



MONTE VISTA INDEPENDENT STUDY

2025-26 Parent and Student Handbook

Revised 7/1/2025



Newport-Mesa
Unified School District

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Principal's Message

Welcome to Monte Vista Independent Study School - Home of the Monte Vista Mountaineers! At Monte Vista, we offer both full time independent study and single course options for concurrent enrollment for Newport-Mesa Unified students. Our unique model allows us to offer increased flexibility for students whose educational needs are best met in the independent study environment. At Monte Vista Independent Study School, we value every student's success and work with each student individually to define that success.

At Monte Vista, students work independently but not alone. We have a team of teachers and staff members to support you! Each student has a designated independent study supervising teacher as well as teachers available in each core content area for curriculum support. Students have increased flexibility in the time, place, and pace of instruction and are able to work with their independent study supervising teacher to create and maintain an effective schedule for coursework.

Students at Monte Vista can have confidence in their coursework. All courses in grades 7-12 are equivalent in time and rigor to the in-person version. Relevant courses are A-G approved for University of California and California State University admission requirements. Monte Vista courses are also approved by the NCAA, the The National Collegiate Athletic Association for student athletes wishing to play on future NCAA college sports teams.

Monte Vista offers all courses needed for graduation in Newport-Mesa, in addition to a robust offering of high-interest electives and Career and Technical Education (CTE) courses. Students at Monte Vista have opportunities for concurrent enrollment, ROP classes, and dual enrollment with California Community Colleges.

Our C.L.I.M.B. values remain at the forefront of everything we do. Our students, teachers, and staff live these values in their daily activities. My hope is that your experience at Monte Vista helps you reach your version of success to become the best you! Our teachers and staff look forward to CLIMBing to success with you!

Sincerely,

Dr. Racquel Stephens

Principal, Monte Vista Independent Study



Monte Vista Independent Study Contact Information

Main Office	1003 Presidio Square Costa Mesa, CA 92626	949-515-6690	montevista@nmusd.us
Principal	Dr. Racquel Stephens	949-515-6690	rstephens@nmusd.us
School Counselor	Jennifer Hutchinson	949-515-6691	jhutchinson@nmusd.us
Administrative Assistant	Ruth Cartmill	949-515-6695	rcartmill@nmusd.us
School Registrar	Noemi Gonzalez	949-515-6697	ngonzalez@nmusd.us
School Community Facilitator	Maria Santana Baiza	949-515-3382	msantanabaiza@nmusd.us
School Office Assistant	Elizabeth Sachs	949-515-6690	esachs@nmusd.us
School Social Worker	Elizabeth Shin	949-515-6690	efung@nmusd.us
Health Assistant	Angela Gallegos	949-515-6690	agallegos@nmusd.us
Campus Safety Facilitator	Oscar Diaz	949-515-6690	osdiaz@nmusd.us
Speech-Language Pathologist	Luke Padgett	949-515-6690	lpadgett@nmusd.us
School Psychologist	Laina Knott	949-515-6690	lknott@nmusd.us
Oscar Constandse	Independent Study Supervising Teacher Content Support: Science	949-515-3900	oconstandse@nmusd.us
Jody Golding	Independent Study Supervising Teacher Special Education	949-515-6690	jpgolding@nmusd.us
Roxanne Carter	Independent Study Supervising Teacher Content Support: English-Language Arts	949-284-0617	rcarter@nmusd.us

Dawn Kerrigan	Independent Study Supervising Teacher Content Support: English-Language Arts	949-515-3901	dkerrigan@nmusd.us
Kira Quesnell	Independent Study Supervising Teacher Content Support: History-Social Science	949-326-9020	kquesnell@nmusd.us
Gretchen Reynoso	Independent Study Supervising Teacher Content Support: World Languages	949-326-5061	greynoso@nmusd.us
Valerie Smith	Independent Study Supervising Teacher Content Support: Mathematics	949-625-6083	vsmith@nmusd.us
Candice Woods	Independent Study Supervising Teacher Content Support: Mathematics	949-480-1616	cwoods@nmusd.us
Alternative to Suspension	Alternative to Suspension Teacher Independent Study Supervising Teacher	949-515-6690	Please contact Dr Stephens at rstephens@nmusd.us

About Monte Vista Independent Study Secondary School

Monte Vista Independent Study School is an alternate education option for students in grades 7-12. This educational option is a mutually voluntary agreement within NMUSD to provide for students whose educational needs are best met in an independent study format. Students at Monte Vista complete work at home using a learning management system for online courses. Students have mandatory weekly meetings with their independent study supervising teacher for instructional time, progress monitoring, goal setting, time management support, and test proctoring. Content support is offered daily in the core subjects of math, science, history-social science, English-language arts and world languages.

Monte Vista Independent Study School offers full time enrollment, in which students take all of their courses in independent study, or concurrent enrollment, in which students take single courses while attending their neighborhood school. At this time Monte Vista offers concurrent enrollment for high school students. Concurrent enrollment is not available for students in middle school.

Monte Vista Independent Study School is for students who flourish as independent learners. Independent study provides one-on-one instruction under the general supervision of the independent study supervising teacher. This structure is designed to provide academic support, monitor student progress, and maintain school connectedness.

Monte Vista Independent Study provides a robust curriculum substantially equivalent to in-person instruction. In addition to standards-based instruction in English, math, science, and history - social science, secondary students have unique opportunities for electives, including career and technical education, world languages, R.O.P. courses, visual and performing arts, dual enrollment with community colleges, and select Advanced Placement courses. These courses provide opportunities to enhance the general education curriculum and support the unique interests of students.

Students in independent study must meet the daily or weekly requirements for instruction and teacher interaction, depending on the grade level.

[Redacted]		
[Redacted]	[Redacted]	[Redacted]
Synchronous Instruction	Required Weekly Offered Daily	Required Weekly Offered Daily
Teacher Interaction	Required Daily	Required Weekly Recommended Daily

At Monte Vista Independent Study, we believe in supporting the whole child in this unique educational environment. We support academic growth with high quality instruction and digital tools in order to provide a rigorous, relevant, and high-interest curriculum for students using Newport-Mesa Unified District approved curriculum and resources. We support social-emotional learning by integrating social-emotional lessons into student activities, and by providing intentional opportunities for students to form connections with their teachers and peers. Monte Vista Independent Study provides optional in-person activities and field trips on occasion, as coordinated by the teachers.

Monte Vista Independent Study Vision and Mission Statements

Our Vision:

The vision of Monte Vista Independent Study School is to provide students innovative educational options that recognize their individual paths to success.

Our Mission:

The Mission of Monte Vista Independent Study School is to partner with students and parents to create an educational journey that inspires students to their highest levels of achievement through our C.L.I.M.B. values of collaboration, leadership, integrity, motivation, and belonging.

Monte Vista Independent Study Mascot

The Mountaineers

Monte Vista Independent Study Schoolwide Learning Outcomes

Students at Monte Vista Independent Study are in a 21st century independent study learning environment, using digital tools to engage with their grade-level content, with their teachers, and peers. Students will demonstrate evidence of engagement during their time at Monte Vista, with a focus on our C.L.I.M.B. values to produce the following Schoolwide Learning Outcomes (SLOs).

Collaboration	Students who: <ul style="list-style-type: none">● communicate about their learning with their supervising teacher.● ask questions and are curious about subjects.● participate in shared discussions with their supervising teacher and peers.
Leadership	Students who: <ul style="list-style-type: none">● take the lead in their independent studies.● manage their time efficiently.● can make informed decisions about their learning.
Integrity	Students who: <ul style="list-style-type: none">● use technology resources appropriately to aid in their learning.● demonstrate honesty in words and actions.● show integrity in their academic work.
Motivation	Students who: <ul style="list-style-type: none">● are able to work independently.● make an effort to progress towards their learning goals.● have a growth mindset while at Monte Vista Independent Study School
Belonging	Students who: <ul style="list-style-type: none">● are aware of their strengths and weaknesses.● take risks to get involved in the Monte Vista Community.● make connections with teachers and peers.

Monte Vista Independent Study Program Requirements

Is Independent Study Right for My Child?

In general, success in independent study requires motivation and a strong commitment on the part of the student. For most students, it requires the support of parents, guardians, or caregivers. It also requires sufficient academic preparation to enable the student to work independently.

In general, students who experience success in independent study:

- Have the desire and motivation to work independently
- Manage their time effectively
- Take ownership of their learning
- Understand how to monitor their learning progress
- Communicate with their teachers regularly and are responsive to communication
- Keep themselves accountable for their in-person meetings with their teacher
- Keep themselves accountable for course due dates

Independent study serves a broad range of students, including:

- Gifted and talented students who are pursuing interests outside of school and need flexibility in their schedules
- Students who face particular challenges—such as health issues or the need to work—that make classroom attendance difficult
- Students who, for a variety of reasons, have fallen behind in their studies and need an individualized approach to fill in gaps in their learning or make up credits
- Students who want an individualized approach that allows them to delve more deeply into areas of special interest
- Students for whom independent study matches their learning style with individual and small group instruction and supervision by an independent study teacher

Enrolling at Monte Vista

Students Currently Enrolled in Newport-Mesa Unified School District

If a student is a current NMUSD student, the parent or guardian must notify their current school regarding the request to transfer to Monte Vista Independent Study. The parent or guardian will then complete the current NMUSD interest form on the Monte Vista Independent Study website. Parents will be contacted for a conference with the counselor and/or administrator for questions regarding enrollment at Monte Vista and to discuss expectations of the program. At that time, a determination will be made for placement options and level of enrollment (full time option or single course option). In some situations, the school counselor and/or school administrator may make a determination that independent study is not in the best interest of the student to support academic achievement. Please contact the Monte Vista Independent Study office at 949-515-6690 for any questions regarding enrollment, or complete the [Monte Vista interest form](#).

Students New to Newport-Mesa Unified School District

If a student is a new student to the district, the parent or guardian will need to complete the [NMUSD enrollment process](#). When completing the Aeries online enrollment application, new students need to select their school of residence for enrollment purposes. Once the enrollment application has been submitted, and completed with all required documents, Monte Vista Independent Study will begin the transfer process, if it is determined that Independent Study best meets the needs of the student. Please contact the Monte Vista Independent Study office at 949-515-6690 for any questions regarding enrollment, or complete the [Monte Vista interest form](#).

Students served on an IEP or who are English Language Learners will be considered on a case by case basis to ensure that Monte Vista Independent Study is able to meet their educational needs.

Transferring to or from Monte Vista Independent Study

Students may transfer to and from the Monte Vista Independent Study or in-person instruction (neighborhood school) within 5 school days of a request or at a logical transition time during the school year. There are many considerations for a transfer, including grading periods, continuity of curriculum, social-emotional considerations and best interest of the student. Please discuss options with the school administration if you are considering a transfer.

Full-Time Enrollment Option

Students enrolled in the full-time option take all of their courses needed for their grade level through Monte Vista Independent Study.

Concurrent Enrollment Option (Single Courses)

High school students may take 1-2 classes with Monte Vista Independent Study while enrolled at their neighborhood school. Please see your school counselor to determine if this option is appropriate for your student, depending on course and/or scheduling needs. Concurrent enrollment is not available for students in middle school at this time.

Residency Requirements

Students enrolled at Monte Vista Independent Study must physically occupy a residence in the designated attendance area for Newport-Mesa Unified School District.

Getting Started At Monte Vista Independent Study School

Monte Vista Independent Study is committed to setting students up for success. At Monte Vista Independent Study, parents and students will have a conference with the counselor and/or administrator prior to enrollment, to ensure the student can meet the expectations of independent study. Please note that students will not be allowed to enroll unless all needed documentation, including residency verification, is submitted. Students and parents will be provided with orientation materials to ensure they understand the program expectations, student schedules and work expectations, in-person meeting days and times, content support times, academic and enrichment experiences at Monte Vista Independent Study, and technical resources for working through online courses.

Written Learning Agreements

Families participating in Monte Vista Independent Study will be required to agree to program requirements in the form of a written learning agreement. This written learning agreement must be signed by all parties before the first day of enrollment in Monte Vista Independent Study. This written learning agreement outlines the program requirements such as residency, attendance requirements, transfers to and from Monte Vista Independent Study, materials and technology requirements, and the manner, time, and frequency of assignments. The written learning agreement also outlines methods of communicating and reporting academic progress, what satisfactory progress means in the virtual environment, and what supports and resources are available to students not making satisfactory progress. It also includes school, parent, and student responsibilities. Students not meeting the terms of the written learning agreement will participate in a tiered reengagement system of support and resources, and, if needed, an evaluation of enrollment meeting will be held to determine if independent study is the best placement for the student. Monte Vista Independent Study reserves the right to determine a return to in-person learning for the student, or a change of program placement if independent study is not the best placement for the student.

Course Contracts

Each family will receive a course contract (syllabus) for their current grade level and courses. Signature acknowledgment of the course contracts is a requirement for entrance into Monte Vista Independent Study before the first day of instruction. The course contract contains student information, the duration of the course contract, course descriptions and learning objectives, the manner, time, and frequency of assignments and assessments, grading policies and grade reporting, materials needed for the course, and attendance information. Questions regarding the course contracts may be directed to the individual teacher(s). Course contracts are considered ancillary documents to the written learning agreement.

Due to the nature of online coursework, students are required to obtain and maintain a working NMUSD Chromebook and reliable Internet connectivity for the duration of the independent study contract. Students

must use an NMUSD Chromebook, as certain programs will only work on NMUSD devices. If the student does not have a working device and connectivity, these will be provided at no cost to the student by informing the Monte Vista Independent Study office. Students and/or parents must report connectivity or device issues upon first discovering the issue so as to resolve the issue in a timely manner. Students should come to the Monte Vista Independent Study Lab with a charged NMUSD Chromebook each time they attend.

Textbooks and Materials

Materials needed for participation in Monte Vista Independent Study include:

- A working device (NMUSD Chromebooks provided and required for instruction.) Some programs will only run on NMUSD devices. Teachers may use GoGuardian, a Chromebook monitoring program, at their discretion.
- Reliable internet access for the duration of the agreement. Hotspots will be provided upon request, based on need.
- Access to digital programs needed for the course, as designated by the teacher.
- Textbooks, if required by the grade level or content area. These may be physical or digital textbooks.
- Any other supplies as indicated by the teacher (notebooks, math manipulatives, or other classroom items).

The teachers will provide a material list for any items specific to their grade level or course. All textbooks (digital or physical) and supplies needed for the courses will be provided to the student at no cost. All items must be picked up from the Monte Vista Independent Study office at 1003 Presidio Square, Costa Mesa, CA 92626.

Students at Monte Vista Independent Study will participate in a partially virtual learning environment. In order to participate, students are required to have their technology fully functional at all times.

Students experiencing device or Internet issues must contact the Monte Vista Independent Study office upon first discovering the issue. Failure to do so may result in absences and/or missing coursework, which may affect grades, progress, and graduation status.

Transportation

Monte Vista Independent Study is a voluntary alternative educational option. Transportation to and from Presidio Learning Center is not provided by the Newport-Mesa School District. City bus passes are available from the Monte Vista main office or from transportation services at the district office. Please call the office for further information and resources at 949-515-6690, or transportation services at 714-424-5080 or visit the Orange County Transit Authority at <https://www.octa.net/>.

Information Updates

In the event that you move, you must verify your new address with the Monte Vista Independent Study Registrar at 949-515-6697. Any changes in phone numbers or emergency contacts must be done by entering the information in the [Aeries Parent Portal](#).

Emergency Communications

In the case of an emergency at our schools, we ask that you please remember to look for official information from the school or district. We deliver messages via school and district websites, email, phone, text, and district social media accounts - Facebook, Instagram, or Twitter.

Parent Emergency Contact Information

Please ensure that we have your most accurate contact information on file to enable us to effectively communicate with you during an emergency.

Student and parent contact information can be updated throughout the year via the Update Contact Information page on the NMUSD website.

Please contact your school to receive your student's confidential account information so that you may sign up for an Aeries portal account. If you are unable to create a portal account, please visit your child's school to update contact information.

Monte Vista Independent Study School Hours for the 2025-2026 School Year

Main Office Hours

The Monte Vista Independent Study Office is open for school business from 7:30 am to 4:00 pm on school days.

Student Hours

Student hours at Monte Vista on school days are from 8:30 am - 12:00 noon on Mondays and 8:30 am to 3:00 pm Tuesdays through Fridays. The independent study lab is available for use during this time for coursework or test proctoring. For test proctoring, tests must be started in time for completion by 3:00 pm. Student lunch time is Tuesdays through Fridays from 12:30-1:00 pm.

Daily School Schedule

Monte Vista Independent Study is a partially virtual school, which combines independent study with weekly instructional meetings. Students are required to make progress in their courses and meet with their supervising teacher for progress monitoring and test proctoring.

Independent Study Supervising Teachers will coordinate a weekly meeting day and time for students. This day and time will be communicated to students upon enrollment. Students are expected to commit and protect this weekly meeting time. **If a student cannot make a weekly meeting time, please communicate that with the supervising teacher to schedule a make up time during the course of that same week.** If a student misses a weekly meeting, the student will participate in a tiered re-engagement plan in order to ensure the student is making adequate academic progress and to avoid missing future meetings. Missing 3 or more meetings in a semester will result in an evaluation of enrollment to determine if independent study is an appropriate placement for the student.

For independent study course work, students are expected to log on to coursework daily. Full time students are expected to spend a minimum of 20 hours per week (Monday through Sunday) on their educational activities. Concurrent students are expected to spend a minimum of 5 hours per week per course on their educational activities. Students may spend more or less time on coursework depending on academic preparation and work habits. Students will work with their independent study supervising teacher on a time management schedule to help ensure adequate academic progress.

Middle school students have daily requirements for independent study, which include daily teacher contact and expectations for small group direct instruction via Zoom or in-person. For students who work in the lab daily, breaks and lunch times are defined according to the instructional time schedule at Monte Vista. Middle School teachers will provide a schedule and communicate this to families upon enrollment.

Campus Specific Dates at Monte Vista Independent Study

Registration and Materials Pick Up Monte Vista Independent Study Office	August 13th and 15th, 2025
First Day of School	August 18, 2025
Back to School Night	September 8th, 2025
Open House	May 18th, 2026
8th Grade Promotion Ceremony	June 3rd, 2026
High School Graduation Ceremony	June 4th, 2026
Last Day of School	June 4th, 2026

2025-2026 School Year - Schedule of School Activities



Newport-Mesa
Unified School District

2025-2026 SCHEDULE OF SCHOOL ACTIVITIES

TK-12+ First Duty Day for TK-12+ Teachers/TK-12+ Staff Development Day.....	(Mon) August 11, 2025
TK-12+ Staff Development Day	(Tues) August 12, 2025
TK-12+ Teacher Prep Day.....	(Wed) August 13, 2025
TK-12+ Staff Development Day	(Thur) August 14, 2025
TK-12+ Teacher Prep Day.....	(Fri) August 15, 2025
First Day of School for TK-12+ Students	(Mon) August 18, 2025
Elementary Student Free Day TK-6 Teachers.....	(Fri) October 10, 2025
(TK-6 Students Only - Local Non-Student Day)	
TK-12+ Staff Development Day for Teachers	(Wed) November 5, 2025
(TK-12+ - Local Non-Student Day)	
Secondary Preparation Day for Teachers.....	(Fri) December 19, 2025
(7-12+ Students Only - Local Non-Student Day)	
Last Day of School TK-12+ Students.....	(Thur) June 4, 2026
Last Day of Service TK-12+ Teachers	(Fri) June 5, 2026

Instructional Staff

Legal/Local Non-Student Days

Classified Staff Holidays

September 1, 2025	Independence Day Observed	July 4, 2025
October 10, 2025	Labor Day	September 1, 2025
November 5, 2025	Preparation Day TK-6 Teachers	
November 11, 2025.....	(Local Non-Student Day for TK-6 Students).....	
November 26-28, 2025.....	Staff Development Day TK-12+ Teachers.....	
December 19, 2025.....	(Local Non-Student Day for TK-12+ Students).....	
December 22, 2025.....	Veterans' Day	November 11, 2025
January 2, 2026	Thanksgiving Recess	November 27-28, 2025
January 19, 2026	TK-6 2-Hour Early Release	
February 16-20, 2026 (5 Days).....	Preparation Day 7-12+ Teachers	
April 6-10, 2026.....	(Local Non-Student Day for 7-12+ Students)	
May 25, 2026	Winter Recess	December 24-25, 2025
	Martin Luther King, Jr. Day.....	December 31, 2025 - January 1, 2026
	Presidents' Recess	January 19, 2026
	Presidents' Day.....	February 16, 2026
	Lincoln's Birthday Observed.....	February 17, 2026
	Admission Day Observed	February 18, 2026
	Spring Recess	
	Memorial Day	May 25, 2026

ELEMENTARY TRIMESTER DATES

October 17, 2025 (43 Days).....	End of First Trimester
March 6, 2026 (79 Days)	End of Second Trimester
June 4, 2026 (58 Days).....	End of Third Trimester

SECONDARY QUARTER DATES

October 10, 2025 (39 Days).....	End of First Quarter
December 18, 2025 (44 Days)	End of Second Quarter/First Semester
March 20, 2026 (49 Days)	End of Third Quarter
June 4, 2026 (48 Days).....	End of Fourth Quarter/Second Semester

Secondary Grading Periods 2025-2025

Please see below for the secondary grading periods by semester. Progress reports and report cards will be available shortly after each grading period in the AERIES parent portal. Please note that parents may check grades in real-time through the parent account in Edgenuity, and are encouraged not to wait until the reporting periods to monitor grades and progress. All parents at Monte Vista Independent Study should have an active parent account in Edgenuity, Schoology, and the AERIES portal, along with notifications set to monitor their child’s progress and grades.

Fall Semester - August 18th, 2025 to December 18, 2025

October 10th, 2025	Quarter 1 Ends
Final Exams	December 15th - 18th
December 18, 2025	Quarter 2 Ends /Fall Semester Grades

Spring Semester - January 5th, 2026 to June 4, 2026

March 20th, 2026	Quarter 3 Ends
Final Exams	May 26th - June 4th
June 5th, 2026	Quarter 4 Ends/Spring Semester Grades

Drop and Withdrawal Dates - Grades 9-12

Term	Last day to drop without a “W” on the transcript.	Last day to drop without a “WF” on the transcript.
Fall Semester	September 12th, 2025	October 10th, 2025
Spring Semester	January 16th, 2026	March 20th, 2026

Grading Policies and Grade Reporting

Students at Monte Vista Independent Study will receive frequent communication and reporting of academic progress. Parents at Monte Vista will need to obtain a parent account in AERIES and Schoology in order to monitor grades and progress. If you are in need of assistance in setting up your AERIES and Schoology parent account, please call the Monte Vista Independent Study office at 949-515-6690.

Each teacher at Monte Vista will determine the grading policy, and/or grade weighting categories for his or her course content area. The course contract, signed before the first day of instruction, will outline the course policies. Parents and students are encouraged to read each course contract carefully, and contact the teacher for any clarification needed.

Methods of communicating and reporting academic progress will be:

- Grade and feedback posting in the learning management systems or other digital platforms.
- Student and parent communication (phone or electronic communication).
- Progress reports and report cards in the AERIES parent portal after the appropriate marking periods.

Students transferring into Monte Vista will receive transfer grades for work in progress, if any, factored into their grades. Please note that if a student enters Monte Vista Independent Study mid-year, curriculum and pacing may not fully align with their former school, and may affect understanding of the content, grades, and/or academic progress. Please contact the Monte Vista Independent Study administration, school counselor or teacher for any clarification needed on curriculum and pacing.

Attendance at Monte Vista Independent Study

Attendance will be determined according to the current guidelines for independent students as defined in the California Education Code.

Attendance is generated by student engagement in independent study work. This includes both the asynchronous time spent on coursework (online and offline work), and synchronous time (weekly instructional meetings, guidance, school activities and expanded learning opportunities).

Attendance time includes:

- All time spent in the learning management system, and any associated offline work time.
- Voice-to-voice instruction with a certificated teacher.
- All augmented instructional time for intervention and support.
- Enrichment activities such as art, PE workshops, and field trips.

Full time students are expected to spend a minimum of 20 hours per week engaged in educational activities in order to obtain full attendance. The attendance week at Monte Vista begins each Monday and ends Sunday at midnight. All time accumulated during that week will be combined for the total weekly time.

For full-time students, teachers will estimate attendance days based on a percentage of 1200 minutes per week (20 hours).

Examples of attendance days:

20 hours = 5 days of attendance

16 hours = 4 days of attendance

12 hours = 3 days of attendance

8 hours = 2 days of attendance

4 hours = 1 day of attendance

0 hours = 0 days of attendance

Some students may require more time on coursework to make adequate progress, depending on course requirements and/or academic preparation.

Concurrent independent study students are expected to spend one hour per class per day, or 5 hours weekly per class.

Students may not make up past attendance time or “bank” future attendance time.

Students who are experiencing challenges with attendance and engagement will participate in a tiered re-engagement process. This process may include teacher interventions and strategies, parent and student meetings, administrative interventions and meetings, SST meetings to determine needs and supports and/or an evaluation of enrollment to determine if independent study is an appropriate program for the student. Students experiencing persistent challenges in attendance and engagement may be subject to an evaluation of enrollment which may include a transfer to a program that better meets the needs of the student or a return to the school of residence. Future independent study requests may be denied by the school administration if the student does not engage in independent study.

Reporting Absences

All teachers will track and monitor student attendance and engagement in independent study daily. If your child is unable to complete school work on a school day, please contact their independent study supervising teacher to coordinate a plan for their school work.

It is very important to support communication with the Monte Vista Independent Study administration and teachers, and to prevent absences turning into truancies. All absences must be verified within three school days. Absences not verified by a parent or guardian will result in truancies. Students who are not making adequate academic progress through absences from work completion will participate in a tiered re engagement plan in order to support the student in making academic progress. The final step of the tiered reengagement plan will be an evaluation of enrollment to determine if the student may continue in independent study or return to classroom instruction.

Whenever a student is absent from school or class, a school employee will determine how the absence is recorded. A medical release for school re-entry may be required following an illness, chronic medical condition, surgery, possible contagious infection, or referral by the health office. Please also inform the classroom teacher and health office of any limitations or restrictions following an illness, surgery, broken bone, or other medical condition.

Doctor and Dental Appointments

Appointments should be scheduled around independent study coursework whenever possible. If the student is unable to complete independent study assignments due to a medical situation, parents must inform their supervising teacher the same day to discuss a plan to stay current with coursework.

School Holidays

The Newport-Mesa Unified School District is committed to providing each student a world-class education. This commitment can only be realized if all stakeholders, parents, students, and the school participate fully in the educational process. Student holidays are listed below for your reference.

September 1, 2025	Labor Day
November 5, 2025	Staff Development Day
November 11, 2025	Veterans’ Day
November 26 – 28, 2025	Thanksgiving Recess
December 19, 2025	Teacher work day/student holiday
December 22, 2025 – January 2, 2026	Winter Recess
January 5, 2026	School Resumes
January 19, 2026	Martin Luther King, Jr. Day

February 16-20, 2026
 April 6-10, 2026
 May 25, 2026

Presidents Recess
 Spring Recess
 Memorial Day

School-Wide Expectations

At Monte Vista Independent Study, we use the Positive Behavioral Interventions and Support (P.B.I.S.) approach to promoting safety and good behavior. This model has been adapted by our staff, through a process of student, teacher, parent, and administrative input to fit the unique nature of independent study. The goal of P.B.I.S. is to improve the school climate to promote feelings of safety, respect, engagement in learning, involvement of teachers, students, and families, and a shared vision for what the ideal independent study environment could look like. All students at Monte Vista Independent Study will be expected to participate in these school-wide expectations in order to maximize engagement for teaching and learning. Teachers will reinforce these expectations frequently, including C.L.I.M.B. awards, certificates mailed home, announcements in Schoology and Blackboard, positive messages, and school wide recognition at assemblies or end of year activities.

C.L.I.M.B. Positive Behavior Matrix (PBIS) for Monte Vista Mountaineers

	Behavior Expectations during Independent Study at Home	Behavior Expectations in the Independent Study Lab
Collaboration	<p>Work with parents and teachers as your educational partners for success.</p> <p>Communicate daily about your learning goals with your supervising teacher at Monte Vista.</p>	<p>Be an active participant in your learning.</p> <p>Attend enrichment learning experiences when able.</p> <p>Actively participate with your peers in group activities and your homeroom class.</p>
Leadership	<p>Take charge of your learning. Keep a schedule of assignments and due dates.</p> <p>Give full effort towards your learning goals.</p> <p>Be an ambassador for Monte Vista Mountaineers.</p>	<p>Lead by example through good study habits and work ethics when at Presidio.</p> <p>Take initiative in group discussions and projects.</p> <p>Lead with the C.L.I.M.B. values of collaboration, leadership, integrity, motivation, and belonging.</p>

<p>Integrity</p>	<p>Model honesty in your words and actions.</p> <p>Use technology responsibly for the purposes of education.</p> <p>Show digital citizenship during all learning activities, either independently or in-person.</p> <p>Demonstrate academic honesty in each assignment or assessment.</p>	<p>Show up on time for meetings or assessments.</p> <p>Sign in and out of the Presidio Learning Center upon entering or exiting the building.</p> <p>Allow other students to work undisturbed during their time in the independent study lab.</p> <p>Hold yourself accountable for your goals.</p>
<p>Motivation</p>	<p>Set goals and make progress towards those goals.</p> <p>Be a self-starter on your courses and projects.</p> <p>Use a growth mindset when assignments are challenging.</p> <p>Persist through tech issues by communicating with their teachers for support needs.</p>	<p>Be on time for independent study meetings with their supervising teacher.</p> <p>Follow lab rules and use time wisely in the lab.</p> <p>Come prepared with class materials, including a charged Chromebook.</p> <p>Demonstrate enthusiasm for your coursework and school.</p>
<p>Belonging</p>	<p>Keep connected with your supervising teacher and school community daily.</p> <p>Be accepting of different perspectives and identities</p> <p>Celebrating successes of yourself and others.</p>	<p>Help others if needed during independent practice times</p> <p>Be accepting of different perspectives and identities</p> <p>Speak kindly to others, using appropriate language at all times.</p>

School Rules and Policies

Independent Study Lab Protocols and Expected Behavior

At Monte Vista Independent Study, students are expected to behave appropriately at all times. Students are expected to engage with their teacher, the academic content, and their peers appropriately. Students are expected to use technology responsibly for the purposes of education. Students will use the Yondr phone cases to hold their phones while at Monte Vista. Students are expected to:

- Sign in and out of the Presidio Learning Center upon entering or exiting the building.
- Be on time for independent study meetings with their supervising teacher.

- Come prepared with class materials, including a charged Chromebook.
- Be an active participant in their learning.
- Place their phones in Yondr pouches while at Monte Vista.
- Speak kindly to others, using appropriate language at all times.
- Allow other students to work undisturbed during their time in the independent study lab.
- Follow instructions provided by the teacher or other Monte Vista staff member.
- Persist through tech issues by communicating with their teachers for support needs.
- No food or drink is allowed in the independent study labs, except water. Students may have a snack outside, during designated break times.
- Obtain a restroom pass from the supervising teacher when needed.
- Remain in the lab areas at all times until dismissed by the teacher.
- Follow the NMUSD's code of conduct, including the dress code.
- Be dropped off and picked up on time. No loitering is allowed at Presidio Learning Center.

Yondr Cell Phone Pouches at Monte Vista

Monte Vista is a phone-free school. This policy is in place to minimize distractions and increase student engagement. Students at Monte Vista will place their cell phones in a Yondr pouch upon signing in to the lab. High school students may unlock their phones at break and lunch. Middle school students must keep their phones in the Yondr pouches until they sign out for the day. If a parent needs to reach a student, please call the Monte Vista front office at 949-515-6690. If a student needs to call a parent, they may ask the front office to call from a school line.

Student who do not follow the Yondr cell phone policy will participate in a tiered discipline policy:

- **First Offense** - The student will be directed to the front office to turn off the phone and lock it in the Yondr pouch.
- **Second Offense** - The student's phone will be turned into the teacher or administration and a parent or guardian must pick it up.
- **Third Offense** - The student and parent(s) or guardian(s) must attend a conference to discuss a phone management plan. The student must turn in the phone daily to administration.

Policies for any Live Zoom Sessions at Monte Vista Independent Study

At times, Zoom sessions may be designated by the teacher for students at Monte Vista. Engagement in the independent study environment creates unique opportunities and challenges for students and teachers. If a student participates in a Zoom session, the following protocols will be in place.

- Cameras at Monte Vista Independent Study during Zoom sessions are mandatory. Teachers must be able to visibly verify the identity of their students in order to account for attendance, ensure academic integrity, and prevent unwanted intruders in Zoom sessions. Teachers need to be able to visibly connect with students in order to monitor engagement, check for understanding, and have students fully participate in the educational process.
- Students will log into Zoom using Classlinks with their NMUSD username and password.
- Students should not share their login information with anyone (other students, siblings, outside requests).
- Students will use a district Chromebook for school coursework.
- Students will use their legal name when participating. Students may not use an alias or false name.

- Students are expected to show digital citizenship during all learning activities, either synchronous or asynchronous.
- If on Zoom, students will have their cameras on and orientated on their face for the duration of the session, in a well-lit area. Students will have an appropriate background, and be fully and appropriately dressed, per the NMUSD district dress code policy. Students are expected to be seated during Zoom sessions (no moving devices). Students should not be in cars and should be at their independent study work stations.
- Students will use appropriate language related to the academic content both in the lab and for any communication related to Monte Vista Independent Study.
- Students are expected not to share Zoom links and codes with students not in the same class.
- Teachers may use the GoGuardian program at their discretion.
- There are to be no screenshots, streaming audio, or visual recordings by students, parents, or community members or any virtual or phone session. These activities are not permitted in any way without the express consent of the administration, teacher, and all participants. Per the Family Educational Rights and Privacy Act (FERPA), all privacy laws apply to the virtual and independent study school environments.

All students at Monte Vista Independent Study are expected to have their cameras on and oriented on their faces (forehead to chin) for the duration of the live Zoom sessions. Students not meeting this expectation may be marked as non-participatory, per the discretion of the teacher, as the teacher may be unable to verify the identity, authentic participation, or authenticity of student work products in a session. If a student's camera is not working on their Chromebook, the family needs to report the issue upon first discovering it, and request a Chromebook switch by calling the Monte Vista Independent Study office at 949-515-6690. Students not meeting the expectations for camera use will participate in a progressive discipline process, as prescribed in the State Education Code.

For behavior incidents in the Zoom classroom (inappropriate messages, gestures, language, or other forms of inappropriate behavior), the teacher will follow a tiered system of consequences, as determined by the severity of the offense per district policy. If the participant poses a threat (potential or imminent), the teacher may at their discretion, remove the students from the Zoom session and report to the appropriate administration or law enforcement authorities, depending on the severity of the behavior. The student will be subject to the same disciplinary measures as an in-person classroom setting.

Student-Only Zoom Sessions

Virtual instruction time may be needed at Monte Vista and is exclusively for students enrolled at Monte Vista Independent Study. These sessions are designed for teacher-student interaction, much like the in-person classroom equivalent. Parents, guardians, or community members are not permitted to join their child's Zoom sessions to either observe or speak with the teacher. If parents wish to speak with their child's teacher, please contact them to schedule a meeting.

Independent Study Work Spaces

Best practices for students in independent study include parents supporting students at home to have a designated space for learning, with distractions minimized to ensure focus and engagement. Parents are encouraged to support their student by:

- Providing a designated space for students at home, which is conducive to learning.
- Designating and protecting time daily for coursework.
- Eliminating distractions (TV, games, and other devices).

- Minimizing background noise, and if necessary, obtain a headset.
- Keeping classroom supplies organized and in close proximity to the student
- Keeping Chromebooks clean and charged.
- Ensuring students' eating and working areas are separated.
- Periodically monitoring student's work areas to ensure that they are set up for success.

Supervision at Home during Independent Study

Independent study changes the way the school day looks for both the students and the parents. Students participating in independent study need to be monitored at home, taking into consideration the age, maturity level, and study habits of the child. Parents of students participating in independent study need proactive and frequent monitoring of their child's work habits, grades, and progress to ensure the student is logging on to classes and participating fully in their independent study assignment and in-person meetings.

Academic Honesty Policy

Academic integrity is an important part of a student's educational development. It allows students the freedom to build new ideas, demonstrate their thinking, and work creatively, while respecting and crediting the work of others. Academic integrity in the independent study environment is no different than a traditional classroom environment.

Students are expected to do their own work in an honest and forthright manner. Looking at another student's test paper, using cheat sheets, obtaining test answers, copying homework, and plagiarizing (copying from a book, magazine, a peer, or the internet) to complete an assignment or project are dishonest acts. Students who compromise their integrity in these ways will be subject to disciplinary action.

Additionally, using AI-powered digital tools to generate content that is presented as original work is a form of plagiarism. This includes having AI write essays, answer test questions, or paraphrase existing content without proper citation. Remember, schoolwork is about developing your own knowledge and critical thinking skills. If you're unsure whether a particular use of AI is acceptable, consult your teacher before proceeding. More information regarding citation and appropriate use of AI [can be found here](#).

Students are expected to:

- Do their own work on all assignments, projects, quizzes, and assessments, except when the teacher designates an activity as a collaborative activity or group project.
- Cite sources of information appropriately, giving acknowledgement to the author and source of the work, as appropriate to the assignment.
- Use web and print resources appropriately, when designated by the teacher for use.
- Neither give nor receive help on assignments and assessments, in order to demonstrate their own evidence of learning.

Academic integrity violations can take many forms in the independent study environment, including, but not limited to:

- **Plagiarism** - taking someone else's work or ideas and passing them off as your own original thoughts or work.
- **Collusion** - working together or sharing electronic information on an assignment or activity designed to measure individual effort.

- **Cheating** - using notes, textbooks, resources, or digital information during an activity which was designed to measure knowledge without these resources.
- **Falsification or Misrepresentation** - any attempt to deceive the teacher in order to receive a favorable grade. This includes presenting another student's work as your own, falsifying information related to date submission, or having another student or family member complete work for a student.
- **Impersonation** - completing an assignment or assessment as someone else. Logging into a device as another user or having someone login as the student for the purposes of completing an assignment, assessment, or participation in a Zoom session. Using a pseudonym when logging in.
- **Publication** - taking screenshots, pictures, or electronic recordings of an assignment or assessment and distributing this material. This is a violation of NMUSD policy and a violation of academic integrity.

Use of artificial intelligence applications (AI), such as Chat GPT, are considered violations of academic integrity and will follow the same consequences.

At Monte Vista Independent Study, teachers will ensure students have adequate information regarding what academic honesty is and explicitly teach academic integrity, as appropriate to the grade and content area. Students in violation of academic integrity will experience the following consequences.

- **First offense** - Failing grade on assignment/assessment, warning to student, and a restorative practice. The teacher has the discretion to allow the student to make up the assignment or not.
- **Second offense** - Failing grade on assignment and parent notification. The teacher has the discretion to allow the student to make up the assignment or not.
- **Third offense** - Failing grade on assignment, student/parent/teacher/administrator conference. Discipline notation in AERIES. The teacher has the discretion to allow the student to make up the assignment or not.
- **Fourth offense** - Failing grade on assignment, student/parent/teacher/administrator conference, withdrawal-fail (WF) grade for the course. Discipline notation in AERIES. Please note that the WF grade may affect graduation status and/or college admissions eligibility.

If needed, students may be required to come in-person to complete assignments and assessments on paper without the use of any electronic devices.

School Property

Monte Vista Independent Study students are expected to treat school property with respect. Any graffiti, damage to textbooks, Chromebooks, devices, Yondr pouches or other materials may be assessed a fine. Certain items will need to be returned at the end of each school year. Parents will be notified of materials return dates.

No Weapons Policy

The Board of Education of the Newport-Mesa Unified School District fully intends for our schools to be safe places for all. Both state law and district policy state that possession of a firearm, knife, explosive or other dangerous objects of no reasonable use to the student is grounds for expulsion. Please note that the independent study spaces are considered classrooms for these purposes.

Pets

As part of the effort to maintain a distraction-free learning environment, we ask that pets not be brought to the Presidio Learning Center.

Academic Programs at Monte Vista

Monte Vista offers a wide-range of courses, based on student interests and needs. Students in middle school will take the required course of study in the core courses (Math, Science, English-Language Arts, and Social Studies), along with physical education and elective opportunities. 8th grade students have additional opportunities for a world language and other more rigorous electives. Monte Vista strives to provide a range of elective offerings in order to serve a wide variety of student needs.

High school students will take all courses required for graduation. In addition, students have the opportunity for electives specific to interest, such as career and technical education courses, visual and performing arts, world languages, driver's education, and select AP® offerings. In addition, high school students have access to credit recovery courses, as needed, to make progress towards a high school diploma. High school students are encouraged to meet with their school counselor periodically to ensure they are on track for high school graduation, as well as to determine a course sequence aligned to their college and career goals.

All middle school and high school courses are evaluated annually to determine offerings for the following year, based on student need and interest, and are subject to change.

Middle School Course of Study

Middle school students at Monte Vista have the following course selection options available. All course selections must be approved by the school counselor. Please note that course offerings are subject to change. For course descriptions please refer to the Monte Vista Course Catalog.

English

7th Grade	8th Grade
Language Arts I	Language Arts II

Mathematics

7th Grade	8th Grade
Math 7 **Enhanced Math 7/8	Math 8 **Enhanced Math 8/Algebra 1

***indicates an advanced math course. Students must be recommended for the course per the current district criteria.*

Science

7th Grade	8th Grade
Integrated Science 7	Integrated Science 8

Social Science

7th Grade	8th Grade
World History 7	United States History 8

Middle School Electives

7th Grade	8th Grade
Physical Education Digital Literacy Online Learning and Digital Citizenship Keyboarding and Applications Middle School Computer Science Middle School Coding Middle School Digital Art and Design Middle School Game Design Middle School Photography Middle School Studio 2D Art Middle School Exploring Music Middle School Journalism Design and Modeling Core Curricular Support Math Skills Basic Skills	Physical Education Digital Literacy Online Learning and Digital Citizenship Keyboarding and Applications Middle School Computer Science Middle School Coding Middle School Digital Art and Design Middle School Game Design Middle School Photography Middle School Studio 2D Art Middle School Exploring Music Middle School Journalism Medical Detectives Green Architecture *Spanish I *French I Core Curricular Support Math Skills Basic Skills

**Indicates a high school level world language course.*

***The course of study for students served under an IEP will be determined by the IEP team.*

High School Course of Study

High School students at Monte Vista have the following course selection options available. All course selections must be approved by the school counselor. Please note that course offerings are subject to change. For course descriptions please refer to the Monte Vista Course Catalog.

High School Graduation Requirements

The Newport-Mesa Unified School District requires 230 credits and a Senior Project to graduate from Monte Vista. Students will need to obtain the following subject area credits to receive a high school diploma.

Subject Area	Credits Required
English (9th-11th)	30.00
English (12th)	10.00
Math (Must pass Algebra 1)	20.00
Life Science	10.00
Physical Science	10.00
World History	10.00
US History	10.00
American Democracy	5.00
Economics	5.00
Humanities	10.00
Applied Skills	5.00
Health	5.00
Physical Education	20.00
Electives	80.00
Senior Project as Defined by Board Policy	Completed
Total Credits Needed	230

Progress Towards Graduation

Students making adequate academic progress towards graduation generally complete the credit milestones below. Students who are not anticipated to be able to complete credits in the course of 4 years will need to meet with the school counselor to determine credit recovery needs and school placement options, including options for Back Bay High School.

Grade Level	Anticipated Credits After Fall Semester	Anticipated Credits After Spring Semester
9th Grade	30 Credits	60 Credits
10th Grade	90 Credits	120 Credits
11th Grade	150 Credits	180 Credits
12th Grade	210 Credits	230 Credits

A-G Requirements for CSU and UC

The University of California system and the California State University system have minimum entrance requirements to be eligible to apply. These requirements are known as A-G requirements because they are in categories according to their content area requirements. These requirements include a sequence of courses that students must complete with a grade of C or better to be minimally eligible. These courses represent the basic level of academic preparation that high school students should achieve in order to be prepared for university courses.

The following chart summarizes the A-G college entrance requirements. Students should meet with their school counselor periodically in order to determine if they are on track to meet these requirements. Please note that there are exams or other coursework that may satisfy these requirements. *Always check with your school counselor to determine if you are taking coursework appropriate to your college and career goals.*

Category	Requirement
A) History	Two years of history, including: <ul style="list-style-type: none"> one year of world history, cultures or historical geography (may be a single yearlong course or two one-semester courses), and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government
B) English	Four years of college-preparatory English. No more than one year of ELD courses can be used to meet this requirement.
C) Mathematics	Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Four years are recommended.

Category	Requirement
D) Science	Two years of college-preparatory science in two of these three subjects: biology, chemistry, or physics. One year of approved interdisciplinary or earth and space sciences coursework can meet one year of the requirement. Three years are recommended.
E) Language other than English	Two years of the same language other than English are required. Three years are recommended.
F) Visual and performing arts	One yearlong course of visual and performing arts chosen from the following disciplines: dance, music, theater, visual arts or interdisciplinary arts — or two one-semester courses from the same discipline.
G) College-prep elective	One year (two semesters) chosen from courses specific to the elective (G) subject area or courses beyond those used to satisfy the requirements of the A-G subjects.

High School Courses Offered

History- Social Science

Freshman	Sophomore	Junior	Senior
*AP® Human Geography Ethnic Studies	*World History *AP® World History: Modern *Ethnic Studies	*U.S History and Geography *AP® US History *Ethnic Studies	*American Government *Economics *AP® U.S. Government and Politics *Ethnic Studies

**indicates an A-G approved course offering*

English

Freshman	Sophomore	Junior	Senior
*Literature and Composition 1	*Literature and Composition 2	*Literature and Composition 3 *AP® English Language and Composition	*Literature and Composition 4 *AP® Literature and Composition *Expository Reading and Writing

**indicates an A-G approved course offering*

Mathematics

Freshman	Sophomore	Junior	Senior
*Algebra I *Geometry *Algebra II	*Algebra I *Geometry *Algebra II *Pre-Calculus	*Geometry *Algebra II *Pre-Calculus *AP® Calculus AB	*Algebra II *Pre-Calculus *AP® Calculus AB *Probability and Statistics *AP® Statistics

**indicates an A-G approved course offering*

Science

Freshman	Sophomore	Junior	Senior
*Earth and Space Science *Biology *Environmental Science	*Earth and Space Science *Biology *Honors Biology *Chemistry *Honors Chemistry *Marine Science *Environmental Science	*Earth and Space Science *Biology *Honors Biology *Chemistry *Honors Chemistry *AP® Biology *Environmental Science *AP® Environmental Science *Marine Science *Physics *Astronomy *AP® Computer Science Principles	*Earth and Space Science *Biology *Chemistry *AP® Biology *Environmental Science *AP® Environmental Science *Marine Science *Astronomy *Physics *AP® Computer Science Principles

**indicates an A-G approved course offering*

Visual and Performing Arts

Freshman	Sophomore	Junior	Senior
*Music Appreciation *Art 1 *Art History *Theater, Cinema, and Film Production *Digital Photography	*Music Appreciation *Art 1 *Art History *Theater, Cinema, and Film Production *Digital Photography	*Music Appreciation *Art 1 *Art History *Theater, Cinema, and Film Production *Digital Photography	*Music Appreciation *Art 1 *Art History *Theater, Cinema, and Film Production *Digital Photography

**indicates an A-G approved course offering*

World Languages

Freshman	Sophomore	Junior	Senior
*French I *French II *Spanish I *Spanish II	*French I *French II *French III *Spanish I *Spanish II *Spanish III	*French I *French II *French III *Spanish I *Spanish II *Spanish III *AP® Spanish Language *AP® French Language	*French I *French II *French III *Spanish I *Spanish II *Spanish III *AP® Spanish Language *AP® French Language

**indicates an A-G approved course offering*

Electives

General and Career and Technical Electives for Grades 9-12

*AP® Psychology
 *Art History
 *Art 1
 ASVAB (Armed Services Vocational Aptitude Battery) Test Preparation
 Basic Skills
 Core Curricular Support
 *Creative Writing
 Cosmetology 1
 Cosmetology 2
 Credit Recovery
 *Criminology
 *Cybersecurity
 *Digital Photography
 Driver's Education (ages 15+)
 *Early Childhood Education
 *Fashion Design
 *Forensics: Using Science to Solve a Mystery
 *Foundations of Game Design
 *Fundamentals of Digital Media
 Health Education
 *Health Science and Medical Technology
 *Hospitality and Tourism
 Introduction to Aviation
 *Introduction to Business and Finance
 *Introduction to Careers in Architecture and Construction
 *Introduction to Careers in Education and Training
 *Introduction to Careers in the Health Sciences
 *Introduction to Communication and Speech
 *Introduction to Computer Science
 *Journalism

General and Career and Technical Electives for Grades 9-12

Math Skills
*Music Appreciation
*Personal Finance
Physical Education
*Psychology
*Social Media
*Sociology
*Sports and Entertainment Marketing
*Theater, Cinema, and Film Production
*Women's Studies: A Personal Journey Through Film
*Veterinary Science
Work Experience (Grades 11-12)

**indicates an A-G approved course offering*

***The course of study for students served under an IEP will be determined by the IEP team.*

Senior Projects

Students at Monte Vista in their senior year will participate in a Senior Project, in which students will have an option to earn a Seal of Civic Engagement. Students completing a Senior Project will be assigned a teacher facilitator to support the process and follow through to completion. The Senior Project will consist of identifying a community issue or problem of interest, researching the problem, communicating the results, participating in community engagement activities, preparing a product addressing the topic and reflecting on their experience.

Advanced Placement Courses

Advanced Placement (AP) courses are college-level courses and exams for high school students. These courses provide an opportunity to earn college credit in high school. Monte Vista provides select AP Courses. AP courses are weighted courses, meaning they factor a greater weight into GPA determination, based on a 5 point scale instead of 4. AP courses are rigorous in nature and require motivation, academic preparedness, and additional time to complete courses. Please speak to your school counselor to determine if AP courses are appropriate for your college and career pathway.

Career and Technical Education

Career and Technical Education (CTE) courses that integrate core academic skills with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. CTE courses are aligned to industry sectors. CTE courses may be taken as single courses or as a pathway, if available. A CTE pathway is a sequence of two or more courses within a student's career interest, including an introductory course, concentration course and/or a capstone course. Monte Vista offers select single CTE courses.

Dual Enrollment

Monte Vista participates in the district's Dual Enrollment opportunities in cooperation with Orange Coast College. Students in grades 9-12 may request participation in this program. Students who participate in this program receive both high school and college credit for select courses. Students interested in taking a community college Dual Enrollment course should discuss options with the school counselor to determine if

the program is appropriate for the student's situation. Students must be recommended by the counselor and the school principal must approve any course requests.

R.O.P. Courses

Coastline Regional Occupational Program (ROP) is a provider of career technical education (CTE). The ROP partners with five school districts, including the Newport-Mesa Unified School District, to offer programs of study that strengthen and broaden the students' education experience. CTE courses are offered during the high school bell schedule, after-school and during summer. Students interested in an R.O.P. course should contact the school counselor to discuss their interests and schedule. A full list of R.O.P. courses is available from the school counselor and will be communicated to students at key enrollment times.

Credit Recovery

Students who are in need of credit recovery may be enrolled, upon counselor approval, into a credit recovery course. These courses are specifically for students who have already attempted a high school course and received a failing grade, and are in need of remediating courses. These courses are for high school graduation credit only, and not approved for A-G credit from the University of California or the California State University system. Students completing a credit recovery course will work with their teacher to monitor their progress in their online courses.

Student Work Permits

Students under the age of 18 must have a work permit prior to employment. Students at Monte Vista may apply for a work permit using the [California Work Permit Application](#) and submit it to the school administration along with a photo I.D. Students who are working while going to school may enroll in a work experience course and may also receive high school elective credit, depending on the total number of hours worked per semester.

The school principal or designee will make a determination if the work permit is approved. Students who are behind in credits, in danger of failing a course or not graduating, or students who are overstretched in their workloads may not be approved for a work permit. Please contact the school counselor or principal if you have questions about obtaining a work permit.

Academic and Behavioral Interventions

Students in independent study are expected to make satisfactory educational progress. Satisfactory progress is defined as adequate academic progress towards the essential grade level or course essential standards.

Satisfactory progress will be measured by the teachers and/or administrators using the following indicators:

- Evidence of student engagement through attendance, participation, and interaction.
- Evidence of progress towards proficiency of the essential grade or course standards.
- Evidence of attempt and completion of assignments and assessments.
- Evidence of proficiency for academic benchmarks, as evidenced by assessments (i.e., state achievement tests, benchmark tests, unit tests, or final exams).
- Formal or informal feedback from the student's teacher of evidence of adequate academic progress.
- Passing all courses with a grade of D or better.
- For students in grades 9-12, progress towards graduation requirements.

Students not making satisfactory progress and who are experiencing challenges with content, attendance, and/or engagement in their classes will participate in a tiered re-engagement plan for support. Students will participate in the re-engagement plan if the student is not making satisfactory progress, and/or:

- If a student does not submit assignments for more than one week, unless previously arranged with the teacher(s).
- For students not participating in more than 10% of the instructional time over 4 weeks, based on attendance credit.
- For students not participating in 50% or more of synchronous instruction in a school month.
- For a student who misses a weekly in-person meeting, unless previously arranged with the teacher.
- For students who violate this written independent study agreement.
- By teacher, parent, counselor, or administrator determination.

The maximum length of time allowed between the assignment and the completion of the assigned work is one week (5 school days), unless previously coordinated with the teacher.

An evaluation of enrollment meetings will be held to determine if independent study is the best placement for the student if:

- A student is not generating attendance for more than 10% of the required minimum instruction time over four continuous weeks or
- A student has 30 or more missing assignments and/or three weeks' worth total assignments missing, or
- A student has missed 3 in-person weekly meetings in a semester.
- For students not participating in 50% or more of synchronous instruction in a school month.

Tiered Re-engagement Strategies and Academic Supports

For students experiencing challenges in attendance (work completion), engagement, or content, the following interventions, re-engagement strategies and supports may be used:

Tier 1

- Best first instruction
- Content support with the teacher or support teacher
- Time management, such as calendars and pacing guides
- Paper tutoring
- Frequent progress monitoring
- Technical support resources
- Data from academic assessments as required by grade level and content area
- Approved district curriculum and/or supplemental materials
- Parent support for digital progress monitoring
- Language interpretation/supports
- PBIS and restorative practices
- Positive teacher-student interactions
- Verification of:
 - Contact information
 - A working device and Internet access
 - Access to digital programs needed for the course
 - Access to materials for the course (digital or physical)

Tier 2

In addition to tier 1 supports, students may receive the following additional supports:

- Academic support for students not performing at grade level.
 - Targeted and/or differentiated instruction
 - Explicit, frequent feedback
 - Small group or individual skills instruction
 - More frequent content support (PAPER tutoring or content teacher)
 - Additional time with content support teachers
 - Additional mandatory on-site lab time at Presidio Learning Center
 - Work with intervention teacher
 - Credit recovery courses
- Adjustments in course loads and schedules
- Student Study Team meeting
- Daily check in with the supervising teacher
- SEL topics (Social Skills, Coping Skills, Executive Functioning, etc.)
- Referral to outside agencies and resources
- Behavior or work completion contracts
- Home visits
- Parent/student conference with counselor and/or school administrator
- Mental health and wellness support or referrals.
- Counselor communication
- Administrator communication
- Parent/student/teacher/counselor/administrator conference
- Frequent check-ins with the teacher
- Student Study Team (SST) (parent, teacher, counselor, SST coordinator, administrator) meeting to identify barriers to success and strategies and resources to overcome them.
- Referrals to outside agencies and resources.
- Foster youth referrals, resources and/or other supports
- McKinney-Vento referrals, resources and/or supports for students experiencing homelessness
- Referrals and/or resources for students requiring mental health support.

Tier 3

In addition to Tier 1 and 2 support and resources, an evaluation of enrollment may be held to determine if a change in program placement is needed. This meeting will include the parent, supervising teacher, counselor and administrator. In addition, students may be referred to outside support and resources, or to special education assessment or reassessment.

Parents are encouraged to connect with their child's teacher on a regular basis, monitor their child's progress frequently through the learning management system(s), participate in all parent-teacher conferences and meetings requested by the teacher or administration, and actively monitor their child to ensure full attendance and engagement in all of their independent study coursework.

IEP-Served Students - Students served on an individualized education program (IEP) may be recommended for Monte Vista's independent study only if the IEP team meets to discuss and recommend services as the District's offer of Free Appropriate Public Education (FAPE) and parent/guardian consent to those services.

Discipline and Behavior

In order for a discipline program to be successful, students must understand the consequences of their behavior, both positive and negative. Monte Vista Independent Study has aligned school behavior consequences with the Progressive Discipline Guidelines as prescribed in the State Education Code.

Students will receive verbal praise and reinforcement during the day. Teachers will recognize student effort towards positive behavior by C.L.I.M.B. awards during school assemblies and through certificates and other incentives.

The principal will make positive phone calls home, as recommended by the teachers for students showing improvement and/or excellences in the school-wide expectations.

In the Newport-Mesa USD, we closely follow the California Education Code for discipline. We believe in progressive discipline, with high levels of accountability and support, when appropriate. This can include a variety of interventions, including other means of correction and alternatives to suspension. When necessary and at the discretion of the site administrator, suspensions will also be used when a student's behavior and choices result in the need for such action. In the most significant and serious of incidences, a student may also be recommended for expulsion to the Office of Student Services.

To learn more about the specific disciplinary practices at your school, please contact a site administrator.

Copies of BP [5144](#), [5131](#), [5144.1](#) and AR [5144](#), [5144.1](#), [5144.2](#) are available at www.nmusd.us.

Cell Phones

NMUSD recognizes that the use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being but could be disruptive of the instructional program in some circumstances. The district permits limited use of mobile communication devices on campus in accordance with law and [Board Policy 5131.8](#).

Students in middle school may not use cell phones, smartphones, smart watches, or other mobile communication devices on campus. Devices must be turned off and placed out of sight during the school day. Students who need to call parents may use phones located in the administrative office.

Students in grades 9-12 may use cell phones, smartphones, smart watches, or other mobile communication devices on campus during non-instructional time and as directed by school personnel or to support instruction, as long as the device is utilized in accordance with law and in accordance with BP/E 6163.4 Student Use of Technology. The district recommends that teachers utilize district technology for instruction such as laptops, chromebooks and iPads.

Students' use of cell phones, smart watches, pagers, or other mobile communication devices on campus during non instructional time must be utilized in accordance with law and any rules that individual school sites may impose.

Mobile communication devices must be turned off during instructional time. However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

1. In the case of an emergency, or in response to a perceived threat of danger
2. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
3. When an authorized licensed physician whose care you are under determines that the possession or use is necessary for the student's health and well-being
4. When the possession or use is required by the student's individualized education program

Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person.

When a school official reasonably suspects that a search of a student's mobile communication device will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

When a student uses a mobile communication device in an unauthorized manner, the student may be disciplined and a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

If turned over to the principal, a parent/guardian may be notified and may be required to pick up the device from school. A student who violates this policy may be restricted from possessing a mobile communication device at school or school-related events.

A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The Superintendent or designee shall inform students that the district will not be responsible for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

Please review Board Policy 5131.8 at www.nmusd.us.

[Cell Phone Policy](#)

Yondr

Beginning in the 2025-26 school year, all Newport-Mesa Unified School District middle schools will implement the [Yondr](#) pouch system to reinforce the existing [Mobile Communication Devices Policy](#).

While we acknowledge the benefits of mobile devices, we've found that student learning and behavior significantly improve when devices are out of sight during the school day. The Yondr implementation will foster a more focused learning environment and promote positive social interactions by ensuring that mobile devices remain secured and out of use during the school day.

Dress Code

Monte Vista Independent Study students are expected to follow the same district dress code policy. This means that students are expected to be fully dressed appropriately for learning while at the Monte Vista Independent Study Lab or in a Zoom session. Student appearance must not distract from the learning process, and modest dress is required.

Appropriate dress and grooming contribute to a productive learning environment. Newport-Mesa expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

Copies of **Board Policy [5132.16](#)** and **[Administrative Regulation 5132](#)** are available at www.nmusd.us.

Bicycles (including eBikes), Scooters, And Skateboards

Students may use bicycles (including eBikes), scooters or skateboards to come to or leave school, under the following conditions:

1. Walk your eBike, scooter, skateboard, and bike at all times on campus.
2. With your own lock, secure your eBike, scooter, skateboard, and bike locked in the designated lock up area.
3. Do not leave your eBike, scooter, skateboard, or bike in the designated lock up area overnight.
4. Secured helmets are mandatory when riding your eBike, scooter, skateboard, and bike.
5. The school is not responsible for any damage, theft, or personal injury.
6. Must not be parked in a manner that blocks any ingress or egress areas of the campus.
7. Must be parked in a designated area(s).
8. Any of these items left in undesignated areas may be moved and/or subject to confiscation and parent pick-up.
9. School is not responsible for property damage resulting in the necessity to move items that are posing a safety concern and/or not parked in designated areas.

Use of hoverboards, Class 3 eBikes (Per CA AB1096), and any other motorized vehicle are prohibited on campus by students.

eBikes

For the safety of all, anyone using an eBike, must only park in designated areas. When arriving at, or on any part of the school campus, all traffic signs, site procedures, and protocols for community safety should be followed. All are expected to abide by all traffic rules and follow directions of school personnel, as safety is our top priority.

Reckless driving, failure to follow the direction of school personnel, or other serious driving violations will be decided by the school's administrator and may result in consequences. In some circumstances, law enforcement may be called and may elect to issue additional consequences.

Middle Schools — Class 3 eBikes (Per CA AB1096), and any other motorized vehicle are prohibited on campus by middle school students. Any students with a Class 3 eBike on campus will have the eBike confiscated and parent pick-up will be required. [*Use of Class 3 eBikes (Per CA AB1096) requires the operator to be a minimum of 16 years old.]

Skateboards

Skateboarding is not allowed on the school campus at any time. Motorized skateboards are not allowed on campus at any time. Skateboarding is a reasonable form of transportation for many students; however, the school may have no facilities to store skateboards. Furthermore, skateboarding on campus represents a dangerous risk of injury and damage to property. The school is not responsible for any damage or loss of skateboards, or personal injury from skateboarding.

Peer Enrichment Opportunities at Monte Vista Independent Study

Monte Vista Independent Study Secondary offers peer enrichment opportunities for students. Students are encouraged to participate in activities and events to support their social-emotional growth and make connections with classmates in order to maximize their school experience in middle school and high school. Monte Vista has a “School+2” incentive for students, which encourages them to participate in two or more enrichment experiences in addition to their independent study coursework. The incentive can be met by participating in an assembly, club, PE activity, visual and performing art activity, career fair, or other school activity.

- **Homeroom** - students are assigned an independent study supervising teacher. This will be their homeroom for the school year. Teachers may schedule homeroom orientations, activities, and field trips throughout the year.
- **School Assemblies** - school assemblies are held periodically throughout the year via Zoom. School assemblies help build the Monte Vista Independent Study school community. Students are called on to have various roles at the assemblies such as giving grade level reports, club updates, and information on school events. Students are also recognized at assemblies for academic excellence and outstanding character each academic term.
- **Prom** - Monte Vista Independent Study provides opportunities for juniors and seniors to experience high school events similar to in-person campuses. Monte Vista Independent Study, in cooperation with other schools in the district, may provide an in-person prom. Information regarding any high school events will be communicated in early spring.
- **Promotion and Graduation** - Monte Vista Independent Study provides an opportunity for in-person 8th grade promotion and high school graduation. Information regarding promotion and graduation will be communicated in early spring.
- **Field Trips or other Events** - select classes may offer field trip opportunities, depending on interest and feasibility. Monte Vista Independent Study may also offer voluntary in-person events such as the “Let’s Be Kind” day in spring in order to foster our Mountaineer Community.
- **Enriched Learning Experiences** - Monte Vista contracts with community partners, such as Segerstrom Center for the Arts and Active Learning to provide on-site enrichment opportunities in the performing and visual arts, and physical education.
- **Parent-Organized Peer Connection Opportunities** - Parents are encouraged to connect with their grade level parents through PTO in order to provide outside opportunities for students to connect with peers. These events are parent-organized and not sponsored by Newport-Mesa Unified School District.

Athletics

CIF student athletes must be primarily enrolled at their neighborhood school, or parent choice transfer school, to participate in high school CIF sports. CIF student athletes may enroll in Monte Vista for single course options only, upon counselor approval, based on the student’s schedule and course needs.

Students in outside athletics (league teams, travel teams, or recreational teams) may participate either full time or through single course options with Monte Vista, upon approval by the administrator and/or counselor to support flexibility in their athletic pursuits.

Please visit the [NMUSD Athletics website](#) for board policies, participation forms, the NMUSD Athletics Handbook, and other resources.

Student Recognition

Monte Vista Independent Study recognizes the importance of student recognition and positive affirmation of effort, positive behavior, and academic success. Monte Vista Independent Study will recognize students for:

- Academic excellence for GPA above 3.0, 3.5, and 4.0 and above
- C.L.I.M.B. awards for displaying outstanding character consistent with the Monte Vista Independent Study school values
- Specialty awards given by teachers and administration for students displaying effort, excellence in particular content areas, school spirit, leadership, or other outstanding areas.
- School + 2 incentives for students participating in 2 or more enrichment activities throughout the school year.

Students will be recognized at all-school assemblies, by receiving certificates, by having names displayed in Schoology or Blackboard, or at end of year ceremonies. Parents will be invited to attend any all-school assemblies in order to be present when their child is recognized.

8th Grade Promotion

Monte Vista Independent Study Secondary provides a promotion ceremony for students in grade 8. This promotion marks an important milestone in the life of a middle school student as they transition into high school. Information regarding the promotion ceremony will be available in early spring, and all students and families are encouraged to attend.

High School Graduation

Monte Vista Independent Study Secondary provides a graduation ceremony for seniors who meet the required course of study for Newport-Mesa Unified School District. The cap and gown graduation ceremony will provide the opportunity for students to celebrate this important milestone in their academic careers. Please note that students must meet all requirements designated by the NMUSD Board of Education in order to walk in the graduation ceremony. Information regarding the graduation ceremony will be available in early spring, and all graduating seniors and their guests are encouraged to attend.

Parent and Family Engagement Policy

Overview

The goal of Monte Vista Independent Study is to engage students and families in programs that support behaviors that contribute to a better learning environment. Monte Vista Independent Study strives to involve families in decision-making and in programs that support wellness and academic achievement.

Increasing Parent Involvement and Family Engagement at Monte Vista

At Monte Vista Independent Study, parent involvement and family engagement is designed to create a welcoming environment for families using several strategies and resources to support families. The Monte Vista Independent Study office communicates weekly with parents regarding school events, important dates,

and items of interest from the NMUSD district office, such as parent education opportunities.

At Monte Vista Independent Study, meaningful two-way communication is provided in a language families understand. Documents and school communication from the Monte Vista Independent Study office are translated into Spanish. Interpretation services are provided at parent meetings and events (promotion, graduation, parent conferences, 504 meetings, and parent inquiry sessions). Upon receipt of specific requests for languages other than Spanish, Monte Vista will contract with the Language Network for interpretation services.

Monte Vista Independent Study uses parent friendly language and reduced use of acronyms. Monte Vista Independent Study provides orientation materials for students and parents, and parent resources to support their students with technology. Orientation materials include a complete overview of Monte Vista bell schedules, technology support, and resources to support independent study. Monte Vista Independent Study also provides periodic parent inquiry sessions for information on independent studies. Parents may also request a meeting with the counselor or administration prior to enrollment in order to discuss independent study. Monte Vista Independent Study will work with families to ensure updated contact information in AERIES. Families also receive the PBIS matrix and character education information.

Building Capacity for Parent Involvement

At Monte Vista Independent Study, we provide designated groups for parent participation in their child's education. Information about these opportunities will be available at registration and through frequent school communication regarding upcoming meetings and posted agendas and minutes.

School Site Council - A committee of teachers, parents, students and school staff that works with the school principal to plan for the needs of the school and provide input on the School Plan for Student Achievement.

English Learners Advisory Committee - A school-level committee composed of parents of English Language Learners, the school community facilitator, school administration, and community members designated to advise school officials on English learner programs and services.

Parent-Teacher Organization - A group of parents, teachers, and administrators which provides parents and teachers the opportunity to work together to supplement and enrich the educational experience.

Room Parents - A room parent (also known as a class parent) facilitates communication between parents and the teacher, school administration, and/or parent-teacher organization (PTO), and supports the teacher in needs that may arise.

School Assemblies - A school assembly is a gathering of all or part of a school for purposes, such as special programs or communicating information basis. At Monte Vista Independent Study, these assemblies will take place each quarter or semester. Parents are invited to attend these assemblies.

Orientation Information - Information or live session conference information in which the student is welcomed to Monte Vista Independent Study and provided resources and supports to be successful in independent study. Parents may also request a meeting with the school administration or counselor for inquiries about Monte Vista.

Back to School Night - An event during the first few weeks of school as an opportunity for parents to learn about their child's grade level expectations and curriculum standards, textbooks and resources, teacher grading policies, classroom norms, and opportunities for community building.

Open House - An event towards the end of the school year in which student work for the year is showcased for their parents or guardians to celebrate.

Title 1 Home-School Compact

The Home-School Compact for Monte Vista Independent Study is an agreement with parents, students, and teachers to work together to ensure all students achieve at high levels. This compact helps develop common agreements on the shared accountability for student success, and a commitment to achievement. The compact is reviewed on an annual basis to obtain feedback from teachers, parents, and students and to ensure it meets the needs of students in the independent study environment.

Commitment to High Quality Curriculum and Instruction

Monte Vista Independent Study is committed to providing high quality curriculum and instruction. This means that families at Monte Vista can have confidence in their coursework. All courses in grades 7-12 are equivalent in time and rigor to the in-person version. Relevant courses are A-G approved for University of California and California State University admission requirements. Monte Vista courses are also approved by the NCAA, the The National Collegiate Athletic Association for student athletes wishing to play on future NCAA college sports teams.

Monte Vista offers all courses needed for graduation in Newport-Mesa, in addition to a robust offering of high-interest electives and Career and Technical Education (CTE) courses. Students at Monte Vista have opportunities for concurrent enrollment, ROP classes, and dual enrollment with California Community Colleges.

School and Teacher Responsibilities

Students at Monte Vista are in a learning environment that supports students under Title I to meet challenging academic standards. The school and/or teacher will provide:

- Onboarding supports to help with the learning curve of independent study students.
- Daily content supports opportunities for all major content areas.
- Information about 24 hour a day live tutoring through Paper tutoring.
- An intervention teacher to support struggling students as needed.
- Frequent attendance, grade, and progress monitoring.
- Frequent communication and reports for attendance, grades, and progress monitoring.
- Reasonable access to staff.
- Technical support through site and district resources.
- On-site lab time for a designated place to complete independent study coursework, depending on program and student needs.
- Core curriculum supports classes for students experiencing challenges in reading and/or math.
- Credit recovery courses.
- Strategic course scheduling to ensure progress towards graduation and post-secondary goals.

- Parent opportunities for involvement, input in decisions related to the education of their children and volunteer options.
- Social-emotional supports including school counseling, referrals to outside agencies and resources, foster youth referrals, McKinney-Vento referrals, resources and/or supports for students experiencing homelessness and referrals and/or resources for students requiring mental health support.
- Regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.
- Provide a learning environment with minimal distractions conducive to learning.

Parent Responsibilities

At Monte Vista, parents play a key role in supporting their child's success in the independent study environment. In independent study, a large percentage of coursework is completed outside of the lab environment, which requires sufficient home support and an appropriate work environment.

At Monte Vista, parents will:

- Provide a designated space for students at home, which is conducive to learning.
- Designate and protect time daily for coursework.
- Ensure all coursework is completed daily.
- Eliminate distractions (TV, games, and other devices).
- Minimize background noise, and if necessary, obtain a headset.
- Keep classroom supplies organized and in close proximity to the student.
- Keep Chromebooks clean and charged.
- Frequently monitor their child's grades, attendance, and progress, both in AERIES and through the daily Edgenuity email, and through communication with the teacher.
- Communicate with the school regarding their student's academic and/or social emotional needs.

Student Responsibilities

At Monte Vista, students will:

- Attend all mandatory weekly meetings with teachers as scheduled. Communicate with the supervising teacher if the student is not able to make their weekly meeting.
- Designate and protect time for independent study coursework.
- Complete all coursework as assigned.
- Communicate with teachers frequently (daily for middle school and weekly for high school).
- Notify teachers as soon as possible for any technical issues, including Chromebook, charger, and Internet issues.
- Follow the lab rules and behavior expectations when on campus at Presidio Learning Center.
- Strive for the CLIMB values of collaboration, leadership, integrity, motivation, and belonging as a Monte Vista Mountaineer.

Emergency Procedures

The Newport-Mesa Unified School District has implemented the “I Love U Guys” Standard Response Protocol (SRP), which is a uniform, planned and practiced response to an incident. It defines the five actions to take in an emergency: Hold, Secure, Lockdown, Evacuate, and Shelter. Staff and student trainings are conducted annually at the start of the school year to familiarize ourselves with the emergency actions, and fire, lockdown, secure, earthquake, and disaster drills are conducted throughout the year. In collaboration with local law enforcement and school resource officers (SROs), safety drills utilize the common language defined in the SRP. Please familiarize yourself with the five SRP actions so that in the event of an emergency, you have a clear understanding of the action being taken to support immediate safety efforts. Corresponding signage with descriptions of the five actions are displayed throughout our schools.

In the event of an earthquake or disaster, we have established the following procedures for the safety of all school occupants:

- Absolutely no parking in the parking lot to allow emergency vehicles access.
- Do not enter the school building. Rescue teams are equipped for this purpose.
- Report to the Reunification Center in front of the school office to pick-up your child.
- Reinforce the necessity of your child remaining at school until an adult listed as an emergency contact in Aeries arrives to pick them up.

Students: Be Kind

Monte Vista Independent Study strives to be an independent study community based on kindness. Monte Vista Independent Study actively partners with the Let’s Be Kind Organization to bring awareness to and promote positive behavior. Respect in the independent study environment is expected through all interactions.

The School Nurse at Monte Vista Independent Study

The school nurse is the health expert at school and uses professional skills to support the well-being and success of students. Please contact the school office at Monte Vista Independent Study for more information or if your student has a health concern and you would like to consult with the school nurse. Check <http://web.nmusd.us/healthservices> for more information.

A Message from the Nurse

The Health Office

The school nurse is the health expert at school and uses professional skills to promote the well-being and success of students. The health assistant also provides support to students under the direction of the school nurse. Please contact the school for more information or if your student has a health concern and you would like to consult with the school nurse. Check the [Health Services website](#) for more information.

Immunizations

The district follows State immunization laws which indicate specific immunizations that are required prior to school entry and for school participation through verification of a valid vaccine record. Personal or religious beliefs exemptions are no longer accepted in place of required vaccines. Personal/religious beliefs exemptions already on file for a continuing student enrolled in the district will remain valid until the student reaches an immunization checkpoint or grade span. Grade spans are: birth to preschool, kindergarten (including transitional kindergarten), grades 1-6, and grades 7-12.

Please let your school nurse know when your student’s immunizations are updated and if you have questions.

Medical Exemptions for Immunization Requirements

Under current California law, a doctor may issue a medical exemption for students whose medical circumstances are such that immunization is not considered safe under the standard of medical care. Medical exemptions can only be issued through the California Immunization Registry – Medical Exemption (CAIR-ME) website <https://cair.cdph.ca.gov/exemptions> by physicians licensed in California. An existing medical exemption on file at school will remain valid until the earliest of:

- When the student enrolls in the next grade span (Pre-K, TK/K-6th grade, 7th-12th grade)
- Revocation of the exemption by the appropriate authority

Physical Exams and Oral Health Assessment

Physical exams and oral health assessments are required at specified grade levels. Please refer to student enrollment information located on the [Health Services website](#) for information about school health requirements.

Independent Toileting

The district recognizes that some students may need occasional assistance with toileting and seeks to provide a supportive, hygienic, and inclusive environment for all students. Parents are encouraged to notify and collaborate with the school of attendance if their student does not use the toilet independently.

Medication and Medical Procedures

Medication and medical procedures at school require written authorization from the parent and the prescribing physician. Forms are available from the school or the [Health Services website](#). Medication must be in a pharmacy labeled container for the medication to be given at school. Over-the-counter medication and products also require written physician orders and must be provided in the original container. Please provide the school with extra medication for disaster preparation.

Illness Prevention and Health Checks Prior to School

School nurses work collaboratively with the Orange County Health Care Agency regarding communicable disease concerns at school. For the health and safety of students, and to minimize the potential spread of illness to students and staff, parents are asked to conduct a health check at home prior to sending students to school. If your student is ill, please keep your student home, contact your doctor, and notify the school and school nurse. We ask you to keep your student home if the following symptoms are present:

- Fever of a 100.4°F degrees or higher
- New cough, shortness of breath, or difficulty breathing
- Abdominal pain, nausea, vomiting, diarrhea
- Unusual rash, rash and fever
- Body Aches
- Sore throat
- New loss of taste or smell
- Unusual fatigue or irritability

This list is not a comprehensive list of symptoms. Always consult your healthcare provider for health concerns. Students must be fever-free, without medication, for 24 hours before returning to school and symptoms should be resolving.

Current Health and Contact Information

Up-to-date health information, phone and cell numbers are essential in case your student becomes ill or injured at school or if there is a disaster. We strive to maintain confidentiality of all health records. Health information may be shared with appropriate staff as necessary.

911 Calls

A School Emergency 911 call may incur paramedic and ambulance fees to the family. Accident or health insurance may mitigate these costs.

Health Screenings

Health screenings are provided according to State requirements and when students are referred to the nurse. Vision and hearing screening are done at State required grade levels and when concerns are noted. Dental, nutrition, height and weight screening may also be done as the school nurse deems appropriate. The parent/guardian will be notified if areas of concern are found. Parents/guardians are invited to notify the nurse if they have concerns and may “opt” out of health screenings by sending a written note to the school nurse.

Medi-Cal Program for Local Education Agencies

The school district participates in the California Medi-Cal Program for Local Education Agencies. This allows reimbursement to the district with federal Medi-Caid funds for select medically necessary services provided to eligible students at school. These services may include speech and language therapy, occupational/physical therapy, transportation, mental health, and specialized physical health care services. In accordance with the local educational agency rules and guidelines, eligible student health data may be forwarded to the school district's billing agency, in accordance with confidentiality laws and Health Insurance Portability and Accountability Act (HIPAA) compliance. Services currently provided to all students will not be changed by this program. Students will not be denied services they require to attend school, and parents will not be billed for services by the school district.

Nutrition

Newport-Mesa Unified School District takes part in the National School Lunch and Breakfast Programs. Students may bring lunch to school or receive a breakfast and/or lunch from the cafeteria at no cost. Visit our website to view menus and nutrition information:

<https://web.nmusd.us/departments/business-services/nutrition-services>.

Students at Monte Vista will receive breakfast and lunch options on a limited menu as Monte Vista does not have a full cafeteria.

Contact Information:

Nutrition Services
2985 Bear Street, #B
Costa Mesa, CA 92626
(714) 424-5090

Copies of AR 3550 and 5141.27 are available at www.nmusd.us.

Educational Rights & Required Notices

Bullying Policy

Newport-Mesa Unified School District is committed to providing a safe school and working environment that is free from harassment, discrimination, intimidation and bullying. The Board of Education prohibits bullying and intimidation of students, employees and others at school or at school-sponsored or school-related activities. Education Code [48900\(r\)](#), Board Policies [5131](#), [5131.2](#), [5137](#), [5144](#), [5145.3](#) and [1312.3](#), and Administrative Regulations [5144](#), [5145.3](#) and [1312.3](#) define and govern bullying and intimidation.

- Bullying includes discrimination, harassment and intimidation based on the actual or perceived characteristics set forth in Penal Code 422.55 and Education Code 220, which includes race, color, ancestry, national origin, immigration status, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity or expression or the perception of one or more of such characteristics; or association with a person or a group with one or more of these actual or perceived characteristics.
- No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.
 - Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account/device and/or assuming a person's identity in order to damage a person's reputation or cause any other harm.
- School personnel shall immediately intervene if they witness an act of harassment, discrimination, intimidation or bullying, provided it is safe to do so.
- Acts of harassment, discrimination, intimidation and bullying should be brought to the attention of the principal. You may also make an anonymous complaint by contacting the principal.
- Complaints of harassment, discrimination, intimidation and bullying will be considered confidential. However, it may be necessary to disclose certain information in order to investigate.
- Students who violate the District's policies on these matters may be subject to discipline, including suspension and/or expulsion.
- The District prohibits retaliation against individuals who make or provide information related to complaints of harassment, discrimination, intimidation and bullying.

Anyone who feels that he/she is being or has been bullied or intimidated on school grounds or at a school-sponsored or school-related activity is encouraged to immediately contact his/her teacher, the principal, or any other available school employee. All allegations of bullying and intimidation will be investigated in accordance with the law and District procedures.

Violations of this policy may be reported to a teacher, supervisor, or directly to the District's Uniform Complaint Officer:

Sarah Coley
Administrative Director I, Student Services
Title IX Coordinator and Compliance Officer
714-424-5016 | scoley@nmusd.us

Civility Policy

It is the intent of the Board of Education to provide an orderly and safe learning environment in which students and adults feel comfortable, share the responsibility for maintaining a positive school climate, and take pride in their school, its achievements, and its environment.

This policy promotes mutual respect, civility, and orderly conduct among members of the school community including all employees, parents/guardians, students, and the public at all schools, district facilities, and at athletic and extracurricular events. This policy is not intended to deprive any person of his/her right to freedom of expression that is protected from governmental restriction on school grounds and district facilities/activities. Uncivil conduct does not include the expression of controversial or differing viewpoints.

The basic purpose of this policy is three-fold:

1. To promote a work and learning environment that is safe, productive, and nurturing for all staff and students, and to encourage the free flow of ideas without fear or intimidation
2. To provide our students with appropriate models for respectful problem-solving and conflict resolution
3. To reduce the potential triggers for violent conduct, such as fear, anger, frustration, and alienation, especially by making problem-solving procedures and alternatives to violence readily accessible to both students and adults

For purposes of this policy, uncivil conduct includes the following:

1. Directing vulgar, obscene, threatening, or profane gestures or verbal and/or written communications at another person.
2. Taunting, jeering, inciting others to taunt or jeer at a person.
3. Yelling at another person during a meeting or conference.
4. Repeatedly interrupting another person who is speaking at an appropriate time and place.
5. Imposing personal demands at times or in settings where they conflict with another's assigned duties, supervision responsibilities, and established practices.
6. Using racial/ethnic, religious, religion, gender, color, sexual, sexuality, or disability epithets.
7. Gesturing in a manner that would put a reasonable person in fear for his/her personal safety.
8. Invading the personal space of a person after being directed to move away.
9. Physically blocking a person's entrance to or exit from a room or location.
10. Remaining in a classroom or school area after a teacher or administrator in authority has directed one to leave.
11. Conduct which is likely to interfere with the peaceful conduct of the activities of the campus or facility.

Persons who perceive they have been subjected to uncivil conduct will be urged to resolve their concerns through simple, direct, or assisted communication with the person(s) at the source of the concern. When this is not possible or appropriate, any person who needs help identifying and/or using appropriate problem-solving procedures may seek assistance from the school administrator. Persons are encouraged to work out issues of concern promptly, and preferably, no later than two days after an incident has occurred. No retaliation will be permitted against persons for working in good faith under this policy and its related administrative regulation to resolve concerns.

This policy seeks to promote a school and workplace culture of respect and civility. Severe or persistent acts of uncivil conduct may, however, violate other school rules, such as the district's policies against harassment and sexual harassment or specific conduct codes. Violation of such policies may result in discipline, removal from district facilities and events, adverse employment action, or criminal charges as applicable. Nothing in this policy is intended to interfere with the ability of school officials to maintain order and discipline in the schools or to enforce school rules and applicable laws.

Reference: Board Policy [1313](#) and Administrative Regulation [1313](#).

Dangerous Objects/Weapons

The Newport-Mesa Unified School District is committed to providing a safe school and working environment. Both California State Education Code and Newport Mesa Unified School District Board policy state that possession of a firearm, knife, explosive or other dangerous object of no reasonable use to students is grounds for expulsion.

Please be aware that all District schools will vigorously prosecute any student found to have a dangerous weapon or object in his/her possession while on school grounds or while attending an authorized school activity. Such prosecution will normally involve the applicable law enforcement agency and end with the student facing expulsion from the District.

Weapons and dangerous objects include, but are not limited to any firearm, stun gun, air gun, spring activated gun, toy guns (imitation firearms), slingshots, bludgeons, brass knuckles, any knife (including pocket knives and cutting blades), chains, clubs, stars, explosives, fireworks, etc. Also included are articles designed for other purposes but which could easily be used to inflict bodily harm and/or intimidate (examples are belts, files, compasses, Scissors, bats, etc.). The Federal Gun Free Schools Act requires that any student bringing a firearm to school is subject to one calendar year of expulsion and referral of the student to law enforcement.

Administrators or other delegated school officials will confiscate any article, when in their professional judgment such article may, in a given circumstance, be utilized as weapon or dangerous object.

When reasonable suspicion arises that use or possession of a pupil's property is illegal, illicit, disruptive, or a danger to the general welfare of pupils and staff, a search may be conducted of the pupil's person or personal property. Student lockers and desks are the property of the school and are subject to search.

Anyone who knows of a weapon on school grounds or at a school-sponsored or school-related activity is encouraged to immediately contact his/her teacher, the principal or any other available school employee.

For more information, please contact any assistant principal or principal of any school.

Reference: Board Policies [3515.7](#), [5131.7](#) and Administrative Regulation [5131.7](#)

Drugs/Alcohol/Tobacco/Other Controlled Substances

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.

Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees.

Reference: Board Policies [5131.6](#), [5131.62](#) and Administrative Regulations [5144.11](#), [5144.1](#).

English Learner Supports/Reclassification

Language Acquisition Programs

NMUSD is required to provide a Structured English Immersion (SEI) program option for our English Learner Students. This is a language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

Newport-Mesa also offers two Dual Language Immersion (DLI) Programs: Mandarin Dual Immersion and Spanish Dual-Immersion. The 2025-26 dual immersion programs are offered to students in grades K through 10. To learn more about NMUSD dual immersion programs, please visit the [NMUSD Dual Immersion webpage](#).

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible and provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards.

Parents/Guardians may choose a language acquisition program that best suits their student. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible.

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact the Director of Multilingual Programs at 949-515-6701 to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. However, districts remain obligated to provide the student meaningful instruction until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

Language Assessment

Every spring (February – May), English Learner students take a test called the Summative English Language Proficiency Assessment for California (ELPAC). This test is part of the California assessment system and is aligned with California’s English Language Development Standards.

These standards make sure English learners have a high-quality program that will enable them to attain proficiency in English—developing the necessary skills and confidence in listening, speaking, reading, and writing— so they can be successful in the classroom. The ELPAC helps teachers across the state see how well students are doing with those skills.

Your student’s student score report shows an overall score/performance level, consisting of oral language skills (speaking, listening) and written language skills (reading, writing).

The [NMUSD ELPAC webpage](#) has the following materials to help parents understand the ELPAC. These materials include:

- Sample ELPAC Student Score Report
- ELPAC Parent Guide
- ELPAC Starting Smarter Resources

Reclassification (Exit) Criteria

How can my student qualify to reclassify as Fluent English Proficient (RFEP)? The goal of language acquisition programs is for students to become proficient in English as rapidly and effectively as possible and to meet state academic achievement measures. The district’s reclassification criteria are listed below:

ENGLISH LEARNER RECLASSIFICATION CRITERIA: 2025-2026



GRADE	1. PROFICIENCY ON LANGUAGE ASSESSMENT	2. DEMONSTRATION OF “BASIC SKILLS”		3. TEACHER EVALUATION & EL COORDINATOR RECOMMENDATION	4. PARENT OPINION & CONSULTATION
		OTHER MEASURES	REQUIRED SCORE		
7	ELPAC: Overall Performance Level 4	CAASPP ELA <u>or</u>	Mid 2, 3 or 4	A. Students will qualify on the teacher evaluation criterion based on report card grades grade of C or better in ELD, ELA, History/Social Studies or Science. B. If grades are lower than above, teacher may complete a “Teacher Evaluation” form to determine if the student’s grade is not due to language acquisition issues in order to satisfy this requirement.	✓
		STAR IRL	5.8		
8	ELPAC: Overall Performance Level 4	CAASPP ELA <u>or</u>	Mid 2, 3 or 4	SAME AS ABOVE	✓
		STAR IRL	5.8		
9	ELPAC: Overall Performance Level 4	8 th grade CAASPP ELA <u>or</u>	Mid 2, 3 or 4	SAME AS ABOVE	✓
		STAR IRL	6.6		
10	ELPAC: Overall Performance Level 4	8 th grade CAASPP ELA <u>or</u>	Mid 2, 3 or 4	SAME AS ABOVE	✓
		STAR IRL	6.6		
11	ELPAC: Overall Performance Level 4	8 th grade CAASPP ELA <u>or</u>	Mid 2, 3 or 4	SAME AS ABOVE	✓
		STAR IRL	8.2		
12	ELPAC: Overall Performance Level 4	11 th grade CAASPP ELA <u>or</u>	Mid 2, 3 or 4	SAME AS ABOVE	✓
		STAR IRL	8.2		

Homeless Liaison/McKinney Vento

Homeless Liaison

Homeless pupils have certain rights under California and United States law. For information concerning these rights, please contact the District's liaison for homeless children and youths, Christy Flores, who may be contacted at 714- 424-7553.

McKinney-Vento Homeless Education Assistance Act

The McKinney-Vento Homeless Assistance Act is a federal legislation that ensures the educational rights and protections of children and youth experiencing homelessness. It requires all local educational agencies (LEAs) to ensure that homeless students have access to the same free, appropriate public education, including public preschools, as provided to other children and youth.

Does your living situation meet the definition of homelessness?

The McKinney-Vento Act defines the term "homeless children and youths" as individuals who lack a fixed, regular, and adequate nighttime residence. You may be considered homeless if you are:

Temporarily staying with other people, often called "doubled up", because you cannot afford to live alone. This can include sharing another person's house, such as a friend or relative, because you lost your housing or don't have another safe place to go.

- Staying in emergency housing, like emergency or transitional shelters. This can include domestic violence shelters, trailers provided by FEMA (Federal Emergency Management Agency), housing paid for by programs such as Rapid Re-Housing, transitional living facilities, etc.
- Staying in a hotel/motel, cars, parks or any public or private places not designed for humans to live in. This can include camping grounds, cars, or any place outside/not meant for human habitation (abandoned buildings, bus or train station).
- Staying in substandard housing or housing with inadequate space for the number of occupants.

Additional Definition:

If you are not living with your parent or guardian, you may be considered an Unaccompanied Youth.

Unsure if you are eligible? Contact the district McKinney-Vento liaison to see what services and supports may be available.

For more information, including rights and services, visit the McKinney-Vento Homeless Education Program website at www.nmusd.us/homeless or contact the district's McKinney-Vento liaison Christy Flores at cflores@nmusd.us or 714-424-7553.

Immigration Status of Pupils

Your Child has the Right to a Free Public Education

- All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students' parents or guardians.
- In California:
 - All children have the right to a free public education.
 - All children ages 6 to 18 years must be enrolled in school.
 - All students and staff have the right to attend safe, secure, and peaceful schools.
 - All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.

- All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics.

Information Required for School Enrollment

- When enrolling a child, schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of the child's age or residency.
- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school district must provide parents/guardians with written notice of the school's directory information policy, and let you know of your option to refuse release of your child's information in the directory.

Family Safety Plans if You Are Detained or Deported

You have the option to provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported. You have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

Your child has the right to report a hate crime or file a complaint to the school district if he or she is discriminated against, harassed, intimidated, or bullied on the basis of his or her actual or perceived nationality, ethnicity, or immigration status.

Resources

Resources for immigrant students and family members developed by the California Attorney General are accessible at <https://oag.ca.gov/immigrant/resources>. Additional resources are available on the [NMUSD Immigration Resources webpage](#).

Mental Health and Wellness

In an effort to continuously support our commitment to promoting the health, safety, and well-being of students, parents, and staff, the Newport-Mesa Unified School District has a variety of resources available both at your school site as well as within the community. To access these supports and for more information about the services available, please contact your school mental health provider (school counselor, school psychologist, or school social worker) or your school's administrator.

The district has partnered with Care Solace. Care Solace is an online resource with a live 24/7 concierge meant to assist individuals in finding local mental health related programs and counseling services. For more

information, visit the [NMUSD Care Solace website](#). In addition, NMUSD has partnered with Hazel Health for students to be able to access teletherapy mental health services, at no out-of-pocket cost. For more information, visit the [NMUSD Hazel Health website](#).

Additional resources, including Suicide Prevention, can be found on the [NMUSD Mental Health and Wellness website](#) and the [NMUSD Family Resources website](#).

For all other information, please contact Student Services at 714-424-5020.

Newport-Mesa Unified School District Governing Board recognizes that a comprehensive counseling program promotes academic achievement and serves the diverse needs of all district students.

Academic programs and/or courses are available to all persons, without regard to race, color, ancestry, national origin, immigration status, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity or expression or the perception of one or more of such characteristics; or association with a person or a group with one or more of these actual or perceived characteristics.

Any complaint alleging unlawful discrimination in the District's academic program shall be filed in accordance with the District's BP [1312.3](#) – Uniform Complaint Procedures.

Reference: Board Policy [6164.2](#) and Administrative Regulation [6164.2](#)

NMUSD Parent and Family Engagement Policy

The Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian and family engagement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall consult with parents/guardians to develop meaningful opportunities for parents/guardians and to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's Local Control and Accountability Plan (LCAP) shall include goals for parent/guardian involvement, as well as the actions, and services that support those goals. This includes district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians. (Education Code 11503; 20 USC 6318) When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities and shall ensure that priority is given to schools in high poverty areas in accordance with law. (20 USC 6318, 6631)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians
2. Support for programs that reach parents/guardians at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians
4. Collaboration with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Reference: Board Policy [6020.2](#) and Administrative Regulation [6020.2](#)

District Strategies for Title I Schools

To ensure that parents/guardians of students participating in Title I programs are provided with opportunities to be involved in their children's education, the Superintendent or designee shall:

1. Involve parents/guardians of participating students in the joint development of the Title I local educational agency (LEA) plan pursuant to 20 USC 6312 and the process of school review and improvement pursuant to 20 USC 6316 (20 USC 6318)

2. Provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance (20 USC 6318)
3. Build the capacity of schools and parents/guardians for strong parent involvement (20 USC 6318)
The Superintendent or designee shall: (20 USC 6318)
 - a. Assist parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children
 - b. Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement
 - c. Educate teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
 - d. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with programs such as Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs, and conduct other activities, such as parent resource centers or coordinated plans, that encourage and support parents/guardians in more fully participating in their children's education
 - e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
 - f. Provide other such reasonable support for parent involvement activities as parents/guardians may request
 - g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students
4. Coordinate and integrate Title I parent involvement strategies with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Program for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs (20 USC 6318)
5. Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I (20 USC 6318)

The Superintendent or designee shall:

- a. Ensure that the evaluation include the identification of barriers to greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (20 USC 6318)
- b. Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy (20 USC 6318)
- c. Assess the district's progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular school communications mechanisms, and provide a copy to parents/guardians upon their request (Education Code 11503)

The district's Board policy and administrative regulation containing parent involvement strategies shall be incorporated into the LEA plan and distributed to parents/guardians of students participating in Title I programs. (20 USC 6318)

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent involvement shall be developed jointly with and agreed upon by parents/guardians of participating students. Such policy shall describe the means by which the school will: (20 USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent involvement
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
 - a. Timely information about Title I programs
 - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet
 - c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians
5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district
6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards. This compact shall address:
 - a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards
 - b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time
 - c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - i. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
 - ii. Frequent reports to parents/guardians on their children's progress

- iii. Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the activities described in items #3a-f in the section "District Strategies for Title I Schools" above
8. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent involvement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code 64001.

The principal or designee, jointly with parents/guardians of participating students, shall periodically update the school's policy to meet the changing needs of parents/guardians and the school. (20 USC 6318)

District Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)
3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)
4. Train teachers and administrators to communicate effectively with parents/guardians (Education Code 11502, 11504)
5. Integrate parent involvement programs into school plans for academic accountability

Reference: Board Policy [6020.2](#) and Administrative Regulation [6020.2](#)

Non-Discrimination

The Newport Mesa Unified School District Board of Education is committed to equal opportunity for all individuals in education. District programs, activities, practices, and employment shall be free from discrimination, harassment, intimidation, and bullying based on race, color, ancestry, national origin, immigration status, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity or expression or the perception of one or more of such characteristics; or association with a person or a group with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance within a school under the jurisdiction of the Superintendent. Any school employee who witnesses an incident of

unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so.

The Board designates the Administrative Director of Student Services as the Compliance Officer designated to receive and investigate complaints and ensure District compliance with state and federal laws and regulations including Title IX. The Compliance Officer may designate another District administrator to investigate complaints. If you have a complaint, you are to submit it in writing to:

Sarah Coley
Administrative Director I, Student Services
Title IX Coordinator and Compliance Officer
714-424-5016 | scoley@nmusd.us

If you have any additional questions regarding the process, please contact Student Services at 714-424-5016.

Reference: Board Policies [0410](#), [5145.3](#), and Administrative Regulation [5145.3](#)

Married/Pregnant/Parenting Students

NMUSD applies no rule concerning a student’s actual or potential parental, family, or marital status that treats students differently on the basis of sex.

- I. NMUSD does not exclude or deny any student from any educational program or activity solely on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom.
- II. Pregnant students and parenting male or female students are not excluded from participation in their regular school programs or required to participate in pregnant-student programs or alternative educational programs.
- III. NMUSD treats pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom in the same manner and under the same policies as any other temporary disability.

Any student who feels he/she is being or has been discriminated against based on their actual or potential parental, family, or marital status is encouraged to immediately contact his/her teacher, the principal, or any other available school employee. The allegation of unlawful discrimination may also be reported under Board Policy [1312.3](#) to the District’s Uniform Complaint Officer.

All allegations of discrimination will be investigated in accordance with law and District procedures outlined in Board Policy [5146](#) – Married/Pregnant/Parenting Students.

Reference: Board Policy [5146](#) and Administrative Regulation [5146](#)

Participation in Extracurricular and Cocurricular Activities

Newport-Mesa Unified School District Governing Board recognizes that extracurricular and cocurricular activities enrich the educational and social development of students and enhance students’ feelings of connectedness with the schools. The District shall encourage and support student participation in extracurricular and cocurricular activities without compromising the integrity and purpose of the educational program.

Extracurricular or cocurricular programs or activities are available to all persons, without regard to race, color, ancestry, national origin, immigration status, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity or expression or

the perception of one or more of such characteristics; or association with a person or a group with one or more of these actual or perceived characteristics.

Any complaint alleging unlawful discrimination in the District's extracurricular and cocurricular programs or activities shall be filed in accordance with Board Policy 1312.3 – Uniform Complaint Procedures.

Reference: Board Policy 6145 and Administrative Regulation 6145

Participation in Athletic Competition

The District's athletic program shall be free from discrimination and discriminatory practices in accordance with state and federal law. The Superintendent or designee shall ensure that equivalent athletic opportunities are provided for both sexes.

Interscholastic, intramural, and/or club athletics participation is open to all persons, without regard to race, color, ancestry, national origin, immigration status, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity or expression or the perception of one or more of such characteristics; or association with a person or a group with one or more of these actual or perceived characteristics.

Administrative Regulation 6145.2 and Board Policy 6145.2 outline the considerations to determine whether equivalent opportunities are available to both sexes, as well as the criteria used to ensure the District's athletic program effectively accommodates the interests and abilities of both sexes in athletics.

Any complaint alleging unlawful discrimination within the district's athletic program shall be filed in accordance with the District's BP 1312.3 – Uniform Complaint Procedures.

Guidance/Counseling Services

Newport-Mesa Unified School District Governing Board recognizes that a comprehensive counseling program promotes academic achievement and serves the diverse needs of all district students. Academic programs and/or courses are available to all persons, without regard to race, color, ancestry, national origin, immigration status, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity or expression or the perception of one or more of such characteristics; or association with a person or a group with one or more of these actual or perceived characteristics.

Any complaint alleging unlawful discrimination in the District's academic program shall be filed in accordance with the District's BP 1312.3 – Uniform Complaint Procedures.

Reference: Board Policy 6164.2 and Administrative Regulation 6164.2

Professional Qualifications of Teachers

The Every Student Succeeds Act (ESSA) grants parents the right to request information regarding the professional qualifications of the children's classroom teachers, including the following:

1. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;

3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree; and
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

The District will provide timely notice if your child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

If you would like to request information about the professional qualifications your child's teacher and/or paraprofessionals, please contact the principal at your child's school of attendance or Human Resources at 714-424- 7550.

Pupil Fees

A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A number of laws do authorize specific fees a school or district may charge. Please note the law does not prohibit a school district or its programs from requesting voluntary donations or engaging in fundraising activities and programs. These donations and fundraising financial contributions are voluntary, and all students will be allowed to participate in school activities and extracurricular activities regardless of whether the parent or legal guardian makes a donation or contribution.

Allegations of unlawful pupil fees are addressed through Board Policy 1312.3 - Uniform Complaint Procedures. Complaints regarding pupil fees may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint. A pupil fees complaint may be filed with the school site principal.

Reference: Board Policy 3260 and Administrative Regulation 3260

School Accountability Report Card

A School Accountability Report Card (SARC) is produced for every school in NMUSD. You can view each School Accountability Report Card at this website: <http://web.nmusd.us/sarc>. If you would like to read a printed version, hard copies are available upon request. Please visit your school's office for more information.

Sexual Harassment

The Newport-Mesa Unified School District Board of Education is committed to maintaining a safe school and working environment that is free from harassment and discrimination. The Board prohibits sexual harassment

of students, employees and others at school or at school-sponsored or school-related activities. Board Policies 5145.7, 4119.11, 4219.11, and 4319.11 define sexual harassment to include, but is not limited to:

Unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions:

1. Submission to such conduct is explicitly or implicitly a term or condition of a student's academic status or progress or an employee's term or condition of employment;
2. Submission to, or rejection of, such conduct by the individual is used as the basis for an academic or employment decision affecting that person;
3. The conduct has the purpose or effect of having a negative impact on the student's academic or work performance
4. or has the effect of creating an intimidating, hostile, or offensive working or learning environment;
5. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the student or employee regarding benefits and services, honors, programs, or activities available at or through any District program or activity.

Any student who believes that he/she has been subjected to sexual harassment or who has witnessed sexual harassment on school grounds or at a school-sponsored or school-related activity is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of an incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.

All allegations of sexual harassment will be investigated in accordance with the law and District procedures outlined in Administrative Regulations 5145.7, 4119.11, 4219.11 and Board Policies 4319.11, 1312.3.

Violations of this policy may be reported to a teacher, the principal, supervisor, or directly to the District's Uniform Complaint Officer:

Sarah Coley
Administrative Director I, Student Services
Title IX Coordinator and Compliance Officer
714-424-5016 | scoley@nmusd.us

State Testing/Level of Achievement

The District will provide timely information on the level of achievement of your student in each of the state academic assessments. More information regarding state testing results is available at <https://web.nmusd.us/departments/education-services/assessment/state-testing-results>.

Uniform Complaint Procedure

The Newport-Mesa unified School District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early,

informal resolution of complaints whenever possible and appropriate. Board Policy 1312.3 - Uniform Complaint Procedures (UCP) has been adopted to resolve complaints which cannot be resolved through the informal process. Board Policy 1312.3 outlines how complaints alleging violation of state or federal laws governing educational programs, allegations of unlawful discrimination, harassment, intimidation, and bullying, the charging of unlawful pupil fees and the non-compliance of the Local Control and Accountability Plan (LCAP) are addressed.

The Newport-Mesa Unified School District is committed to providing equal opportunity for all individuals. The UCP shall be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- Accommodations for pregnant and parenting students
- Adult education programs
- After School Education and Safety programs
- Agricultural career technical education
- Career technical education
- Childcare and development programs
- Compensatory education
- Consolidated categorical aid programs
- Course periods without educational content
- Discrimination, harassment, intimidation, and bullying in district programs and activities
- Educational and graduation requirements for students in foster care, homeless students, students from military families, and students formerly in a juvenile court school
- Every Student Succeeds Act
- Local Control Accountability Plan
- Migrant education
- Physical education instructional minutes
- Student fees
- Reasonable accommodations to a lactating student
- Regional occupational centers and programs
- School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding
- School safety plans
- School site councils as required for the consolidated application for specified federal and/or state categorical funding
- State preschool programs
- State preschool health and safety issues in license-exempt programs
- Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
- Any other state or federal educational program the State Superintendent of Public Instruction or designee deems appropriate

Complaints alleging discrimination, harassment, intimidation, or bullying must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the superintendent or his or her designee. A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

Complaints, other than issues relating to pupil fees, must be filed in writing with the following designated Uniform Complaint Officer:

Sarah Coley
Administrative Director I, Student Services
Title IX Coordinator and Compliance Officer
714-424-5016 | scoley@nmusd.us

A pupil fees and/or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint. A pupil fees complaint may be filed with the school site principal.

If you have any additional questions regarding the process, please contact Student Services at 714-424-5016.

A complaint form may be obtained at the school office, district office, or downloaded from the [NMUSD UCP website](#).

Reference: Board Policy [1312.3](#) and Administrative Regulation [1312.3](#).

Investigation of Complaint:

The compliance officer shall hold an investigative meeting within five (5) days of receipt of the complaint or within five (5) days of an unsuccessful mediation in which the impartial compliance officer collects information from each party and from witnesses identified by the parties separately in private interviews and then analyzes it to reach a determination. To ensure that all pertinent facts are made available, the compliance officer and the complainant may ask other individuals to attend this meeting and provide additional information.

Written Decision:

Within sixty (60) days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the District’s investigation and decision.

Appeals to the California Department of Education:

If the complainant is dissatisfied with the District decision may appeal in writing to the California Department of Education within fifteen (15) days of receiving the District’s decision. When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing the district’s decision and must include copies of the complaint and the District’s decision. In addition, the complainant has the right to contact the Office of Civil Rights or the Equal Employment Opportunity Commission to file a claim.

A complainant may pursue available civil law remedies outside of the District’s complaint procedures. Complainants may seek assistance from mediation centers or public/ private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the District has appropriately, and in a timely manner, apprised the complainant of his/her rights to file a complaint in accordance with 5 CCR 4622. (EC Section 262.3)

Copies of the District’s full Uniform Complaint procedures are available at the District’s Student Services Office and at each school site. Complaints alleging non-compliance or alleging unlawful discrimination should be directed to the school principal and/or the Director of Student Services:

Sarah Coley
Administrative Director I, Student Services
Title IX Coordinator and Compliance Officer
714-424-5016 | scoley@nmusd.us

Williams Complaint Classroom Notice

Notice to Parents, Guardians, Pupils, and Teachers

Pursuant to California Education Code Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or mis-assignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Mis-assignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

A complaint form may be obtained at the school office, district office, or downloaded from the [NMUSD UCP website](#). You may also download a copy of the California Department of Education complaint form from <http://www.cde.ca.gov/re/cp/uc>.



Monte Vista Independent Study School

Go Mountaineers and

C.L.I.M.B.!