require disclosure of names and allegations.

DISCIPLINE:

Discipline at ULMS, CVHS, and ULHS is a responsibility shared by students, parents, teachers, and the administration. Our policies, in compliance with the laws of the State of California, the policies of the Board of Education, and the guidelines of the District, are designed to promote an orderly, safe, and positive learning environment. We encourage respect and growth for each individual student and hold each student accountable for behavior in our school community.

Policies and consequences for behavior apply while at school, while traveling to and from school and/or any school-sponsored event, while participating in a school-sponsored event at home or away.

Policies and consequences for behavior can also apply in instances where a student's actions outside of school affects our ability to maintain an orderly, safe, and positive learning environment.

DRESS CODE:

1. The Five Bs: No breasts, buttocks, bras, bellies, or boxers showing. Students will be asked to report to the front office for loaner clothing and/or to call home for a change of clothing.
2. Shoes, sandals, or flip flops must be worn at all times.
3. Clothing/backpacks that advertise or promote tobacco, marijuana, vape, alcohol, drugs, gangs, sex, racism, or violence is unacceptable for school. Attire and/or paraphernalia deemed gang related by the staff may not be worn.
4. Blankets: If a student is cold, we want to address this need by supplying a coat for them. Students who bring blankets to school will be referred to healthy start to be given an appropriate coat. All blankets and throws should remain at home.

Your student services team, in association with the ULUSD Wellness Center, welcomes the opportunity to help students access the services needed to be successful students and citizens. We can help you acquire appropriate clothing for school, while maintaining a campus culture of trust, respect, and responsibility.

DUE PROCESS RIGHTS:

Before a decision is made as to whether or not to suspend or expel a student from school, the school will follow specific procedures.

Disabled students under IDEA or Section 504 shall be expelled only in accordance with AR 5144.2 Board Policy and Federal due process rights appropriate to disabled students. Students who qualify for services under IDEA or Section 504 may be expelled only after a manifestation determination meeting has been held.

SCHOOL RESOURCE OFFICER (SRO):

The School Resource Officer (SRO) is a certified law enforcement officer who is permanently assigned to provide coverage to all Upper Lake Unified Schools. The SRO is trained to perform the following three roles: law enforcement officer; law-related counselor; and law-related education teacher.

SEARCH AND SEIZURE:

Search of a student and his/her possessions, including vehicles, may be conducted at any time the student is under the jurisdiction of the Board of Trustees, if there is a reasonable suspicion that the student is in violation of law or school rules. A search may be conducted to protect the safety of others. All searches may be conducted with or without a student's consent by school authorities. Students may be provided with lockers, desks, and other equipment in which to store materials. It should be clearly understood that this equipment is the property of the school and may be searched at any time if there is a reasonable suspicion that a student has violated the law or school rules. Anything that is found in the course of a search that may be evidence of a violation of school rules or the law may be taken and held or turned over to law enforcement.

PROPERTY DAMAGE:

Parents are held financially responsible if a child destroys or defaces school property.

USE OF DOGS:

The Board of Trustees authorizes the use of specially-trained dogs to detect the presence of drugs and devices such as bombs on school property.

USE OF VAPE/SMOKE DETECTORS ON CAMPUS:

Each ULUSD campus has installed vape/smoke detectors in various locations on campus. When the detector alarms, it sends a message to student services team members. Students in the vicinity of an activated alarm may be questioned and possibly searched for illegal items, vapes, or smoking devices.

USE OF VIDEO RECORDING DEVICES ON CAMPUS:

All ULUSD campuses employ the use of video cameras throughout each campus and in common areas (gym, cafeteria, library, student center, main office). No cameras or recording devices are ever present in bathrooms or locker rooms to protect student and staff privacy. ULUSD Buses and vans also have video cameras that record each trip a school vehicle takes. Please see the transportation section of this handbook for more information.

According to California Penal Code 632, it is illegal to record anybody without written consent from all parties. This includes conversations in the classroom, in offices, or anywhere on campus. Further, California Education Code **51512**, article 2 states:

The Legislature finds that the use by any person, including a pupil, of any electronic listening or recording device in any classroom of the elementary and secondary schools without the prior consent of the teacher and the principal of the school given to promote an educational purpose disrupts and impairs the teaching process and discipline in the elementary and secondary schools, and such use is prohibited. Any person, other than a pupil, who willfully violates this section shall be guilty of a misdemeanor.

Any pupil violating this section shall be subject to appropriate disciplinary action.

This section shall not be construed as affecting the powers, rights, and liabilities arising from the use of electronic listening or recording devices as provided for by any other provision of law.

Section 5: Parent and Community Engagement

Upper Lake High School is committed to supporting all students and families. Together, we focus on nurturing the "whole child." Dr. Pivniska Petrie participates in all meetings, and we hope you can join us! Mark your calendar now!

Coffee with the Principal 7:00 am - 8:00 am in the Staff Lounge (Drop in anytime. No agenda)	September 18 October 23 February 5 April 30
School Site Council 3:30 pm - 4:30 pm in Room 16 or Zoom Monthly, generally on the last Tuesday of every month The School Site Council (SSC) is a decision-making group that provides oversight on matters dealing with Federal and State funded programs. School Site Councils provide oversight of the academic planning and budgeting process associated with the School Play for Student Achievement (SPSA) in order to meet the needs of all students.	August 27 September 24 October 29 November 19 January 28 February 25 March 18 April 29 May 27
Siempre Adelante Parent Club 6:00 pm - 7:00 pm in the Library Siempre Adelante is open to all parents. Together we will learn how to support the "whole child." Our Upper Lake High School Principal, Dr. Annie Pivniska Petrie is an active member and participant in our meetings. Siempre Adelante Meetings will be in Spanish.	August 27 October 22 January 21 March 18
FUTURE FARMERS OF AMERICA (FFA) 6:30 pm - 8:30 pm in the Cafeteria The purpose of FFA monthly meetings is to engage members in planning and organizing activities that promote agricultural education and leadership development. These meetings provide a platform for students to collaborate, learn new skills, and participate in community service projects.	August 31 September 18 October 16 November 20 January 15 February 19 March 19 April 16
CTE ADVISORY COMMITTEE MEETINGS 6:00 pm - 7:00 pm in the CTE Complex The purpose of the CTE Advisory Committee is to provide guidance and support for the development and improvement of Career and Technical Education programs. The committee fosters collaboration between educators, industry professionals, and the community to enhance CTE offerings.	November 13 April 23

FALL SPORTS NIGHT ~ Thursday, August 15, 2024 6:00 pm

BACK TO SCHOOL NIGHT ~ Wednesday, September 11, 2024 5:30 pm

OPEN HOUSE/8th GRADE REGISTRATION NIGHT ~ Wednesday, March 12, 2025 6 pm



Upper Lake High School está dedicada a apoyar a TODOS los estudiantes y familias. Juntos aprendemos cómo apoyar al “niño en su totalidad”. La directora Annie Pivniska Petrie es una miembro activa y participante en todas las reuniones. Esperamos que pueda unirse a nosotros! ¡Marque su calendario ahora!

UPPER LAKE HIGH SCHOOL

PARTICIPACIÓN FAMILIAR

2024-2025

Café con la directora

7:00 am - 8:00 am en el salón del personal
(Pase en cualquier momento. Sin agenda)

18 de septiembre, 23 de octubre,
5 de febrero, 30 de abril

Consejo Escolar

3:30 pm - 4:30 pm en la Sala 16 o Zoom

Mensual, generalmente el último martes de cada mes

El Consejo del Sitio Escolar (SSC) es un grupo de toma de decisiones que supervisa los asuntos relacionados con los programas financiados por el gobierno federal y estatal. Los consejos de sitio escolar supervisan la planificación académica y el proceso presupuestario asociado con el Juego escolar para el rendimiento estudiantil (SPSA) para satisfacer las necesidades de todos los estudiantes.

27 de agosto, 24 de septiembre, 29 de octubre, 19 de noviembre,
28 de enero, 25 de febrero, 18 de marzo, 29 de abril, 27 de mayo

Siempre Adelante Club de Padres

17:30 - 18:30

Siempre Adelante está abierto a todos los padres. Juntos aprenderemos cómo apoyar al “niño en su totalidad.” Nuestra directora de Upper Lake High School, la Dra. Annie Pivniska Petrie, es una miembro activa y participante en nuestras reuniones. Las reuniones de Siempre Adelante serán en español.

27 de agosto, 22 de octubre
21 de enero, 18 de marzo

NOCHE DE TODOS LOS DEPORTES ~ Jueves 15 de agosto de 2024

NOCHE DE REGRESO A LA ESCUELA ~ miércoles, 11 de septiembre de 2024

CASA ABIERTA/NOCHE DE INSCRIPCIÓN DE 8° GRADO ~ Miércoles, 12 de marzo de 2025

Section 6: Attendance

Upper Lake Unified School District

ATTENDANCE POLICY

- Absences must be cleared within five (5) school days.
- After 5 days, an uncleared absence (A) will turn into an Unexcused Absence (U).
- Administration and/or Academic Counselor *may* request a note from the pupil's doctor following the 14th absence or based on a SART (Student Attendance Review Team) contract.

EXCUSED ABSENCES	
E	Student is ill, Doctor/Dentist Appointment, Court Date, Religious Holiday
V	School Activity (sports, arts, testing, field trip)
R	Review- Office Visit, Counselor, etc.
UNEXCUSED ABSENCES	
A	Unverified Absence After 5 days, Absences "A" left uncleared automatically turn into "U" unexcused absences
U	Unexcused Absences (family vacations, missing the bus, truancy/cuts, etc.)
C	Truant/Cut = Unexcused Tardy (30 mins or more) or period absence

TRUANCY THRESHOLD TRIGGERS AND DISTRICT ACTIONS	
TRUANCY TOTALS (Per Academic Year)	DISTRICT ACTIONS
Three or more "U's" and/or "C's"	Truancy Letter #1. This is an official notification of Truancy sent in the U.S. Mail.
Six or more "U's" and/or "C's"	Truancy Letter #2 and a conference with site administrator(s). This involves a mandatory meeting attended by parent/guardian and pupil. A home visit by school representatives may be scheduled.
Nine or more "U's" and/or "C's"	Truancy Letter #3 and a SART Student Attendance Review Team Contract. This involves a mandatory meeting attended by parent/guardian and pupil. A home visit by school representatives may be scheduled.
Twelve or more "U's" and/or "C's"	Truancy Letter #4 and a SART Student Attendance Review Team Contract. This contract lasts until a pupil is 18 years old or graduates from ULUSD, whichever comes first. This involves a mandatory meeting with school officials, parent/guardian and pupil. A home visit by school representatives may be scheduled.
Subsequent Absences	May may result in a referral to SARB Student Attendance Review Board Meeting. This involves a mandatory meeting with school officials, the county SARB, parent/guardian, and student. A home visit by school representatives may be scheduled.

ULUSD and/or Lake County Office of Education representatives may visit the homes of truant students to determine how to best help the family address and resolve truancy issues.

ATTENDANCE OFFICE PROCEDURES

STUDENTS:

1. Pupil provides a note from parent/guardian to the attendance clerk.
2. Note should include name of pupil, grade level, date of absence, and reason for absence.

PARENTS/GUARDIANS:

1. Provide pupils with a written note.
2. Email the attendance clerk.
3. Call the attendance secretary. Leave a message if there is no answer.

TARDY PROCEDURES:

If a student arrives late to school, they must go to the main office and check in using the RAPTOR system. The system will print out a pass for entry into class and the attendance office will note the tardy in Aeries.

If a student has been on campus but is tardy to their next class, the student should proceed to class where the teacher will record the tardy in Aeries.

PASSING PERIODS:

Students should utilize the passing periods to transition responsibly between classes and arrive on time, ready to engage in the instructional program. Tardiness causes disruptions to classes on campus that affect not only the student arriving late, but also other students and staff members.

Passing Periods per Site (not applicable to ULES)

Upper Lake Middle School	3 minutes
Clover Valley High School	Self-contained classroom - Not Applicable
Upper Lake High School	5 minutes

HOW TO CHECK OUT OF SCHOOL FOR AN APPOINTMENT:

When it is necessary for a student to leave campus for an appointment or illness, the student must pick up an off campus pass in the Front Office using the RAPTOR system.

1. If leaving for an appointment, student brings a note to the main office and will be directed to use the RAPTOR system to generate an Off-Campus Pass. If a student does not bring a note, a parent may call.
2. If the student returns to school after the appointment, he/she needs to check in at the front office through RAPTOR with a note signed by a parent, doctor or dentist to clear the absence.
3. If the student is not returning to school after the appointment, or because they are ill, the parent/guardian will need to indicate this when taking the student and the student will be cleared for the rest of the day.

How to Clear Absences:

When your child is absent, please call or email the school's attendance clerk to verify your child's absence.

Please supply:

1. Child's name
2. The reason for the absence
3. The date(s) of the absence(s) and
4. Your name to verify a parent/guardian is verifying the absence.

You may also send a note containing the information above upon your child's return to school, signed by the parent/guardian.

ULUSD Attendance Clerks Contact Information

Upper Lake Elementary	Mindy Witter	(707) 275-2357	mwitter@ulusd.org
Upper Lake Middle School	Shelbi Meri	(707) 275-0223 x2010	smeri@ulusd.org
Upper Lake High School and Clover Valley High School	Jennie Boyle	(707) 275-2338 x3311	jboyle@ulusd.org

Frequently Asked Questions about ATTENDANCE

1. What do I have to do if my child is going to be absent from school?

Please call or email the school's attendance clerk to verify your child's absence. You must leave your child's name, the reason for the absence, the date of the absence and your name to verify that it was a parent/guardian that is verifying the absence. Or, you may send a note upon your child's return to school signed by the parent/guardian.

Upper Lake Elementary ~ Mindy Witter, (707) 275- 2357 mwitter@ulusd.org

Upper Lake Middle School ~ Shelbi Meri, (707) 275 - 0223 x2010 smeri@ulusd.org

Upper Lake High School ~ Jennie Boyle, (707) 275-2338 x3311 jboyle@ulusd.org

Clover Valley High School ~ Jennie Boyle, (707) 275-2338 x3311 jboyle@ulusd.org

2. What does it mean to "verify" my child's absence?

When a student is absent, parents are required to call/send a note to the attendance office in order to validate the reason for the absence. We call this process *Absence Verification*. An absence must be verified within five school days.

3. What happens after I have called in my child's absence?

The attendance clerk will then proceed to mark your child's attendance record with an "Excused" or "Unexcused" absence according to California Education Code and district policies.

4. What is an excused absence?

1. Due to student illness
2. Due to quarantine under the direction of a county or city health officer
3. For purposes of having medical, dental, optometric, or chiropractic services rendered
4. For the purpose of attending the funeral services of a member of the pupil's immediate family, so long as the absence is not more than one day and services are conducted in California and not more than three days if the service is conducted outside California
5. For the purpose of jury duty in the manner provided by for law
6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent
7. For justifiable personal reasons, including but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at an employment conference, when the student's absence has been requested in writing by the parent or guardian and approved by the principal or designated representative pursuant to uniform standards established by the governing board
8. For purpose of service as a member of a precinct board for an election pursuant to Section 12302 of the Election Codes.

* "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil. (EC 48205 (14) (B) (3)).

5. What happens if I forget to call my child's absence on the day of his/her absence?

You may call to verify your child's absence up to five school days after your child has been absent. Absences that are not verified within the time allowed will be considered unexcused absences.

6. How many Excused Absences can my child have in one school year?

While we know students do become ill and are unable to attend school, the average number of days missed due to illness is 3 (three) per school year.

7. What can I do if my child has a chronic illness that prevents them from being at school regularly?

The Upper Lake Unified School District offers alternative educational options for students with special circumstances that have been verified by a physician.

8. What if my child's absences do not fall under any of the Excused Absences categories?

State law [EC § 48260-48273] is very specific about these types of absences. A student who is absent or late more than 30 minutes from school (elementary) or class period (secondary) without a valid excuse will be marked "unexcused" for the day. These types of absences are also called "Truancies."

9. I thought "truancy" indicated that a child skipped/ditched school. Why would my child be considered "Truant" if I called to verify the absence?

In accordance with Education Code of the State of California [EC § 48260-48273], any pupil who is absent from school for 3 days or more without a valid excuse, or tardy in excess of 30 minutes or more (Tardies are only excused with a parent note for illness, doctor/dental note for appointments), is "truant". E.g., pupil cuts 1st period on 3 separate days or pupil cuts one period for 2 days and is absent for one full day.

California Ed Code:

EC Section 48260 (a): Any pupil subject to compulsory full-time education or compulsory continuation education who is absent from school without a valid excuse three full days or tardy or absent more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or the superintendent of the school district.

10. What about coming in late (tardy) or leaving early for an appointment?

According to State Law [EC § 48260-48273] a pupil that is absent from school in excess of 30 minutes during a school day is also considered "unexcused." Compulsory Education Law therefore, requires a pupil to attend a full day every day!

11. What is the process for a child with more than 3 unexcused absences/Tardies?

You will receive a letter from the school upon the 3rd (third) and the consequently upon the 6th (sixth) absence/truancy. The second letter (6th absence/truancy) indicates that you are required to attend a School Attendance Review Team (SART) meeting. Additional unexcused absences will result in a referral to the School Attendance Review Board (SARB).

12. What can I do if my child needs to be out of school for a length of time?

If your child must go out of town for five or more days, you may request that your child is signed up for an Independent Study Agreement. This agreement may require daily contact with the teacher.

13. Why is attendance such a big issue?

Regular attendance is vital to a student's success in school. The student who is frequently absent misses social interaction and direct instruction from their teacher(s) even though written work can be made up. Any day or hour absent is a missed learning opportunity. Attendance is a key predictor of dropouts. Dropouts create economic loss and jeopardize future work force since only 31% of dropouts keep a job more than a year. Also school loses funding for each absence, regardless of the reason; including illness or excused absences.

14. I thought schools got "paid" when kids are out ill/"excused"?

Schools do NOT receive funding even if the absence is excused. This law went into effect in 1998. Any absence is a loss of revenue as well as instructional opportunities.

15. How much revenue is really lost due to attendance?

The State of California funds attendance not absences. That is why schools in California are funded on Average Daily Attendance (ADA). ADA is the primary funding source for all schools/school districts in California.

TARDY POLICY:

Tardy students MUST check in when they first arrive on campus before going to class. At ULMS, CVHS and ULHS we respect the time dedicated to the education of our students. Students should utilize the five minute passing period to responsibly transition between classes, and arrive on time so as to be well prepared to engage in the instructional program. Tardiness causes disruptions to classes on campus that affect not only the student arriving late, but also the student's peers and staff members. Parents/Guardians receive a robo message letting them know about the tardy/absence. Parents/Guardians can also monitor student attendance via the Aeries Parent Portal.

Tardies of thirty minutes or more constitute a truancy. Tardy is defined as not being in class before the second bell. Tardies are monitored weekly.

TARDY CODES in AERIES	
T	Unexcused Tardy (Student arrived less than 30 minutes)
X	Excused Tardy (Student arrives tardy with a note)

Section 7: Technology

Upper Lake Unified School District

Secondary Technology Use Policy and Guidelines

Chromebooks are an essential and important tool for learning. Students at ULHS and CVHS are allowed to check out a chromebook and a hotspot (if needed) for the duration of the school year. Students on long-term independent study at ULMS will be allowed to check out a chromebook and hotspot for the year.

High school students are required to bring their chromebook to campus **each day** fully charged.

Students may opt to bring their own electronic devices (laptop, cell phone, tablets, etc) however, the District assumes no responsibility for the loss, destruction, or theft of any cellular phones, or any other electronic signaling devices that are brought to school at any time or to any extracurricular or after school activity. The District is not liable for any inappropriate actions, content, or materials accessed or shared on personal devices. If there is reasonable suspicion, administration reserves the right to hold onto the device and search content on any personal device, including but not limited to blogs, text messages, images, etc., during an investigation.

GOOGLE CLASSROOM is the learning platform used by all teachers and students at ULMS and ULHS. This means that students/families have one central location where lessons, assignments, agendas, and classroom communications will be contained. Students at CVHS do not use Google Classroom. Please see the instructor for more information.

Expectations for Google Classroom:

- Students are responsible for checking the Daily Agenda.
- Students are responsible for knowing how to submit assignments
- Students are responsible for knowing how to navigate in order to find content in addition to checking the Daily Agenda.
- Students are responsible for regularly checking their scores and for alerting the teacher if there is an issue with their grade.

AERIES:

Aeries is used to post grades, track attendance, and maintain student information. Parents may also check their student's progress by going to the Aeries Portal (our online student information system) on our website.

Each student will have a username and password provided at the beginning of the year. To create your Parent Portal on Aeries, please call the office for assistance if you have difficulty setting up your account after using the following link:

<https://upperlake.asp.aeries.net/>

Chromebook or Wi-Fi Hotspot Contract

Agreement for Parent/Student Use of a Chromebook

ULUSD Chromebook Program:

Today's standards require students to use the Internet for research, publish work online, and interact and collaborate with others through virtual environments. These college and career-ready skills are essential to be a productive citizen in our 21st century workforce. This loaner program aims to support ubiquitous access of devices for students where school and home will be a connected learning environment and level the learning field for all students. Our goal is to provide a learning environment that is authentic, engaging, and innovative. This program is reserved for students who have limited to no access to devices at home. This collaborative learning environment will enhance students' engagement with content and promote the development of self-directed and lifelong learners.

1) Receiving the Chromebook/Wi-Fi Hotspot

- a) This ULUSD Chromebook/Hotspot Agreement must be signed by the student and a parent or guardian before a Chromebook will be issued to the student.
- b) Note: the Chromebooks remain the property of the Upper Lake Unified School District. c) All transfers/new students participate in a school orientation and will be able to pick up a Chromebook/Hotspot from the school site.
- d) The assignment and use of a Chromebook/Hotspot are considered to be a privilege. Inappropriate use or neglect of a Chromebook, sleeve, charger, the Internet and/or any installed software could result in the loss of Chromebook privileges. Loss of privileges will not change the classroom expectations and/or assignment completion.
- e) Upper Lake Unified School District BP6163.4 Student Use of Technology applies to all students using Chromebooks regardless of location.

2) Taking Care of the Chromebook/Wi-Fi Hotspot

- a) At the end of the school year, students must turn in the Chromebooks/Hotspot and charging cords in good working order. Failure to turn in a Chromebook/Hotspot will result in the student and parents/guardians being charged the full replacement cost. Depending on the circumstances, the ULUSD may also file a report of stolen property with the local law enforcement agency.
- b) Students who transfer out of or withdraw from ULUSD must turn in the Chromebooks/Hotspot to their school's office on or before their last day of attendance. Failure to turn in the Chromebook will result in the student and parent/guardian being charged the full replacement cost. The ULUSD may also file a report of stolen property with the local law enforcement agency.

3) Taking Care of the Chromebook/Wi-Fi Hotspot

- a) Students are responsible for the general care of the Chromebook/ Wi-Fi Hotspot they have been issued by the school. Chromebooks that are broken or fail to work properly must be taken to the main office at the student's school site as soon as possible so that they can be repaired.
- b) ULUSD Chromebooks/Hotspots must never be taken to an outside computer service for any type of repair or maintenance.
- c) Students must always secure the Chromebooks/Hotspots to avoid loss or theft. d) If the Chromebook/Hotspot is stolen, the family must file a report of stolen property with the police department and promptly inform the school.
- e) If the Chromebook/Hotspot is misplaced, the student and parent/guardian have one week to find it before they are required to pay the full equipment cost.

i) General Precautions

- (1) No food or drink should be placed next to Chromebooks/Hotspot. The devices are sensitive to liquids and must not be used at or near a pool, bathtub, sink etc.
- (2) Cords, cables, and removable storage devices must be inserted carefully into Chromebooks.
- (3) Chromebooks should not be used with the power cord plugged in when the cord may be a tripping hazard.
- (4) Heavy objects should never be placed on top of Chromebooks/Hotspots.

ii) Carrying Chromebooks

- (1) Always transport Chromebooks with care and in protective cases when issued. (2) Never lift Chromebooks by the screen.
- (3) Never carry Chromebooks with the screen open.

Screen Care

The Chromebook screen can be damaged if subject to heavy objects, rough treatment, some cleaning solvents, and other liquids. The screens are particularly sensitive to damage from excessive pressure.

- (4) Do not put pressure on the top of a Chromebook when it is closed.
- (5) Do not store a Chromebook with the screen open.
- (6) Do not place anything in the protective case that will press against the cover.

(7) Make sure there is nothing on the keyboard before closing the lid (e.g., pens, pencils, or disks).

(8) Only clean the screen with a soft, dry microfiber cloth or anti-static cloth.

iii) Asset Tags

(1) All Chromebook will be labeled with a ULUSD barcode.

(2) Students may be charged for tampering with a ULUSD barcode.

4) Using the Chromebook at School

Students are expected to bring a fully charged Chromebook to school every day and bring their Chromebooks to all classes unless specifically advised not to do so by their teacher.

i) If a student does not bring his/her Chromebook to school

(1) Report to the office to receive a Daily Loaner Chromebook.

(2) A student borrowing a Chromebook will be responsible for any damage to or loss of the issued device.

ii) Chromebooks needing repairs

(1) If a Chromebook/Hotspot needs repair, return it to your school's main office.

(2) Chromebooks that are damaged or lost will have the appropriate charge recorded on the student account.

(3) Chromebooks that have a hardware or software fault (not caused by damage from the student) will be replaced at no cost to the student.

iii) Charging Chromebooks

(1) Chromebooks must be brought to school each day with a full charge.

(2) Students should charge their Chromebooks at home every evening.

(3) There will be a limited number of unsupervised charging stations in school common areas.

iv) Backgrounds and Themes

(1) Inappropriate media may not be used as Chromebook display backgrounds or themes. The presence of such media will result in disciplinary action.

v) Sound

(1) Sound must be muted at all times unless permission is obtained from a teacher. (2) Headphones may be used at the discretion of the teachers.

(3) Students should have their own personal set of headphones for sanitary reasons. **vi)**

Logging into a Chromebook

(1) Students will log into their Chromebooks using their school issued Google account.

(2) Only ULUSD students can log into ULUSD Chromebooks.

(3) Students should never share their account passwords with others unless requested by an administrator.

5) Using the Chromebook Outside of School

Students are encouraged to use their Chromebooks at home and other locations outside of school for educational purposes. The Chromebooks are for student use only; they must not be loaned to friends etc. A Wi-Fi internet connection is required for Chromebook use. Students are bound by the ULUSD Use of Technology Policy, Administrative Procedures, acceptable use agreement, and all other guidelines in this document wherever they use their Chromebooks.

6) Operating Systems and Security

Students **may not use or install** any operating system on their Chromebook other than the current version of Chrome OS that is supported and managed by Upper Lake Unified School District.

i) Update and Virus Protection

- (1) The Chromebook operating system, Chrome OS, updates itself automatically. Students do not need to manually update their Chromebooks.
- (2) There is no need for additional virus protection.

7) Content Filter

Upper Lake Unified School District utilizes an internet content filter that is in compliance with the federally mandated Children's Internet Protection Act (CIPA). All Chromebooks, regardless of physical location (in or out of school), will have all internet activity protected and monitored by ULUSD. If a website is blocked in school, then it will be blocked out of school. If an educationally viable site is blocked, students should contact their teachers to request the site be unblocked. In no event may the user of a Chromebook use the device to access material contrary to the ULUSD acceptable use policy.

8) Software

i) Google Apps for Education

- (1) Chromebooks seamlessly integrate with the Google Workspace suite of productivity and collaboration tools. This suite includes Google Docs (word processing), Sheets, Slides, Drawings, and Forms. All work is stored in the cloud.

ii) Chrome Web Apps and Extensions

- (1) Students may be allowed to install educationally related appropriate Managed Chrome web apps and extensions from the Chrome Web store.
- (2) Students are responsible for the web apps and extensions they install on their Chromebooks. Inappropriate material will result in disciplinary action.

9) Chromebook Identification

i) Records

- (1) ULUSD will maintain a log of all Chromebooks that includes the Chromebook serial number, asset tag code, and name of the student assigned to the device.

ii) Users

- (1) Each student will be assigned the same Chromebook for the duration of his/her time at ULHS. Middle school students are not issued chromebooks to take home.

10) Repairing/Replacing the Chromebook

i) Chromebook Repair

- (1) If your Chromebook is not working notify your teacher and take it to the main office of ULUSD or school office for repair

ii) Vendor Warranty

- (1) Chromebooks include a one-year hardware warranty from the vendor.
- (2) The vendor warranty does not warrant against damage caused by misuse, abuse, or accidents.

iii) Estimated Costs (subject to change)

The following are estimated costs of Chromebook parts and replacements

- Complete replacement of the Chromebook device: \$350
- Screen: \$35 (11 inch), 150 (14 inch)

- Keyboard: \$50
- Charger: \$30
- Complete replacement of Wi-Fi Hotspot: \$100

11) No Expectation of Privacy

Students who use this device have no expectation of confidentiality or privacy with respect to any usage of a Chromebook/Hotspot, regardless of whether that use is for educationally related or personal purposes other than as specifically provided by law. Upper Lake Unified School District may, without prior notice or consent, log supervise, access, view, monitor, and record use of student Chromebooks/Hotspot at any time for any reason related to the operation of ULUSD. By using a ULUSD-issued Chromebook/Hotspot, Students agree to such access, monitoring, and recording of their use. Any inappropriate use of a Chromebook/Hotspot may result in disciplinary action.

12) Appropriate Use and Digital Citizenship

ULUSD-issued Chromebooks are provided for educational purposes only, and

Students agree to adhere to the Upper Lake Unified School District Acceptable Use Policy for ULUSD Computer Systems and Parent Appropriate Use Policy at all times.

Digital Citizenship Agreement

Upper Lake Unified School District believes that the best way to prepare our students for their digital future is to have them practice using online tools appropriately in school. We have monitoring software and filters, but these tools are not perfect guarantees that students will not encounter potentially harmful situations (Harassment, Inappropriate content, etc.).

Respect and Protect Yourself

- I will keep my passwords private and will not share them with my friends.
- I will be conscious of my digital footprint and careful about posting personal information.
- I will only post text and images that are appropriate for school.
- I will be aware of where I save my files so that I can access them where and when I need them (Example: Google Drive)).
- I will always log off before leaving a computer.
- I will immediately report any inappropriate behavior directed at me to my teacher, library media specialist, counselor, or other adult at school.

Respect and Protect Others

- I will not use computers to bully or harass other people.
- I will not log in with another student's username and password.
- I will not trespass into another students' network folder, documents, files or profile.
- I will not disrupt other people's ability to use school computers.
- I will not pretend to be someone else and will be honest in my representation of myself.
- I will not forward inappropriate materials or hurtful comments or spread rumors.
- I will immediately report any inappropriate behavior directed at my fellow students to my teacher, library media specialist, counselor, or other adult at school.

Respect and Protect the Learning Environment

- I will limit my web browsing to school-to-school research or personal research similar to that which I would do in class.

- I will not visit inappropriate websites. If an inappropriate page, image or search result comes up, I will immediately close the window or tab.
- I will not play games on school computers without specific teacher instructions.
- I will only change background images to school appropriate images.
- I will not plagiarize.
- I will cite all use of websites, images, books, and other digital media.

Policy Concerning Cell Phone, Smart Watch, Airpods, Ear Buds, Tablets, and other Communications Devices

Cell Phone and Electronics Policy

ULHS implements the “Ready to Learn” Cell Phone Policy (see below). Please note that this policy is in affect for ALL classrooms at ULHS. We understand the issues surrounding cell phones and are committed to supporting students as they learn appropriate cell phone use on campus and in the workplace.



“Ready to Learn” at Upper Lake High School

Dear Parents and Guardians,

Research suggests the presence of cell phones decreases the ability to focus in a learning environment.¹ Additional research suggests the presence of a cell phone can interfere with growth-promoting interactions.² We have observed that our students’ learning is frequently impaired by the distraction and demands of cell phones and we know this is an area where our school community can “Level Up.”

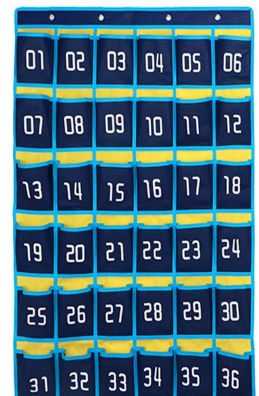
We recognize that the appropriate and good use of technology in support of learning must be carefully designed and *explicitly taught*. The first step toward creating a strong, safe, classroom culture of learning is to develop the habit of putting our technology away when the learning requires a focus that is not dependent on technology and/or where quality human interaction is the best route to deep learning.

Students will enter the classroom “ready to learn,” which means students will:

- Say hello to the teacher as they walk in
- Place their cell phone in a numbered pouch where it will remain until the end of class or in their backpack for the duration of the period.
- Take their supplies to their seat
- Start working on the first learning activity.

Teachers will be supporting and coaching students on the importance of being fully engaged in learning with their classmates, helping students track their progress, and celebrating students’ success.

If a student takes out their cell phone at any time during the class period, they will be asked to place it in the pouch. If they refuse or argue, they will be asked to take it to the office where it will be placed in the safe.



¹[The Effects of Smartphones on Studying. University of Texas. 2018](#)

²[How the Presence of Mobile Technology Influences Face-toFace Conversations. Sage Publications. 2012](#)

Students can retrieve their cell phone at the end of the school day. If a student continues to refuse to surrender their cell phone, the student will be escorted to the office and the parent/guardian will be called and asked to support the policy through having a conversation with the student. If the student continues to refuse to sacrifice their cell phone, additional consequences will be assigned such as lunch detention, Structured Day, non-privilege list, or other consequences assigned by the administration.

California Education Code supports the right of a school district to limit the use of cellular and other communications devices.

Section 48901.7 - Policies regarding smartphones(a) The governing body of a school district, a county office of education, or a charter school may adopt a policy to **limit or prohibit** the use by its pupils of smartphones while the pupils are at a school site or while the pupils are under the supervision and control of an employee or employees of that school district, county office of education, or charter school.(b) Notwithstanding subdivision (a), a pupil shall not be prohibited from possessing or using a smartphone under any of the following circumstances:(1) In the case of an emergency, or in response to a perceived threat of danger.(2) When a teacher or administrator of the school district, county office of education, or charter school grants permission to a pupil to possess or use a smartphone, subject to any reasonable limitation imposed by that teacher or administrator.(3) When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.(4) When the possession or use of a smartphone is required in a pupil's individualized education program.

We understand that many students struggle with the limiting of their social connectivity. We also recognize that some students and adults have what could be considered an addiction when it comes to electronics.

Please know that we are sympathetic to this situation but must support student learning by restricting cell phone and other communications and media devices.

Your Student Services Team will help students make this transition, with gentle reminders and strategies that help the student find success away from their phones. We will implement interventions that will include support, rewards, and responses to cell phone violations.

Parents, what can you do?

Follow these guidelines:

1. Support our efforts to create the best possible learning environment for your children by supporting our new policy.
2. Do not text or call your child during class. If you must reach them, call the office at 707-275-2338 ext 3200 and we will pull your child to the office so they can take your call.
3. Remember your child will have access to their cell phones during break, lunch, before school, after school and during passing periods.
4. When possible, keep electronics at home.

Upper Lake Middle School Cell Phone Policy

ULMS policy permits possession of cell phones on campus, but requires that appropriate use will be mandated at all times. Student phones or devices will be placed on their class tables/desks face down. With the exception of P.E. where you will follow your teacher's guidance of use and or safe storage. Classroom teachers may allow use for digital calendars, photos of directions, or other educational and appropriate use in class and directed by the classroom teacher. Students will be allowed the appropriate use of devices during break and lunch. The use of common courtesy and appropriate etiquette will usually avoid problems with the use of electronic devices at school. However, if repeated problems occur, a student will be denied the possession of these items at school and will have to turn them into the office at the beginning of each day. In case of an emergency, parents may call the school office to contact their student. The student will be notified and made immediately available to the parents/guardian.

If the ULMS Cell Phone Policy is violated, the following steps will occur:

1. The teacher will have a brief conversation with the student, grounded in trust, respect, and responsibility, to remind the student of the cell phone policy and its purpose.

2. If after the reminder, a student continues to not follow the cell phone policy, the teacher will submit a referral to student services and the student will be sent to the office to receive support from the student services team. The team may opt to call a parent or guardian to apprise them of the situation and consider next steps. Student services will provide natural and appropriate consequences depending upon occurrence, frequency and severity.
3. The Student Services Team will help the student create a plan for correcting this behavior and restoring the relationship with the referring staff member.

ZOOM PROTOCOLS:

It is the intent of ULUSD to engage in full-time, in-person learning. But the events of recent years in reference to the COVID-19 pandemic has taught us that we need to be able to pivot at a moment's notice. In the event that we need to use ZOOM to conduct classes, please observe the following guidelines to keep maintain an environment of TRUST, RESPECT, and RESPONSIBILITY.

ULUSD Secondary Education Zoom Guidelines

Build and Extend TRUST on ZOOM

- Sign in with your first and last name
- Set your video off photo with a photo of you or an emoji
- Use positive talk when you speak and when you chat

Give and Model RESPECT on ZOOM

- Join quietly, mute your microphone when you enter and when you are not talking
- Log into Classroom Zoom a few minutes early
- Be kind
- Think before you type
- Use the "raise hand" feature to be called on to speak
- Use the split screen to see the assignment we are discussing
- Stick to the topic and encourage all voices to be heard in breakout rooms
- Respect others' wishes, if a friend doesn't want a photo of them shared, don't share.

Accept and Grow in RESPONSIBILITY on ZOOM

- Only post chat messages relevant to the lessons
- Be in a well lit area
- Be aware of your background
- Don't ghost friends. When it's time to get offline, let whomever you're talking to know you're leaving.

Section 8: Athletics



Athletic Department Mission

Upper Lake Unified School District is committed to an education-based, competitive athletic program that builds character, leadership and upholds our school's core values at all times.

Athletic Department Mantra

Character First, Academics Next, Then Be Your Best At Your Sport

California Interscholastic Federation "Victory with Honor"

The CIF unanimously adopted the principles of "Pursuing Victory With Honor" at its November 5, 1999, Federated Council meeting, consisting of educational leaders representing California's then-1,263 high schools (now 1,600+). The CIF recognizes the impact that high school athletics can play in society and is committed to the character-building goals of the program. In fact, the CIF felt so strongly about the 16 principles of the program that these have been made the operating principles of the organization.

Together, the CIF and its member schools can change the very nature of high school athletics and bring back the character, sportsmanship, ethics, and integrity that high school sports can instill.

Pursuing Victory With Honor" and the "Six Pillars of Character" are service marks of the CHARACTER COUNTS! Coalition, a project of the Josephson Institute of Ethics. For more information on promoting character education and good sportsmanship, visit www.charactercounts.org.



FALL SPORTS

(August to mid-November)

B & G Cheer
Football
B & G Soccer
Volleyball
B & G Cross Country

WINTER SPORTS

(November to mid-February)

B & G Basketball
B & G Wrestling
B & G Cheer

SPRING SPORTS

(February to May)

Baseball
Softball
B & G Track
B&G Golf
B & G Wrestling (MS)
Co-ed Soccer (MS)

How to participate in Athletics

Your decision to become a Cougar/Wildcat student-athlete is a privilege and an honor. Each person must complete the following requirements to be eligible to participate on any team:

1. Complete the "Athletic Registration Form" online.

2. Have a physical examination by a medical doctor. Bring a copy of your physical to the athletic office. (Physical forms are available online. Your doctor may have his/her own form.) Physicals are valid for one calendar year. Student-athletes must have a physical every school year.
3. To be eligible each grading period, a student-athlete must pass a minimum of 4 classes and not drop below a 2.0 G.P.A.
4. Be eligible under all CIF Rules and Regulations.
5. Understand and follow all school and team policies with regard to conduct, attitude and proper training habits.

Come Ready to Play

Athletes are responsible for coming to practice every day on time, ready to listen and ready to learn. All participants should be physically and mentally prepared for the season. This includes training in the off-season and taking care of your body and mind during the season.

Athletic Eligibility - Grades - ULMS and ULHS

Students participating in extracurricular activities must maintain a 2.0 grade point average in the preceding grading period. Grade eligibility goes into effect the day after grades are released. Typically grades come out on Friday; eligibility takes place the following Monday. Grades received in June will affect eligibility for the following August.

Athletic Eligibility - Attendance - High School

Students participating in extracurricular activities must have an attendance percentage of at least 85% each week in order to be eligible for games the following week. Attendance will be reviewed each Friday afternoon. Coaches and students will be made aware of any eligibility challenges the following Monday. Students who fail to meet the minimum percentage (85%) will meet with the administration in order to create a plan to remedy the attendance issue and receive a waiver for the week. If attendance does not improve the following week, the student will be ineligible to play the next week. The student will become eligible as soon as the attendance percentage meets the 85% threshold. The administration reserves the right to examine the attendance situation of each student to determine the best course of action to improve student attendance and success.

Student-Athlete Concerns

If you have a concern about the team or your role on the team, it is important for you to arrange a time to meet with your coach to discuss the issue. This should be your FIRST course of action. Your coach will do his/her best to give an honest evaluation of your status. This coach-to-athlete meeting should resolve most issues or questions. Your coaches want you to be successful! If you feel further action is necessary you may contact your Principal or Athletic Director.

Team Selection

Many team sports must limit the size of their squad to provide time for proper instruction, safety concerns, and supervision. Cutting prospective student-athletes is a very difficult, gut-wrenching task that coaches must accept as a necessity to benefit the sport and the growth of the team as a whole.

Criteria for team selection is listed in handouts distributed at pre-season meetings and are reviewed numerous times. If a student-athlete is not selected one season this does not mean that he/she will never be selected for a team in that sport in future seasons.

We encourage athletes who have been cut to take on the challenge to work hard to develop their mental and physical skills to eventually make the team the following year. In many cases, these young men and women will go on to become major contributors to their team's success.

Parent/Coach Relationship & Communication

Both parenting and coaching are extremely difficult vocations. By establishing an understanding of each position, we are better able to accept the actions of the other and provide greater benefit to our children. As parents, when your children become involved in our program, you have the right to understand the expectations that are placed on your child. This begins with clear communication from your student-athletes coach. Participation in high/middle school athletics is a privilege and not a right.

As your student-athletes become involved in the athletic teams at Upper Lake High School & Middle School, they will experience some of the most rewarding and challenging experiences of their young lives. Not everything will go according to plan for your son/daughter. It is not a matter of whether or not an issue will arise, but when, and most importantly how the issue will be dealt with.

This is the time when your student should set-up a time to talk to his/ her coach. It is extremely important that your son/daughter approach the coach to set up such a meeting. This type of communication will help give both the coach and the athlete a better understanding of the expectations of all involved. This is also a crucial part of a young person's growth into adulthood.

Communication You Can Expect From Your Coach

1. Expectations the coach has for your student as well as all of the players on the squad.
2. Locations and times of practices and contests.
3. Team requirements such as special equipment, off-season expectations.
4. Procedures to follow should your student be injured during participation.
5. The discipline that results in the denial of your child's participation.
6. The availability of the coach to speak with your student if they have a problem.

Communication Coaches Can Expect From Parents

1. Concerns expressed directly, at the appropriate times, to the coach.
2. Notification of any schedule conflicts which involve absence from practices or contests well in advance.
3. Your support for the program that your student has chosen to participate in and positive encouragement for all involved.

Appropriate Concerns to Discuss with Coaches

It is very difficult to accept that your student-athlete may not play as much as you may have hoped. Our coaches are experienced, professional educators. They use their experience and expertise to coach young men and women and are required to make judgment decisions based upon an evaluation of practice performance and what they believe to be in the best interest of all those involved in their program. As you read the items below, certain topics can and should be discussed with your student-athletes coach.

1. **Concerns about your student-athletes behavior and/or academic progress.**
2. **Suggested ways to help your student-athlete improve.**

Issues NOT Appropriate to Discuss with Coaches

1. Playing Time
2. Team Strategy
3. Play calling/game strategy
4. Other student-athletes

What To Do If You Have a Concern

1. Have your student-athlete meet with his/her coach to discuss the issue. On most occasions, this coach-to-athlete meeting can resolve issues or questions. As stated earlier, this is an integral part of our young men and women learning to grow as adults.
2. Call or email the coach directly and set up a possible meeting to discuss your issues. Remember, the desired outcome is to resolve the issue, not to inflame it.
3. Please **DO NOT** attempt to talk to a coach before or after a contest or practice. Our coaches are responsible for the supervision and safety of their athletes. In addition, these can be emotional times for both the parents and the coach. Meetings of this nature do not promote resolution and will not be tolerated at any time.

If a Next Step is Necessary:

Call or email ULHS-AD/ULMS-AD and set-up an appointment with the Principal HS/MS or Athletic Director, and the coach to discuss the situation. At this meeting, issues of concern will be discussed and an appropriate plan of action developed.

General Behavior

Student-athletes must comply with all rules and regulations as specified by California Education Code, California Penal Code, and ULUSD Board Policies, CIF Bylaws, and the CIF/ULUSD Code of Conduct. Violations of these rules will be addressed by a site administrator.

School Attendance

Student-Athletes often miss classes to attend athletic competitions. It's very important for all student-athletes to establish good attendance patterns and communicate with their teachers regarding missing lessons and coursework. Students must attend 60% (minimum) of the school day, excluding lunch, in order to participate in practice or competition that day. Subject to the discretion of the athletic director/ administration.

Code of Conduct at Athletic Events

In order to provide a pleasant and safe environment for all spectators and participants, all participating schools' staff and students ask that all fans do the following:

- REMEMBER that this is a high school athletic event. All participants (players, coaches, officials, and fans) are involved in this phase of the education of our student-athletes. Our school endorses the principles of Pursuing Victory with Honor. All involved should display proper sportsmanship and play by the rules of the game because it's the right thing to do!
- Do not coach from the bleachers. It embarrasses you, your child and those seated near you.
- Support your team by being a positive representative of your family and your school.
- Cheer for good play.
- Refrain from intimidating or harassing players, coaches, officials, or other fans.
- Use proper language at all times.
- Remain in assigned seating areas – spectators are not allowed in the playing area.
- Follow safety rules and CIF regulations.

Admission to this event is a privilege and not a license to display insensitive or offensive behavior. Coaches, program administrators, sports officials, and the athletes themselves have a right to demand that spectators conform to acceptable standards of behavior.

TRAINING RULES

For health and safety reasons, students should understand that the ULUSD believes that the use of tobacco, alcohol, drugs, and performance enhancing drugs and supplements is not acceptable. Any violation of these training rules may also result in school disciplinary action according to ULUSD Board Policies and California Education Code. The following information concerning tobacco, alcohol, drug, and performance enhancing drug and supplement use is the policy adopted by the Upper Lake Unified School District. It is a policy designed to be supportive, restorative, and helpful to students/athletes. Students and parents must realize that it is their responsibility to follow this cumulative policy, and repeated offenses during the season or at offseason team activities will result in progressive consequences.

ANDROGENIC/ANABOLIC STEROIDS

The use of androgenic/anabolic steroids or dietary supplements including synephrine to expedite the physical development and to enhance the performance level of Athletes presents a serious health hazard to student athletes. (CIF 501.3 Steroids) The student shall not use androgenic/anabolic steroids without the written permission of a fully licensed physician, as recognized by the American Medical Association, to treat a medical condition. The student's violation of District policy regarding steroids or dietary supplements shall result in discipline against the student, including, but not limited to, restriction from athletics, suspension or expulsion from school.

USE OF ALCOHOLIC BEVERAGES, TOBACCO (E-CIGARETTES) OR DRUG USE

Students possessing, using or selling alcohol, or other drugs or related paraphernalia shall be subject to disciplinary procedures including suspension or expulsion and/or referral to law enforcement in accordance with law, board policy and administrative regulation. In addition, such students may be referred to an appropriate counseling program, transferred to an alternative placement, and/or be restricted from extracurricular activities, including athletics. (ULUSD BP/AR 5131.6 - Tobacco, Alcohol and other Drugs)

HAZING / BULLYING

Any form of hazing, bullying, initiation, or rites of passage will not be tolerated. Violations will be addressed according to ULUSD student behavior expectations. (ULUSD BP 5131.2 - Bullying and BP/AR 5144 - Suspension and Expulsion) Perpetrators may be penalized by, but not limited to, removal from the team, suspension from school and/or criminal citation. Hazing should be reported to the athletic director or site athletic administrator immediately. Hazing includes, but is not limited to, any activity involving an unreasonable risk of physical or emotional harm such as:

- Engaged in, or attempted to engage in, hazing (Education Code 48900(q))
- Hazing means a method of initiation or pre-initiation into a student 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 student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

- Engaged in an act of bullying (Education Code 48900(r))
- Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))
- Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.
- Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or 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. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))
- Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

SOCIAL MEDIA

Social Media Guidelines for Students:

If a student-athlete's online profile and/or its comments violate Upper Lake Unified School District's social media guidelines as adopted by the governing Board or Superintendent in a published policy, the student athlete may be subject to discipline as may be warranted based on the severity of the offense, the harm to another party, and/or the number of violations that exist. Possible consequences may have school and/or athletic consequences. (Education Code 48900)

Social Media Guidelines for Coaches and other adults affiliated with ULUSD:

The use of social media by all coaches should be restricted to supplying information about meetings, practice times, and other team or school related information and must only appear in the school's selected social media platform,

Social media communication between coaches, families, and players is restricted to FACEBOOK MESSENGER. No other messaging platform will be used. The district does not support the use of any other chat platforms. Additionally, messages should ONLY be sent to the entire team and their families. **Do not send selective, small group or individual messages.** Keep all messages positive, supportive, professional, inclusive, and appropriate, in keeping with district policies.

ULUSD School Board Policy 4119.24: Maintaining Appropriate Adult-Student Interactions states in part:

The Governing Board desires to provide a positive school environment that protects the safety and well-being of district students. The Board expects all adults with whom students may interact at school or in school-related activities, including employees, independent contractors, and volunteers, to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting. Such adults shall not engage in unlawful or inappropriate interactions with students and shall avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety.

Concerning social media, school board policy 4119.24.states:

Employees shall remain vigilant of their position of authority and not abuse it when relating with students. Examples of employee conduct that can undermine professional adult-student interactions or create the appearance of impropriety include, but are not limited to:

6. Inviting or accepting requests from students, or former students who are minors, to connect on personal social networking sites (e.g., "friending" or "following" on social media), unless the site is dedicated to school business.

Concerning social activities, the policy also states:

9. Socializing or spending time with students outside of school-sponsored events, except as participants in community activities

It is also the responsibility of the all coaches to model and develop moral intelligence on the cyber-field. Demonstrating and reminding student-athletes there is such a thing as cyber-integrity, cyber-responsibility, and cyber-respect. All coaches will follow the same guidelines as adopted by the governing Board or Superintendent in a published policy and will sign an agreement as part of their contract.

TRAVEL/TRANSPORTATION

The district provides transportation to selected away contests.

1. Bus departure times are determined by a collaborative effort between site Athletic Department & ULUSD Transportation Department.
2. At the coach's discretion, students may be signed off the return bus by their parents/guardians.
3. At the discretion of the Principal or designee; prior to leaving for the game, students who have a permission slip with prior approval, signed by the parent, may be signed off the return bus by an adult driver that has been cleared by the ULUSD Transportation Department.
4. All athletes will dress in an appropriate manner for bus trips. Coaches will establish requirements for proper attire.
5. Students are expected to conduct themselves in a mature, responsible manner. Profanity and inappropriate behavior will not be tolerated.
6. Students are expected to follow all rules set forth by the bus driver and coach, to be courteous and respectful at all times.

Students are required to travel on school transportation. Under special circumstances, with Principal or designee and coach prior approval, students may be transported to the event by their parent/guardian or other designated adult drivers cleared by the ULUSD transportation Department and Human Resources.

Section 9: Extracurricular and Co-Curricular Eligibility

Extracurricular and co-curricular activities and events offer students enhanced learning and social activities beyond or in conjunction with the curricular offerings of a school. Participation in these events are a privilege

Sports, dances, and rallies are examples of extracurricular events and activities. There are no grades or classes associated with these activities. They are *extra*, beyond the curricular offerings of the school and they often take place outside of the traditional school day..

Co-curricular activities are connected to specific classes and *may* have a grading component. Examples of co-curricular organizations or teams would be FFA, Mock Trial, Modern Music, etc... Field trips are considered a co-curricular activity. Instruction in the classroom supports the preparation for competitions, performances, and field trips.

Students are eligible to participate in extracurricular and non-graded co-curricular activities when the following conditions are met:

- 2.0 Grade Point Average (possible waiver)
- 85% attendance the week leading up to the event (possible waiver)
- Good behavior - Student cannot be on the non-privilege list
- Parent/Guardian Permission
- Meets additional requirements of coaches/advisors/teachers (attending practice, behavior, completion of required paperwork, etc.)

Enough lead time should be given to allow a student the reasonable opportunity to address the deficit in their performance and become eligible for the event.

Section 10: District Policies, Regulations and Other Resources

VISITOR POLICY:

Visitors MUST check in at the front office. There will be limited visitors on campus. Parents are encouraged to visit our school. If you would like to visit/observe a classroom, ULUSD AR 5020 School Board Policy ([Education Code 49091.10](#)) requires a written request 24 hours in advance. Please contact the principal regarding arrangements. Visits by children who are friends or relatives of students are not permitted. All visitors to schools must report to the office prior to entering classrooms or school grounds and must sign out when leaving the campus. Visitors must sign in and receive a Visitor or Volunteer Name Tag. These tags should be worn at all times while on school grounds. These tags help us monitor the helpers we have on campus and ensure the safety of our students from unwanted trespassers.

Beginning in the fall of 22-23 all visitors to our campus will be screened using the Raptor Visitor Management System. This digital system involves the swiping of the visitor's driver's license or state issued ID to determine if they have a criminal record that involves crimes against children or other violent events. This system has been employed in an effort to increase safety at our schools.

DoorDash and Similar Delivery Services:

As a safety precaution, students are not allowed to receive food deliveries from any restaurant or food delivery service such as Uber Eats, GrubHub or DoorDash. Any delivery person is considered a stranger to your child and should not be allowed to communicate with a minor. Students are allowed to bring lunch for themselves or have lunch brought to them by anyone on their pick up list (Parent, Sibling, Grandparent, guardian). If you would like to bring lunch for your child, it must only be one meal for them only. Bringing a whole pizza for their friends or several items of food for a group is not permitted. We do have students with food allergies that can be effected and it would be best to not run that risk.

Food deliveries made in violation of the above policy will be held until the end of the day at which point the student can come in after the release bell and pick-up their delivery. If they do not come in, the food will be thrown away.

ANIMALS ON CAMPUS:

County health regulations and District policy prohibit dogs on school grounds at any time except service animals. Students and parents are asked not to bring pets from home without prior approval. Please leave your dog/pets at home or in the car during student drop off and pick up times. Only service animals may be taken aboard school buses.

ARRIVAL/DISMISSAL:

In general, children are asked not to arrive more than 30 minutes before the start of the school day unless there are meetings or activities scheduled for them. Schools do not have the personnel to provide supervision outside of specified arrival and dismissal times.

- **Leaving School During the Day:**
No student is permitted to leave school during the school day without permission from the school office. If parents are taking their children out of school early, they must go to the school office to sign out their child to be released. The office must be notified in advance if someone other than a parent is to pick up the child.

WORK PERMITS:

Students wishing to obtain a work permit must see the School Secretary. You must provide your Social Security Number and the name of the person or firm offering you a job. You must be at least 14 years of age to get a work permit.

STUDENT GROOMING AND DRESS CODE STANDARDS:

Dress and grooming affect the attitude of students in their work and study habits and contribute to a productive learning environment. Students should wear safe, modest clothing which is not disruptive to the educational process. The primary standards for student dress and grooming are to be neat and clean while at school and to comply with the District Dress Code. These guidelines shall be in effect on campus, at any school sponsored event or activity or while going to or coming from school except where modified by the site administrator for specific extracurricular activities or specific cases. School administrators reserve the right to make an informed judgment on the appropriateness of student attire and may prohibit specific attire when behavior from students warrants the need to do so.

ENROLLMENT AND REGISTRATION:

Parents of high school aged students who are new to the area, reside within district attendance boundaries, and are enrolling a student for the first time, may enroll their child at the High School office.

To enroll, parents/guardians need to provide a birth certificate or other evidence of age and the child's immunization records. Please note that enrollment is not complete until all information has been completed and reviewed/verified by District personnel.

Students living within the school attendance boundary receive priority for enrollment if all documents are completed and submitted during the registration window.

CHANGE OF ADDRESS:

Parents/Guardians must notify the office immediately of any change of address or phone number.

EMERGENCY INFORMATION FORMS:

State laws require that an emergency form for each student be kept on campus at all times. A new Student Information/Emergency Card should be completed each fall and updated throughout the year if information needs to be revised. A local contact person should be listed as an emergency contact in case the school is unable to reach the parents. If a child becomes ill or injured at school, the parent(s) will be contacted immediately. It's extremely important that these Student Information/Emergency Cards be current. Schedules will not be handed out to students until we have an accurate emergency form on file in the office.

EMERGENCY PROCEDURES:

We review and practice emergency procedures by running a series of safety drills two times each year with all staff and students. In a real emergency, the district communications office will notify parents via our automated communication system and will be posted on our social media page. During rainy or snowy weather or any emergency, the following radio station will inform the public if our school will be open or closed: KXBX (AM 1270). Please DO NOT come to the school unless directed to do so by the district communications office. This can present additional safety issues for our students and hinder the efforts of emergency services.

MEDICATION:

Under California law, students are not to have any medication (prescription or non-prescription) in their possession while at school or school activities. In those circumstances where a student must take prescribed medication during the school day, the following guidelines are observed (AR 5141.21):

1. The parent/guardian is required to inform the school office on the appropriate District form of the medication being taken, the current dosage and the name of the supervising physician.
2. With the parent/guardian's consent, the site health aide may communicate with the student's physician regarding the medication and its effects, and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission or overdose.

Students may not carry and self-administer medications except under specific situations and with the full knowledge and consent of school personnel. Over the counter medications (cough drops, aspirin, etc.) are considered and treated as a prescribed drug. This precaution is taken for the protection and safety of all students. Additional information and support on medication issues is available by contacting the school principal or the site health aide. (Ed Code 49423, 48980)

Grade	Number of Doses Required of Each Immunization ^{1, 2, 3}				
K-12 Admission	4 Polio⁴	5 DTaP⁵	3 Hep B⁶	2 MMR⁷	2 Varicella
(7th–12th)⁸	K-12 doses	+ 1 Tdap			
7th Grade Advancement^{9,10}		1 Tdap⁸			2 Varicella¹⁰

- Requirements for K-12 admission also apply to transfer pupils.
- Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines. Doses of DTP count towards the DTaP requirement.
- Any vaccine administered four or fewer days prior to the minimum required age is valid.
- Three doses of polio vaccine meet the requirement if one dose was given on or after the 4th birthday. Oral polio vaccine (OPV) doses given on or after April 1, 2016, do not count.
- Four doses of DTaP meet the requirement if at least one dose was given on or after the 4th birthday. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the 7th birthday (also meets the 7th–12th grade Tdap requirement. See fn. 8.) One or two doses of Td vaccine given on or after the 7th birthday count towards the K-12 requirement.
- For 7th grade admission, refer to Health and Safety Code section 120335, subdivision (c).
- Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Only doses administered on or after the 1st birthday meet the requirement.
- For 7th–12th graders, at least one dose of pertussis-containing vaccine is required on or after the 7th birthday.
- For children in ungraded schools, pupils 12 years and older are subject to the 7th grade advancement requirements.
- The varicella requirement for seventh grade advancement expires after June 30, 2025.

DTaP/Tdap = diphtheria toxoid, tetanus toxoid, and acellular pertussis vaccine

Hep B = hepatitis B vaccine

MMR = measles, mumps, and rubella vaccine

Varicella = chickenpox vaccine

ACCIDENT INSURANCE:

ULUSD does not provide medical insurance for school-related injuries. However, the District does make information available on a variety of affordable plans to help parents in the case of a student accident. For information on student benefit plans, including sports related plans, please contact the school office.

LOST AND FOUND:

Students can turn in and claim lost items in the front office. Students or parents may check the lost-and-found bin for missing items. Unclaimed items are donated to charities throughout the school year. Students are encouraged to leave personal items at home to reduce the risk of being broken, stolen, lost, or a disruption in classrooms. Students should not bring valuables to school, including large sums of money. The school is not responsible for lost, stolen or broken articles.

ALL UPPER LAKE CAMPUSES ARE CLOSED CAMPUS:

For safety reasons, students are not allowed to leave a classroom or campus without permission. This includes leaving campus before school starts. Students should have a pass from their teacher to leave class or an off-campus pass from the office to leave campus. **There are no off-campus lunch privileges at any ULUSD school.**

ULHS and ULMS - NO OFF CAMPUS BREAK OR LUNCH:

Students are required to stay on campus once they arrive in the morning. Students are not allowed to leave campus during break or lunch, unless a parent or guardian signs them out.

ULHS - DRIVING TO SCHOOL:

Students who have a valid driver's license may drive to school and park in the school parking lot by the gymnasium. Students must have parent or guardian permission and all vehicles must be registered and insured. Parking spots can be reserved during school hours by contacting our activities director and completing an application.

Student vehicles are not to be accessed during school. If you have forgotten something in your car, please see the school secretary or an administrator for permission to go to your car. Students may not sit in their cars during class, break, or lunch.

Permission to have a vehicle on campus is a privilege which can be rescinded at any time by the administration.

ULUSD BOARD POLICIES

Title IX Compliance

Upper Lake Middle School is in compliance with the provisions of Title IX of Public Law 92-318 Education Amendments of 1972. No officer or employee of the district, when acting or purporting to act in official capacity, shall refuse to permit any student to participate in any school program or activity because of the student's race, religion, color, sex or national origin.

Upper Lake Unified School District Sexual Harassment Policy

(The following is an excerpt from the Upper Lake Unified School District Policy)

IV. DEFINITION OF SEXUAL HARASSMENT:

- A. **Definition:** "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:
1. Submission to the conduct is explicitly or implicitly made a term or a condition of any individual's employment, academic status, or progress.
 2. Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
 3. The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or creating an intimidating, hostile, or offensive work or educational environment.
 4. Submission to, or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.
- B. **Specific Examples:** For the purpose of further clarification, sexual harassment includes but is not limited to:
1. Making unsolicited written, verbal, physical, and/or visual contact with sexual overtones. (Written examples include, but are not limited to: suggestive or obscene letters, notes, and invitations. Verbal examples include but are not limited to: derogatory comments, slurs, jokes, and epithets. Physical examples include but are not limited to: assault, touching, impeding, or blocking movement. Visual examples include, but are not limited to: leering, gestures, partial or total nudity, display of sexually suggestive objects or pictures, cartoons, or posters, or the wearing of sexually suggestive clothing not meeting dress standards for students or employees.)
 2. Continuing to express sexual interest after being informed that the interest is unwelcome.
 3. Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response. For example, within the work environment either implying or actually withholding support for an appointment, promotion, or change of assignment, suggesting a poor performance report will be prepared, or suggesting probation will be failed. For example, within the educational environment either implying or actually withholding grades earned or deserved, suggesting a poor performance evaluation will be prepared, or suggesting a scholarship recommendation or college application will be denied.
 4. Within the work environment, engaging in implicit or explicit coercive sexual behavior that is used to control, influence, or affect the career, salary, and/or work environment of another employee. Within the educational environment, engaging in implicit or explicit coercive sexual behavior that is used to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student.
 5. Offering favors or educational or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, etc., in exchange for sexual favors.
 6. The viewing, printing, or transmission of any obscene, pornographic, or other material of a harassing or sexual nature on a computer.

(Ref: Section 703 of Title VII of the United States Civil Rights Act, as interpreted by the United States Equal Employment Opportunity Commission, 29 CFR, §1604.11; and Section 7287.6 of Title 2 of the California Administrative Code.)

Upper Lake Unified School District Anti-Harassment and Discrimination Policy *(The following is an excerpt from the Upper Lake Unified School District Policy)*

ANTI-HARASSMENT POLICY:

The Upper Lake Unified School District is committed to providing all students with a safe and supportive school environment. Members of the school community are expected to treat each other with respect. Teachers and other staff members are expected to teach and to demonstrate by example that all members of the community are entitled to respect.

Harassment of a student by another student or by a teacher or other staff member is a violation of this school district policy. This includes (but is not limited to) harassment based on race, religion, national origin, marital status, sex, actual or perceived sexual orientation, actual or perceived gender identity, mental disability, or physical disability. Punishable harassment is conduct, including verbal conduct, (1) that creates (or is substantially likely to create) a hostile environment by interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being; or (2) that is threatening or seriously intimidating.

Sexual harassment is a form of harassment that also violates school policy. Punishable sexual harassment is an unwelcome sexual advance or sexual conduct, including verbal conduct, (1) that is tied to a student's educational benefits, opportunities, or performance, or to a student's physical or psychological well-being; (2) that creates (or will certainly create) a hostile environment by interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being; or (3) that is threatening or seriously intimidating.

To prevent harassment in the first instance, staff members should teach why harassment is wrong and teach that tolerance and respect are essential to a free society. In response to an act of harassment, staff members should intervene immediately to stop the harassment and, if appropriate, should punish the harassment promptly, consistently, and proportionately to the seriousness of the act. But the response should not end there; rather, staff members should deter future harassment with continuing lessons of tolerance and respect.

Schools shall develop and publicize rules that explain how harassment can be reported and how reports of harassment will be handled. These rules should require staff to report harassment to a designated school official; should prohibit retaliation against anyone who reports harassment; and, to the extent possible, should protect the confidentiality of anyone who is involved in a report of harassment.

DISCRIMINATION POLICY:

The Upper Lake Unified School District is committed to equal opportunity for all students and all staff. It is District policy that no one shall be treated differently, separately, or have any action directly affecting him or her taken on the basis of race, religion, national origin, marital status, sex, actual or perceived sexual orientation, actual or perceived gender identity, mental disability, or physical disability, if the person is otherwise qualified or could be with reasonable accommodation. The immediate remedy for any act of discrimination shall be to end it, treat the individual equally, and, as much as practically possible, to eradicate any effects of discrimination. Discipline should be imposed where appropriate.

STUDENT SAFETY:

The School District is committed to addressing the safety needs of all students and staff including needs related to actual or perceived sexual orientation and gender identity. The District is committed to maintaining a discrimination-free learning environment that teaches respect for all people, including those who do not conform to traditional sex role stereotypes. The District acknowledges that sexual minority youth, who frequently lack positive role models, experience disproportionately higher rates of suicides and school dropouts.

The District has a professional duty and obligation to understand the unique differences of its diverse student and staff population and to address its educational, emotional, and social needs. Students shall be assured they need not endure any form of harassment based on sexual orientation or gender identity that impairs their educational environment or emotional well being at school. They shall be informed that they should promptly contact the principal or designee if they experience such discrimination.

The District acknowledges that a key element in a sound educational program is providing students with an understanding and appreciation of the differences of others. The District seeks to assure students and their family members and caregivers that their needs related to sexual orientation and gender identity will be addressed in a forthright and sensitive manner.

The Superintendent or designee shall ensure that students receive age-appropriate information and education related to sexual orientation and gender identity. The District will implement staff development programs for all school employees and address the needs of students and staff related to sexual orientation and gender identity. In accordance with District policy and state law, all schools will develop a site-specific plan for addressing issues related to sexual orientation and gender identity. The plan will include staff development for all school employees and the development of resources and education for students.

Slurs and harassment related to sexual orientation and gender identity are prohibited. Violations of this policy may result in discipline, up to and including suspension and expulsion or termination. Also, any persons who are not employees or students at the school (e.g., parents, visiting speakers or members of a visiting athletic team) who violate this policy shall be subject to immediate and appropriate corrective action depending on the level of control the District has over the offender.

The District prohibits retaliation against any complainant or participant in the complaint process. Information relating to a complaint of discrimination based on actual or perceived sexual orientation or gender identity shall be confidential to the extent possible. Individuals involved in the investigation of such a complaint shall be instructed to not discuss related information outside of the investigation process.

The District will provide on-going support services related to sexual orientation and gender identity issues. Curricula and materials will be developed and implemented which address the issues of this under-served population. All schools will be provided with training in the use of these curricula and materials.

The District will adopt personnel policies that are sensitive to sexual orientation and gender identity to ensure employment protection for all staff members.

Upper Lake Unified School District Anti-Harassment and Discrimination Complaint Procedures

(Administrative Regulation)

A. VERBAL OR WRITTEN COMPLAINTS FROM STUDENTS:

If, at any time, a student is subjected to harassment or discrimination at school, the student should initiate a complaint to a teacher or administrator either verbally or in written form. The complaint should include information regarding the witnesses' names, the name(s) of the person(s) who engaged in offensive conduct, and the description of the offensive conduct, including the nature of the conduct, when and where the conduct occurred, the number of times it occurred, and any informal attempts at resolution.

B. ADMINISTRATIVE REVIEW AND PROCEDURES:

Receipt of Complaints

1. A teacher who receives a complaint shall notify the school principal of the complaint and direct the student to the principal. If the principal is the subject of the complaint, the teacher shall direct the student to the Superintendent or designee. The directive that staff report harassment will be included in the District's personnel policies.
2. A principal who receives a verbal complaint of harassment shall provide the student with a copy of the District's anti-discrimination and anti-harassment policy and this administrative regulation and direct the student to prepare a written complaint and return it to him/her.
3. In the case of a minor, the administrator should review the legal demands for filing a child abuse report to determine whether they apply to the particular circumstance. (Penal Code 11166)
4. If possible, the complaint shall be submitted on the official complaint form. If this is not possible, the student must provide the following information in writing: student's name and grade; home telephone number; description of incident; name of alleged offender; witnesses; other pertinent information that is available so as to allow an investigation to be conducted.
5. If it appears to the principal that the student is unable to prepare a written complaint without assistance, s/he shall assist the student with preparation of a written complaint.
6. The complaint and results of the investigation shall be kept confidential to the extent that maintenance of confidentiality is consistent with a thorough investigation and appropriate resolution of the matter.

NOTICE TO PARTIES

Within 3 days of receiving a written complaint, the Superintendent or designee shall:

1. Meet with the complaining student if necessary to obtain clarification of the student's written complaint.
2. Individually advise the student and alleged offender that the complaint and results of the investigation shall be confidential to the extent that maintenance of confidentiality is consistent with a thorough investigation and appropriate resolution of the matter.
3. Provide a copy of the District's policy and procedures on anti-discrimination and anti-harassment to the alleged offender.
4. Talk to the alleged offender about the nature of the student's complaint.
5. Offer restorative justice intervention to the involved parties as a step in the resolution process.³ If the incident is resolved through an informal intervention, the Superintendent or designee will create an Incident Report, as designated below, noting the method of resolution.

INVESTIGATION

1. The Superintendent or designee shall promptly commence and coordinate a thorough and objective investigation within 7 school days of receipt of the written complaint.

³ Under federal policy, districts should informally resolve discrimination complaints, including complaints of harassment, only if the parties, after full notice of their rights, agree to do so. The district should consider whether there are instances in which informal mechanisms for resolution should not be used, for example, complaints of harassment of students by employees, complaints in which other students are also apparent victims, complaints that indicate possible threats to the safety of the complainant or other persons, and complaints of harassment that continued or recurred after previous informal resolution attempts.

2. The investigation shall be conducted discreetly, maintaining confidentiality of all involved students insofar as confidentiality is consistent with a thorough investigation and appropriate resolution of the matter. Anonymity of the complainant shall be preserved when appropriate for reasons of safety.
3. The District acknowledges that some incidents of harassment may come to the school's attention as a result of fights or other misconduct on the part of the target of the harassment as well as the harasser. For example, when racial, ethnic or similar slurs are used in or before a fight between persons of different groups, school officials should determine whether any aspect of the event or the precipitating circumstances are covered by the District's anti-harassment policies. If so, the consequences should be adjusted accordingly.

Investigation Report and Decision

1. The Superintendent or designee shall prepare a written report ("Incident Report") summarizing the results of the investigation. The report shall reflect the record of the circumstances (i.e. the nature of the alleged conduct, the context in which the alleged incident occurred and the result of the District's investigation). The report shall be considered a confidential document that shall be given only to the Superintendent or designee, and, if the matter is appealed as indicated below, to the Governing Board.
2. Based on the report, the Superintendent or designee shall prepare a written response ("Response") that shall include, at a minimum: (i) the name of the person making the allegation, and, if different, the name of the alleged victim; (ii) the nature of the allegation and the date of the alleged incident; (iii) the names of any staff persons alleged to have committed violations; (iv) the initials of any students alleged to have committed harassment or other misconduct (v) the names of all staff persons believed to have relevant information about the incident, (vi) the initials of any and all student witnesses; (vii) the statements of the complainant, the victim (if different from the complainant), the alleged perpetrator (if known), and any witnesses; (viii) the outcome of the investigation; and (ix) any action taken by the District.
3. The Superintendent or designee shall provide a copy of the Response to the principal, complainant, and alleged offender, within 30 days of the receipt of the Complaint
4. The District will collect and maintain a copy of the Incident Report, Response, and any other documentation created or received in relation to the complaint. The purpose of collecting this data is to provide the District with a means to monitor compliance with their anti-discrimination and anti-harassment policies. The confidentiality of those named in the complaints will be protected to the extent required by law.
5. A finding of discrimination or harassment of a student by a District employee shall be referred for appropriate personnel action consistent with the collective bargaining agreement and/or Board Policy.
6. A finding of discrimination or harassment of a student by a student shall be referred for appropriate intervention consistent with the District's anti-discrimination and anti-harassment policies. Discipline will only be used where necessary for student safety. In all other cases, the consequence for student discrimination or harassment shall be educative in content. If appropriate, the District will consider that the harasser, as well as the target of the harassment, may need help. An offender counseling program or restitution program may help perpetrators dispel stereotypes, prejudices, fears, ignorance and other contributors to harassment. It may be appropriate to involve the perpetrator in efforts to repair the damage caused by the harassment. The findings regarding discipline of a student or other resolution of the complaint and investigation shall remain confidential consistent with the District's obligations to maintain the confidentiality of student records except where Education Code section 48918 (k) applies.
7. Whether the harasser is a student or employee, remedial steps, including discipline where appropriate, shall be calculated to stop the specific harassment and prevent recurrence. If harassment continues, stronger responses will be employed. The District shall consider all of the kinds of actions that will be necessary to fully address the specific problems experienced at the school site as a result of the harassment.
8. The District will consider the need for institutional remedies or changes, particularly where a pattern of harassment exists. Institutional remedies may include increased supervision, additional training of students and staff, changes in classroom or other school procedures, statements of nondiscrimination issued by school officials, and curricular and extracurricular programs to reduce prejudice and conflict.
9. If the conduct was not sufficiently severe, pervasive, or persistent to violate the District's anti-harassment or anti-discrimination policy, the District should still consider action geared to address the target's concerns to prevent recurrence and indicate that unlawful harassment will not be tolerated.
10. Students experiencing harassment may continue to suffer psychological problems, including impaired self-esteem, even after the harassment has ended. The District will encourage the student and the student's parents to consider treatment, where appropriate. The target of the harassment should be offered school services, such as counseling, and referred to publicly available sources of victim assistance.

APPEAL PROCEDURES

1. If the complaining student is dissatisfied with the District's Response to the complaint, he/she may file a written appeal to the Governing Board within 15 days after receipt of the decision.
In closed session, the Governing Board shall review the student's written complaint, the Incident Report, and the Response to determine whether the alleged offender has engaged in discrimination or harassment and the appropriateness of the action contained in the Response.
2. The Governing Board, in its discretion, may request additional information and the personal appearance of any or all parties and witnesses in closed session.
3. The Governing Board shall issue a written decision within 45 days of the student's written appeal. The written decision and findings shall remain confidential except where Education Code section 48918 (k) applies