



COSTA MESA MIDDLE/HIGH SCHOOL

2025-26 Parent and Student Handbook

Revised 7/1/2025



Newport-Mesa
Unified School District

TABLE OF CONTENTS

| | |
|---|-----------|
| NMUSD MISSION AND VISION | 4 |
| WELCOME TO COSTA MESA MIDDLE/HIGH SCHOOL | 5 |
| Mission Statement | 5 |
| Vision Statement | 5 |
| Contact Information | 5 |
| Emergency Procedures & Communications | 6 |
| Parent Emergency Contact Information | 6 |
| Emergency Procedures | 6 |
| WeTip | 7 |
| 2025-26 CALENDARS AND SCHEDULES | 8 |
| DISTRICT SCHEDULE | 8 |
| SCHOOL BELL SCHEDULE | 9 |
| CAMPUS SPECIFIC DATES | 10 |
| ACADEMICS | 11 |
| Academic Honesty | 11 |
| Academic Intervention/Credit Recovery | 11 |
| Academic Support | 11 |
| Grades | 12 |
| Graduation Requirements | 12 |
| Homework | 12 |
| ARRIVAL/DISMISSAL | 12 |
| Bus Transportation | 12 |
| Off Campus Release | 12 |
| ATHLETICS | 13 |
| ATTENDANCE | 13 |
| Absence(s) - How to Report | 13 |
| Tardiness | 14 |
| Chronic Absence and Truancy | 14 |
| Unexcused Absences / Vacations | 15 |
| Excused Absences (EC §§48205, 48980) | 15 |
| BEHAVIOR | 17 |
| BICYCLES (INCLUDING EBIKES), SCOOTERS, AND SKATEBOARDS | 18 |
| COMMUNICATION | 18 |
| Contacting the Classroom Teacher | 18 |
| Contacting Your Student | 19 |
| School/Home Communication | 19 |
| DISCIPLINE | 19 |
| DRESS CODE | 19 |
| NMUSD Student Dress Guidelines | 19 |
| Costa Mesa Middle/High School Dress Code | 19 |
| EXTRACURRICULAR | 20 |
| FIELD TRIPS/OVERNIGHT TRIPS | 22 |
| HEALTH OFFICE | 22 |
| NUTRITION | 24 |
| PARENT AND FAMILY ENGAGEMENT | 24 |
| PBIS (POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS) | 27 |
| STUDENT AND FAMILY SERVICES | 28 |

| | |
|---|-----------|
| Counseling and Guidance | 28 |
| School Community Facilitator | 28 |
| School Psychologist | 28 |
| Foster Youth & Homeless Liaison | 28 |
| Mental Health and Wellness | 28 |
| TECHNOLOGY | 29 |
| Cell Phone Policy | 29 |
| Yondr | 29 |
| Acceptable Use Agreement & Digital Safety | 30 |
| Student Use of Technology | 30 |
| THEFT/LOST AND FOUND | 30 |
| VISITORS/VOLUNTEERS | 30 |
| EDUCATIONAL RIGHTS & REQUIRED NOTICES | 31 |
| Bullying Policy | 31 |
| Civility Policy | 31 |
| Dangerous Objects/Weapons | 32 |
| Drugs/Alcohol/Tobacco/Other Controlled Substances | 33 |
| English Learner Supports/Reclassification | 33 |
| Homeless Liaison/McKinney Vento | 35 |
| Immigration Status of Pupils | 35 |
| NMUSD Parent and Family Engagement Policy | 36 |
| Non-Discrimination | 39 |
| Professional Qualifications of Teachers | 41 |
| Pupil Fees | 41 |
| School Accountability Report Card | 41 |
| Sexual Harassment | 42 |
| State Testing/Level of Achievement | 42 |
| Uniform Complaint Procedure | 42 |
| Williams Complaint Classroom Notice | 44 |
| HOME-SCHOOL COMPACT | 45 |

NMUSD MISSION AND VISION

The mission of Newport-Mesa Unified School District, in partnership with the Costa Mesa and Newport Beach communities, is to graduate students who have acquired the knowledge, skills and attitudes necessary to achieve significant career, educational, civic and personal goals, which will enrich our society.

To achieve individual success, Newport-Mesa Unified School District will demonstrate continuous improvement in . . .

- Student Achievement
- Attendance Rates
- Graduation Rates
- Dropout Rates
- Family/Student/Staff/Community Satisfaction
- Responsiveness to those we serve
- Involvement of Stakeholders
- Family Involvement
- Honoring Diversity
- Budget Alignment

WELCOME TO COSTA MESA MIDDLE/HIGH SCHOOL

Mission Statement

Costa Mesa Middle/High School is committed to supporting all students in developing the knowledge, skills, and character necessary to thrive in a rapidly evolving world.

Vision Statement

Costa Mesa Middle/High School strives to empower, inspire and prepare students for a lifetime of achievement, personal fulfillment, and meaningful contributions to society.

Contact Information

Address: 2650 Fairview Road, Costa Mesa, California 92626

Main Telephone: (714) 424-8700

Attendance Line (24/7): (714) 424-8705

Principal: TBD

Office Staff: Victoria Shears, Administrative Assistant
Liz Martinez, Secondary Office Support - High School
Caleb Candelaria, Secondary Office Support - Middle School
Cynthia Halloran, Secondary Office Support - Middle School

Nurse: Christy Craig

Health Assistant: Irene Perez

Website: <https://cmhs.nmusd.us/>

Emergency Procedures & 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 may deliver messages via school and district websites, [ParentSquare](#) (in-app notifications), email, phone, text, and district social media accounts - [Facebook](#), [X](#), and [Instagram](#).

Parent Emergency Contact Information

Please ensure that we have your most accurate contact information on file in order to be able to effectively communicate with you during an emergency.

In the event that you move, you must verify your new address with your school's front office. Student and parent contact information can be updated throughout the year via the [Aeries Parent Portal](#). The school office cannot be responsible for making those changes.

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

Emergency Procedures

Our school has emergency procedures in our comprehensive school safety plan and conducts training with staff on a regular basis.



We have 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 Location to pick-up your student. (Primary - Reunification Gate at East End of Student Parking Lot near Pool - Secondary - Gate next to Main Gym Entrance - Alternate Reunification Sites will be determined as needed by local Law Enforcement)
- Reinforce the necessity of your student remaining at school until an adult listed as an emergency contact in Aeries arrives to pick them up.

WeTip

NMUSD has partnered with WeTip 2.0, a 24-hour anonymous reporting system (tip line) through which suspicious activity and safety concerns at secondary schools can be reported via phone, text and an online form. Tip Categories include Bullying, Concern for Self or Others, Discrimination/Harassment, Physical Abuse & Misconduct, Threat to School or Students, and Vandalism.

Submit a tip online: <https://mobile.catapultems.com/newport-mesa-usd/Sites>

or Call/Text 844-714-1321



2025-26 CALENDARS AND SCHEDULES

DISTRICT SCHEDULE

<https://web.nmusd.us/calendars>

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 |

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

SCHOOL BELL SCHEDULE

Mesa Nation Bell Schedule

| Late Start (Mon or Wed) | | Block | |
|-------------------------|---------------|--------|---------------|
| 1 | 8:55 - 9:35 | 1/2 | 8:30 - 10:05 |
| 2 | 9:40 - 10:20 | Break | 10:05 - 10:15 |
| Break | 10:20 - 10:30 | 3/4 | 10:20 - 11:50 |
| 3 | 10:35 - 11:15 | Lunch | 11:50 - 12:20 |
| 4 | 11:20 - 12:00 | 5/6 | 12:25 - 1:55 |
| Lunch | 12:00 - 12:30 | Break* | 1:55 - 2:00 |
| 5 | 12:35 - 1:15 | 7/8 | 2:05 - 3:35 |
| 6 | 1:20 - 2:00 | | |
| Break | 2:00 - 2:05* | | |
| 7 | 2:10 - 2:50 | | |
| 8 | 2:55 - 3:35 | | |

*Note there is also a passing period for a total of 10 minutes

Assembly Bell Schedule

| | |
|----------|---|
| 1/2 | 8:30 - 9:55 |
| Break | 9:55 - 10:05 |
| 3/4 | 10:10 - 11:35 |
| Assembly | 11:35 - 12:10 |
| Lunch | 12:10 - 12:40 |
| 5/6 | 12:45 - 2:10 |
| Break* | 2:10 - 2:15 <small>*Note there is also a passing period for a total of 10 minutes</small> |
| 7/8 | 2:20 - 3:35 |

Finals Bell Schedule

| | |
|---------|---------------|
| 1/3/5/7 | 8:30 - 10:30 |
| Break | 10:30 - 10:45 |
| 2/4/6/8 | 10:50 - 12:50 |

Minimum Day Bell Schedule

| | |
|-------|---------------|
| 1/2 | 8:30 - 9:25 |
| 3/4 | 9:30 - 10:30 |
| Break | 10:30 - 10:40 |
| 5/6 | 10:45 - 11:40 |
| 7/8 | 11:45 - 12:40 |

CAMPUS SPECIFIC DATES

(Subject to Change - Please refer to our website for the most up to date information)

Costa Mesa Middle-High School 2025-2026

August

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

September

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

October

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

November

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

December

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

January

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

February

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |

March

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

April

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

May

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

June

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |

- Regular (Block) Bell Schedule
- Modified - Wednesdays
- Modified - Back to School Night (BTSN), Open House (OH), Last Day of School (LD)
- Assembly Schedule
- Testing
- Semester Final Exams
- Student Free
- Holiday/Recess

ACADEMICS

Academic Honesty

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 and may compromise their grade.

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](#).

Acceptable Uses:

- Brainstorming and idea generation.
- Exploring topics for deeper understanding.
- Creating outlines or plans for assignments (with disclosure if required by your teacher).

Unacceptable Uses:

- Using AI-generated content as your own work without acknowledgment.
- Submitting AI-produced responses on assessments or assignments meant to reflect your own understanding.
- Misrepresenting your AI-assisted work as entirely original.

Expectations for Students:

- Clearly acknowledge when you use AI tools in completing assignments.
- Demonstrate personal understanding and original thought in your submitted work.
- Ask your teachers if you're unsure about appropriate AI use.

Academic Intervention/Credit Recovery

Students who fall behind academically will need to retake classes during the summer or following school year. Credit recovery can provide students who qualify with an opportunity to retake coursework for which they did not earn credits. The programs are designed to help recover lost credits and ultimately meet graduation requirements. Please see your counselor for additional information.

Academic Support

At Costa Mesa Middle/High School, we are committed to helping all students succeed academically. Students are encouraged to take an active role in their learning by regularly checking their grades through Schoology and Aeries and staying informed about their academic progress.

If students have questions or need help with assignments, they should reach out to their teachers for clarification or support. In addition, our *After-School Learning Lab* is available as a valuable resource where students can receive academic assistance in a supportive environment.

Taking initiative, asking for help, and using available resources are essential habits for success. Students who engage with their teachers and make use of academic support opportunities are better prepared to meet their educational goals.

Grades

At NMUSD, we recognize the importance of academic achievement and the role it plays in shaping students' success. Therefore, we have clear expectations regarding grades and provide comprehensive syllabi to guide students through their courses. Teachers are provided the responsibility of issuing grades based on [California Education Code 49066](#). If students or parents want to challenge a grade, please contact your school principal.

Graduation Requirements

NMUSD places a strong emphasis on graduation requirements and providing the option for students to meet the California A-G requirements as milestones for our students academic success and future opportunities.

NMUSD requires students to complete 230 credits for graduation which include a breadth of coursework.

A-G requirements established by the University of California and the California State University are a series of rigorous courses that prepare students for admission to the UC and CSU schools. For additional information regarding graduation requirements and coursework, please see Board Policy [6146.1](#).

Homework

Homework serves as an essential component of the learning process, designed to reinforce classroom instruction, promote independent learning and enhance academic skills. NMUSD believes that homework plays a valuable role in academic development and NMUSD policies reflect this belief. Please check with your student's teacher to learn more about their homework policy.

Homework Requests for Absent Students

NMUSD recognizes the importance of maintaining the continuity of learning, even when students are absent from class. Independent study options are available to support students in keeping up with missed coursework. Short-term independent study is offered to students who are going to be out for 3-15 days. Long term independent study is for students who plan to be out longer than 15 days. Please contact your students counselor for more information.

Upon request, the teacher will provide information or make-up work during the student's absence. Parents/guardians can request homework from the teachers on behalf of their student who is ill for three or more consecutive days. Many teachers also post class assignments on Schoology. This request should be made to the Attendance Office and parents should allow the Attendance Office 24 hours to collect the work.

ARRIVAL/DISMISSAL

Bus Transportation

NMUSD offers fee-based bus transportation on a first-come, first-served basis for eligible students. All students are required to have a bus pass to ride the bus. Students are eligible if they attend their school of residence and meet mileage criteria. (Middle School students must live more than 1.5 miles from their home school, and High School students must live more than 2.0 miles from their home school.)

For more information, contact the Transportation Department at (714) 424-5065 or visit the [NMUSD Transportation Department website](#).

Off Campus Release

Students are not allowed to leave campus unless they have specific permission from the Attendance Office. To leave campus during the school day, students must bring a note to the Attendance office before school. The Attendance office will issue an off-campus pass and the absence will be marked as verified.

Upperclassmen (11th & 12th graders) can obtain an off-campus pass for lunch. The requirements to obtain this pass are as follows:

- Minimum GPA of 2.0 (reviewed after the first progress report of the fall semester and quarterly thereafter)

- Have few or no discipline or attendance violations.

Students awarded this privilege are responsible for being on time for his/her next class. (Excessive tardies and/or unexcused absences in any class may result in revocation of this pass.)

Trespassing or loitering on any other school campus or in the community is prohibited. Violation of any school rule may result, per administrative discretion, in the immediate cancellation of this off-campus permit.

Off campus passes are a privilege and will be removed if necessary.

*Parents: By agreeing to allow your student to have an off-campus permit, you assume responsibility for your student's conduct, and you release CMHS from any responsibility when this off-campus permit is in use.

Students who become ill or are injured during the school day must report to the Health Office and obtain an off-campus pass before leaving campus.

No student will be released or dismissed early from school over the telephone. In the event of an emergency, a parent/guardian must come into the Attendance Office and sign the student out of school. The Attendance Office will not telephone the classroom to have your student excused from class early as we respect instructional time.

ATHLETICS

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

National Collegiate Athletic Association

For high school athletes aspiring to compete at the collegiate level, understanding NCAA requirements is crucial for eligibility. The NCAA establishes guidelines that student athletes must meet in order to participate in college athletics. Please contact your school counselor for more information.

Eligibility

Athletic eligibility and sportsmanship are cornerstones of high school athletics, shaping individual performance and the culture and values of NMUSD. Students must meet eligibility requirements in order to participate/compete in high school athletics. Please review the [Eligibility Guidelines](#) for more information.

ATTENDANCE

Absence(s) - How to Report

If a student is absent, parents must notify the school by telephone using the 24-hour Attendance Hotline (714) 424-8705. Please leave the following information when calling the hotline:

- Your name and relationship to the student
- Your student's name (first and last)
- Student's grade
- Date of absence(s)
- Reason for absence(s)

Whenever a student is absent from school or class, the actual reason for the absence shall be confirmed by a qualified school employee. **All absences must be verified to the office no later than three (3) school days after the absence.** If the absence is not verified, it will automatically be converted to a truancy ("cut").

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.

Additionally, it is requested that any planned absences be communicated to the office and teacher in advance, when possible. We also offer Short Term Independent Study for planned absences of 1 or more days. Please contact the school office for more information.

Reference: Board Policy [5113](#) and Administrative Regulation [5113](#)

Tardiness

It is important to be at school on time, every day. Students who arrive late to class miss valuable instruction and create a disruption to the learning environment. Students will receive a 30 minute after-school detention for each tardy to the first class of the instructional day. Students who arrive late to class after the first class of the instructional day will receive progressive intervention and discipline measures from their teacher. Continued tardies will result in an administrative referral and further progressive interventions and consequences which may include detention and Saturday school. The bell schedule allows students adequate time to travel to each class. A student who arrives more than 30 minutes late to class is considered truant and will be marked as such by the teacher. Tardies will only be excused if the student checks into the Attendance Office before going to class and has a note with a valid excuse from a parent/guardian or doctor/dentist or if the parent/guardian has phoned in the excuse in advance. School administration will monitor students who are habitually tardy and assign appropriate consequences, including after-school detention.

Chronic Absence and Truancy

We believe that regular attendance is vital for your child's academic success. We are committed to fostering open communication with parents to address any attendance issues that may arise. Our attendance notification system is designed to keep you informed and to work together in supporting your child's attendance.

FIRST NOTIFICATION OF TRUANCY:

If your child has missed school without a valid excuse on three full days in one school year or has been tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, you will receive a "FIRST NOTIFICATION OF TRUANCY."

SECOND NOTIFICATION OF TRUANCY:

If attendance has not improved since the issuance of the "FIRST NOTIFICATION OF TRUANCY", you will receive a "SECOND NOTIFICATION OF TRUANCY." A conference may be scheduled to discuss attendance concerns and develop strategies for improvement.

SCHEDULED CONFERENCE:

After the issuance of the "SECOND NOTIFICATION OF TRUANCY," a conference may be scheduled with you and your child to address attendance concerns and collaborate on improvement strategies.

THIRD NOTIFICATION OF TRUANCY:

If attendance has not improved since the "Second Notification of Truancy," and your child continues to miss school without a valid excuse, you will receive a "THIRD NOTIFICATION OF TRUANCY."

CHRONIC ABSENCE NOTIFICATION:

Students who are chronically absent, missing 10% of their instructional days, will receive a "Chronic Absence Notification."

FIRST EXCESSIVE EXCUSED ABSENCE NOTIFICATION:

When your child has accumulated a number of excused absences, they will receive a "First Excessive Excused Absence Notification."

SECOND EXCESSIVE EXCUSED ABSENCE NOTIFICATION:

If your child continues to miss school after receiving the "First Excessive Excused Absence Notification," they will receive a "Second Excessive Excused Absence Notification."

We understand that there are unavoidable circumstances that may lead to absences. However, consistent attendance is essential for your child's academic progress. If you have any questions or concerns regarding attendance notifications, please don't hesitate to contact us.

Reference: Board Policy [5113.1](#) and Administrative Regulation [5113.1](#)

Reference: [NMUSD Attendance Website](#)

Unexcused Absences / Vacations

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 |
| October 10, 2025 | Preparation Day (TK-6) |
| November 5, 2025 | Staff Development Day |
| November 11, 2025 | Veterans' Day |
| November 26-28, 2025 | Thanksgiving Recess |
| December 19, 2025 | Preparation Day (7-12) |
| December 22, 2025-January 2, 2026 (School resumes Mon, January 5, 2026) | Winter Recess |
| January 19, 2026 | Martin Luther King, Jr. Day |
| February 16-20, 2026 | President's Recess |
| April 6-10, 2025 | Spring Recess |
| May 25, 2026 | Memorial Day |

We encourage families to plan vacations on the dates listed above. A vacation absence is considered to be an unexcused absence. Each individual school site will determine the academic responsibility of students absent due to vacation and will assign student work as appropriate.

Excused Absences (EC §§48205, 48980)

[California Education Code Section 48205](#), states students may be excused from school for several reasons, including illness, medical or dental appointments, or attendance at a funeral. Additionally, absences are allowed for justifiable personal reasons, such as court appearances or religious observances, with the principal's approval. Students can also be excused for participation in certain civic or cultural events, as long as these absences meet specific criteria outlined by the school.

The law also provides for absences due to a student's role as a parent for their own child's medical appointment. Absences for religious retreats (not exceeding four hours per semester) or other approved religious activities. Furthermore, students can be excused for serving on a jury or participating in an election as a precinct worker.

Students excused under these provisions are allowed to make up missed work, and excused absences will not affect their enrollment status.

Absences For Religious Purposes (EC §§46014, 48980)

With your written consent, your student may be excused from school in order to participate in religious exercises or to receive moral and religious instruction at your student's place of worship or at other suitable place or places away from school property designated by the religious group. Your student may not be excused from school for this purpose on more than four days per school month.

Grade Reduction/Loss Of Academic Credit (EC §§48205, 48980)

Your student may not have his/her grade reduced or lose academic credit for any absence or absences excused under Education Code section 48205, when missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

Excuse To Obtain Confidential Medical Services (EC §46010.1)

Pupils in grades 7 to 12 may be excused from school for the purpose of obtaining confidential medical services, without the consent of the pupil's parent/guardian.

Pregnant And Parenting Pupils (EC §§ 222.5, 46015, 48205, 48980)

A pregnant or parenting pupil has certain rights according to Education Code and [Board Policy 5146: Married/Pregnant/Parenting Students](#).

Pregnant or parenting students may be excused for absences for medical appointments and other purposes specified in [Board Policy 5113: Absences And Excuses](#) and [Administrative Regulation 5113: Absences And Excuses](#).

Education Code §48205

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

- (1) Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
 - (2) Due to quarantine under the direction of a county or city health officer.
 - (3) For purposes of having medical, dental, optometrical, or chiropractic services rendered.
 - (4) For purposes of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.
 - (5) For purposes of jury duty in the manner provided for by law.
 - (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child, for which the school shall not require a note from a doctor.
 - (7) For justifiable personal reasons, including, but not limited to, an attendance or appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board of the school district.
 - (8) For purposes of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
 - (9) For purposes of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
 - (10) For purposes of attending the pupil's naturalization ceremony to become a United States citizen.
 - (11) For purposes of participating in a cultural ceremony or event.
 - (12) (A) For purposes of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.
 - (B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one schoolday-long absence per school year.
 - (ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.
 - (13) (A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident.
 - (i) To access services from a victim services organization or agency.
 - (ii) To access grief support services.
 - (iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.
- (B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.

(14) Due to the pupil's participation in military entrance processing.

(15) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

(b) A pupil absent from school pursuant to this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit for those assignments and tests. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed one schoolday per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(e) For purposes of this section, the following definitions apply:

(1) A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.

(2) "Cultural" means relating to the practices, habits, beliefs, and traditions of a certain group of people.

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

(4) "Victim services organization or agency" has the same meaning as defined in subdivision (j) of Section 12945.8 of the Government Code.

(Amended by Stats. 2024, Ch. 967, Sec. 2.3. (AB 2499) Effective January 1, 2025.)

BEHAVIOR

Behavior Expectations

1. Students will be in their seats ready to learn with all required materials when the bell rings.
2. Students will follow directions the first time they are asked.
3. Students will exhibit respect and use academic language on campus.

The school-wide behavior expectations are utilized to determine what mark students should receive on their grade reports for citizenship—outstanding, satisfactory, needs improvement, or unsatisfactory.

Behavior Policy

These prohibitions include but are not limited to California Education Code provisions that are applicable to all students at school, on their way to and from school, or at any school related activities. ("School" is defined as any school or school district within the state of California and not specifically defined as a school within the NMUSD. "School related activity" is any activity held or conducted under the supervision of any school or school district within the state of California.)

Violations of any of the following in the California Education Code 48900 may result in suspension, transfer to another school, or expulsion from the school district:

- Caused, attempted to cause, or threatened to cause serious physical injury to another person. (Mutual combat).
- Willfully used force or violence upon the person of another, except in self-defense. (Assault/Battery)
- Possessed, sold or furnished any firearm. Possessed, sold or furnished any knife, explosive or other dangerous object.
- Unlawfully used, possessed, or otherwise furnished, or been under the influence of, any controlled substance.
- Unlawfully offered or arranged or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school property or private property.
- Possessed or used tobacco, or any products containing tobacco or nicotine products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel.
- Knowingly received stolen school property or private property.
- Possess an imitation firearm.

- Committed or engaged in sexual harassment. “Sexual harassment” means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature.
- Caused, attempted to cause, or participated in an act of hate violence.
- Intentionally engaged in harassment, threats, or intimidation directed against a pupil or group of pupils that is sufficiently severe or pervasive. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding.
- Engaging in making terrorist or terroristic threats against school officials or school property or both.

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:

- Walk your eBike, scooter, skateboard, and bike at all times on campus.
- With your own lock, secure your eBike, scooter, skateboard, and bike locked in the designated lock up area.
- Do not leave your eBike, scooter, skateboard, or bike in the designated lock up area overnight.
- Secured helmets are mandatory when riding your eBike, scooter, skateboard, and bike.
- The school is not responsible for any damage, theft, or personal injury.
- Must not be parked in a manner that blocks any ingress or egress areas of the campus.
- Must be parked in a designated area.
- Any of these items left in undesignated areas may be moved and/or subject to confiscation and parent pick-up.
- 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.
- **CMMHS issued Permits are required** and may be obtained through the high school administration office

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.]

Participate in your site’s e-bike certification/training program.

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.

COMMUNICATION

Contacting the Classroom Teacher

Please make every effort to contact your student’s teacher through [ParentSquare](#). As a reminder, teachers may not be able to respond during the instructional day. There is an expectation that teachers will respond in a timely manner. In case of emergencies, please contact the school office at 714-424-8700.

Contacting Your Student

Should you need to reach your student, please contact the school office and a message will be given to your student. Phone calls and messages cause an interruption to student learning. We make every effort to not interrupt the classrooms during the instructional day; however, emergency messages will be delivered as soon as possible.

School/Home Communication

Our school district utilizes a variety of tools to ensure effective communication between students, parents, and teachers. The following platforms are used for 7-12 students:

- **Aeries Parent Portal:** For grades, test scores, attendance, emergency contacts, and other information
- **ParentSquare** Official communication system for teacher, school, and district communications to parents
- **Schoology:** For course management, assignments, and classroom resources (see [Schoology Message to Parents](#))

DISCIPLINE

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 your principal.

Reference: [NMUSD Discipline Matrix](#)

Reference: Board Policies [5144](#), [5131](#), [5144.1](#) and Administrative Regulations [5144](#), [5144.1](#), [5144.2](#)

DRESS CODE

NMUSD Student Dress Guidelines

Appropriate dress contributes to a productive learning environment. Please reference Board Policy [5132.16](#) and Administrative Regulation [5132](#) for guidelines.

Costa Mesa Middle/High School Dress Code

NMUSD Board Policy states that “appropriate dress contribute(s) to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes and footwear that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or cause a substantial disruption to the educational process.” ([BP 5132.16](#)). Furthermore, “the principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, body type or size, or a protected characteristic.” ([BP 5132.16](#)). In compliance with the Board Policy, as well as state law (CA EC 4119.22/4219.22/4319.22), the following Costa Mesa Middle/High School Dress Code Policy shall be equitably enforced:

Students Must Wear:

- **Topwear:** Including shirt, top, or dress (must have at least one over-the-shoulder or neck strap to secure top)
- **Bottomwear:** Including pants, shorts, sweatpants, skirt, or dress (fully cover undergarments)
- **Footwear:** Including shoes, sandals, or slides (must safely cover/protect bottom of feet) during the school day.

- **Activity-Specific Attire:** Specific attire may be required for school-sponsored activities and/or as part of the curriculum (including job/career readiness activities, athletics, dances, etc.). Close-toed athletic shoes/sneakers are required for physical education (PE) and athletic activities.

Students May Wear:

- **Sun-Protective Clothing and Headwear:** Sun-protective clothing, including school-appropriate hats and sunglasses, are permitted for outdoor use during the school day. Sunscreen may be used safely and appropriately (EC 35183.5). School-appropriate head coverings may also be worn outdoors. Hats and/or head coverings may only be worn indoors as approved by staff unless worn for cultural/religious reasons.

Students Cannot Wear

- Clothing/apparel/accessories with language and/or image that:
 - Is violent in nature
 - Depicts drugs or alcohol
 - Contains illegal items or activity
 - Includes hate speech, discrimination, profanity, or pornography (including symbols)
 - Is likely to create a hostile or intimidating environment for any protected class
- Visible undergarments or clothing of similar design (visible straps are acceptable)
- Clothing/headwear that obscures the face (unless worn for religious observance or approved health/safety-related reasons)
- For the safety and well-being of the entire campus and upon consultation with local law enforcement and other gang experts, CMMHS may limit and/or prohibit other clothing/accessories/apparel deemed to be gang-related. Such limitations will be applied universally to all students on campus. Student clothing/accessories/apparel will not be identified as gang-related based on the student's national origin, race, or ancestry.

Parent/Student Notification of Student Dress Code

The Student Dress Code as contained in the Parent/Student Handbook will be posted online at the beginning of the school year. Notification will be made through email communication home regarding the location of the Parent/Student Handbook. Students will receive instruction regarding the Student Dress Code during the school year.

Progressive Interventions

Parent(s)/Guardian(s) and their student are primarily responsible for ensuring that the student is wearing the appropriate attire for school and school-sponsored events and activities. The school is responsible for upholding the requirements set forth in the Student Dress Code in order to maintain student health and safety standards throughout campus and prevent when possible attire that may contribute towards a hostile or intimidating environment for any student. If a student violates the Student Dress Code will be subject to the following progressive interventions:

- Documented warning, parent/guardian notification, a change of clothing issued by the school or brought from home by parent/guardian as needed, and the clothing/apparel/accessory retained. The retained item(s) must be collected by the student after the conclusion of the instructional day and prior to the end of school business hours.
- Documented warning, parent/guardian notification, a change of clothing issued by the school or brought from home by parent/guardian as needed, and the clothing/apparel/accessory retained. The retained item(s) must be collected by a Parent/Guardian before the end of the school business day. Repeated violations will result in the aforementioned consequences and may include a Parent/Guardian conference and/or other means of corrective action.

EXTRACURRICULAR

Participation in extracurricular activities comes with expectations. Students are expected to demonstrate responsibility and respect towards their chosen activities and their peers. School-wide rules and expectations are in force when students participate in such activities. Any violation of these expectations may result in disciplinary action in alignment with school and board policy. Violations of school policies or discipline infractions may prohibit a student's participation in activities.

ASB

The ASB Office is open before school and during break and lunch. Remember: Students should have their ID card for all transactions.

Dance Policies

Costa Mesa Middle/High School strives to provide a positive social atmosphere at scheduled dances that are held throughout the year on campus and off campus. To promote an appropriate environment for students, both dress code regulations and student behavior guidelines are enforced. Students are expected to follow school rules as outlined in this Student Handbook and Education Code.

Admission

Students may attend school dances with administrator approval. Students who do not display proper behavior at school may not be allowed to attend dances. Tickets to all dances can be purchased in advance through the ASB office. Any student found entering a dance without a ticket will not be allowed to attend any school dances for the remainder of the school year.

Dancing Guidelines

Students are expected to dance in a respectable manner. Dancing that is inappropriate, overly sexual in nature, or creates unsafe conditions is not allowed. No slam dancing, break dancing, freak dancing, grinding, or other sexually provocative dancing is allowed. School officials reserve the right to make decisions on suitable dancing and individuals who engage in the above-mentioned behaviors will be removed from the dance and parent/guardians will be contacted.

Dress Code

All dance attendees should dress appropriately. The school dress code policy is in effect at all school dances. No revealing clothing may be worn including clothing with plunging neckline and apparel which exposes the posterior or midriff. Clothing must remain on during dances. School administration reserves the right to make decisions on student dress based on appropriateness and good taste. Students who are dressed inappropriately will be denied admittance and given the opportunity to return home and change or will be removed from the dance. No refunds will be issued for students found in violation of the dress code policy.

Guests and Proper I.D.

Dances are held for the enjoyment of Costa Mesa Middle/ High School students. Guests 21 years of age or older and 8th grade or younger are not permitted to attend the dances. Current Costa Mesa Middle/ High School I.D. is required to purchase dance tickets and must be presented at the door for admission to the dance. Costa Mesa Middle/ High School students must present a copy of their guest's I.D. to purchase a guest ticket and obtain administrative approval in advance to bring a guest. Costa Mesa Middle/ High School students are responsible for their guest's behavior at school dances.

Student Behavior

Costa Mesa Middle/ High School staff and administration want students to experience a drug and alcohol-free dance. Students will be subject to a search upon entering a school dance. No alcohol, drugs, or tobacco are allowed. Possession, use, or being under the influence of a controlled substance or alcoholic beverage while going to or coming from the dance or while attending the dance are in violation of the Newport-Mesa Unified School District's 5144 Policy. Alcohol detection devices will be used upon entry into dance. Students who are believed to be under the influence will be removed from the dance and the parents will be contacted to come and pick up the student. Also, students are not allowed to bring gum, pens or pencils, liquids, or lighters to school dances. School personnel reserve the right to search limousines and party buses which transport students to a dance. If any alcohol is found, no students on the limo/party bus will be admitted to the dance whether they knew about the presence of alcohol or not. The limo/bus will be sent back to its place of origin and no ticket refunds will be given. We appreciate parent/guardian assistance in prohibiting the use of alcohol by students prior to or following any school event.

Loss of Privileges

Students can lose privileges such as attending school dances and participating in school activities due to poor attendance, behavior, or academic marks.

Requirements to Attend Dances

Students must not have any outstanding fees, fines, or athletic equipment to attend dances.

FIELD TRIPS/OVERNIGHT TRIPS

Field trips/overnight trips provide valuable opportunities for students to enhance their learning experiences beyond the classroom. To ensure the success and safety of all participants, it is essential that students understand and agree to the behavior expectations before, during and after field trips. Students who fail to adhere to the expectations may lose their privilege to participate in field trips. For more information, please contact the student advisor overseeing your student's field trip.

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 recommended and/or 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. All students may receive a breakfast and/or lunch from the cafeteria at no cost. Visit the Nutrition Services website to view menus and nutrition information: <https://web.nmusd.us/departments/business-services/nutrition-services>.

For questions or concerns, please contact Nutrition Services at 714-424-5090.

Reference: Administrative Regulations [3550](#) and [5141.27](#)

Breakfast is served from Mondays 8:30 am until first bell, Tues-Fri 8:00 am until first bell in the cafeteria.

PARENT AND FAMILY ENGAGEMENT

PTA Website: <https://cmhs.nmusd.us/community1/cmhsms-pta>

SSC Website: <https://cmhs.nmusd.us/community1/school-site-council>

ELAC Website: <https://cmhs.nmusd.us/community1/english-language-advisory-committee-elac>

Costa Mesa Middle/High School Parent and Family Engagement Policy

Costa Mesa Middle/ High School has developed a written Title I parent and family engagement policy with input from Title I parents and family members. The policy describes the means for carrying out the following Title I parent and family engagement requirements [20 USC 6318 Section 1118(c),-(g) inclusive]. The school followed this process to develop the policy: Discussion with the School Site Council, English Language Advisory Council (ELAC).

The school distributes the policy to parents and family members of Title I students by doing the following: The Parent and Family Engagement policy is distributed to parents through the annual registration process. At meetings, CMHS disburses materials and information to help parents understand the current available programs as well as information on what is needed to develop new programs. Teachers and staff who serve to coordinate Title I programs will be available to help guide parents while they participate. Teachers and Counselors come to present College Applications, Timelines, Scholarships, Tutoring, and supports.

Involvement of Parents in the Title I Program

To involve and engage parents and family members in the Title I program at Costa Mesa Middle/ High School, the following practices have been established:

1. Annual Meeting: The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 USC 6318 (c)(1))

The annual meeting is scheduled for/was held on: Costa Mesa Middle/ High School will provide an annual meeting to inform parents of Title I, and its implications through PTSA, ELAC and Foundation meetings to increase the communication of the specific functions and purpose of the Title I Program. Parents will gain an understanding of how Title One supports families and students in the school community. The Title I meetings through PTSA, ELAC, and Foundation are scheduled to take place during the month of October during the regular meeting times for these groups; ELAC meets once a Month in the Library on Mondays, Foundation once a month on Tuesdays, and PTSA once a month on Mondays.

2. Flexible Number of Meetings: The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide Title I funds, transportation, childcare, or home visits, as such services relate to parent involvement. (20 USC 6318 (c)(2))

The activities the school will carry out to address this requirement include Parents who are interested in participating in school activities aimed towards improving student success will be encouraged by CMHS's accommodations. Most parents find it difficult to participate directly at the school site during school hours if they work or commute a far distance to work.

Alternative schedules for activities that allow for post-workday involvement, as well as activities that can be accomplished at home within their own family are easy ways to increase participation. Administrators, staff, and teachers working in Smaller Learning Communities currently participate in both after school activities such as Back to School Night, club / VAPA activities, Athletics, and other extra-curricular involvement.

3. Planning, Review and Improvement with Parent/Family Input: The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 USC 6318 (c)(3))

The activities the school will carry out to address this requirement include: Through the CMHS PTSA and ELAC, parents have the opportunity to share their ideas about the Title I Program and the Parent/Family Engagement Policy. Site Based Council consisting of Parents, Students, and Staff also dialogue about Title I program.

Information about the Title I Program: The school provides parents of participating students with:

4. Timely information about the Title I program. (20 USC 6318 (c)(4)(A)) The activities the school will carry out to address this requirement include: Through the CMHS PTSA and ELAC, parents have the opportunity to share their concerns and help determine the programs developed for the current and upcoming years. Site Based Council consisting of Parents, Students, and Staff also dialogue and approve Title I expenditures.

5. A description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards. (20 USC 6318 (c)(4)(B))

The activities the school will carry out to address this requirement include: CMHS will disburse materials and information to help parents understand the current available programs as well as information on what is needed to develop new programs. Teachers and staff who serve to coordinate Title I programs will be available to help guide parents while they participate. Handouts are both in Spanish and English.

6. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 USC 6318 (c)(4)(C))

The activities the school will carry out to address this requirement include: Both through PTSA and ELAC, parents will be able to regularly attend meetings and contribute to the agenda items. Meetings are held once a month for both groups. Meetings between the administration and the executive boards of both ELAC and PTSA are held prior to general meetings to tailor agendas to parents' interests.

7. Additional Parent/Family Input on School wide Programs: If the school wide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. (20 USC 6318 (c)(5))

The activities the school will carry out to address this requirement include: When developing the Single Plan for Student Achievement, parents were able to contribute to the programs created to improve in areas of need. This can be accomplished through regular academy meetings. Parents provide input in the spring for the SPSA during the Site Based Council meeting, ELAC Meetings, PTSA, and Foundation. The SPSA goals aligned with the resources provided by the district as it developed the LCAP.

Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and school district assisted with Title I, Part A funds, the school has established the following practices:

a) **Understanding the School System:** The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 USC 6318 (e)(1))

The activities the school will carry out to address this requirement include: Building sustainable involvement into everything CMHS puts together is a priority currently, and is pushed by both staff and teachers. Communication is the number one component to active and reoccurring participation, and CMHS focuses efforts to improve communication constantly.

b) **Materials and Training:** The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 USC 6318 (e)(2))

The activities the school will carry out to address this requirement include: Parents are currently involved in the leadership meetings in PTSA and ELAC and help drive program development.

c) **Education for Staff on Communication and Coordination with Parents/Families:** The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (20 USC 6318 (e)(3))

The activities the school will carry out to address this requirement include: Parents are invited to participate in both school and parent programs developed and available at CMHS, NMUSD, and OCDE.

d) **Coordination and Integration with Other Programs:** The school, to the extent feasible and appropriate, coordinates and integrates the parent/family involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 USC 6318 (e)(4))

The activities the school will carry out to address this requirement include: CMHS allows parents to take on leadership roles that mold how policies are followed and developed. Parents that actively recruit membership from other parent groups increase the likelihood to add participation. Parents are also active in both the Mid-Cycle and 6-year WASC visitation.

e) **Understandable Language:** The school ensures that information related to school and parent programs, meetings, and other activities to parents is sent in a format and, to the extent practicable, in a language the parents can understand. (20 USC 6318 (e)(5))

The activities the school will carry out to address this requirement include: CMHS currently uses Schoology to post many important informational articles, events, and downloadable handouts. CMHS uses the Parent - Student handbook to describe the specifics of what information they are entitled to know. Parents are more proactive when they are regularly informed about their students and what takes place at school. CMHS also shares critical information at PTSA, ELAC, and Booster meetings.

f) **Reasonable Supports:** The school provides such other reasonable support for parental involvement activities as parents may request. (20 USC 6318 (e)(14))

The activities the school will carry out to address this requirement include: Schoology has enabled parents to increase their support and increase the communication channel to support students. CMHS encourages staff to maintain constant contact with parents and what takes place in their classroom. Parents are invaluable in what they can do to help contribute to teachers. Classroom management, homework completion, classroom projects, and even test preparation can all be affected by parents who are aware of what takes place. Teachers also post assignments, grades, and the ability to download assignments from their Teacher Schoology Course Pages. Annually parents are notified about teacher qualifications and Costa Mesa has had 100% of its teaching staff highly qualified in their respective subject areas.

Accessibility

Costa Mesa Middle/ High School to the extent practicable, provides opportunities for the informed participation of all parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory students) including providing information and school reports are provided in a format and language that parents understand.

The activities the school will carry out to address this requirement include: Parents who need assistance can be channeled through administration, counselors, and teachers until they find what information they need. Parents can be identified for their need and the proper assistance can be determined. Continue to offer the Parent Institute.

PBIS (POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS)

PBIS Rewards at Costa Mesa Middle/High School

Costa Mesa Middle/High School implements Positive Behavioral Interventions and Supports (PBIS) campus wide. Students earn Five Star points by demonstrating positive behaviors that align with our school-wide expectations:

- **Model Integrity**
- **Engage Respectfully**
- **Show Compassion**
- **Achieve Excellence**

These points recognize students for making positive contributions to our campus culture. Points can be redeemed during scheduled *Trading Post Days* for a variety of fun and useful rewards. In addition to Trading Post incentives, students who consistently model MESA values may be recognized through special events, certificates, or other school-wide acknowledgments. This system fosters a supportive, respectful, and achievement-oriented environment for all students. PBIS is a key component of our Multi Tiered Systems of Support. Academic, behavioral, and socioemotional interventions and supports are provided within classrooms, administrative offices, and our wellness space. On campus and community based resources are available to students. Please contact your students school counselor for more information.

The MESA Way
SCHOOLWIDE BEHAVIOR EXPECTATIONS

| | CLASSROOM/ INSIDE AREAS | OUTSIDE AREAS/ RESTROOMS | AFTER SCHOOL ACTIVITIES | DIGITAL CITIZENSHIP |
|---------------------------------------|---|---|--|--|
| M MODEL INTEGRITY BY | <ul style="list-style-type: none"> • Arriving on time, prepared, and ready to learn • Being honest and hard working • Making good decisions | <ul style="list-style-type: none"> • Making healthy and wise choices • Keeping campus clean • Returning to class promptly after breaks | <ul style="list-style-type: none"> • Honoring school rules • Bringing Student ID Cards • Representing Mesa with dignity | <ul style="list-style-type: none"> • Respecting plagiarism guidelines • Researching and citing sources • Making good choices online |
| E ENGAGE RESPECTFULLY BY | <ul style="list-style-type: none"> • Respecting the people, environment, and materials in our class • Following staff directions • Using kind and appropriate language | <ul style="list-style-type: none"> • Being safe and appropriate with equipment and property • Being positive and appropriate | <ul style="list-style-type: none"> • Speaking positively • Keeping hands, feet, and objects to ourselves | <ul style="list-style-type: none"> • Honoring others' privacy and work • Using technology appropriately and at the right time |
| S SHOW COMPASSION BY | <ul style="list-style-type: none"> • Listening carefully and letting others be heard • Showing kindness and caring for others | <ul style="list-style-type: none"> • Practicing patience and being helpful to others • Alerting staff when others need assistance | <ul style="list-style-type: none"> • Including and supporting others • Being kind to visitors | <ul style="list-style-type: none"> • Thinking before we type, share, or send • Using social media to promote positivity • Reporting cyberbullying |
| A ACHIEVE EXCELLENCE BY | <ul style="list-style-type: none"> • Working hard and doing our best • Asking for help when needed • Completing our assignments on time | <ul style="list-style-type: none"> • Being effective and efficient • Seeking out resources (tutoring, college & career center, etc.) | <ul style="list-style-type: none"> • Practicing "See something; say something" • Being gracious in wins and losses | <ul style="list-style-type: none"> • Checking Schoology for assignments and information • Keeping device charged and ready for use |

REV. 040524

STUDENT AND FAMILY SERVICES

Counseling and Guidance

The high school counseling department and guidance office play a vital role in supporting students throughout their academic journey in NMUSD. The primary purpose is to provide comprehensive guidance and support to help students achieve academic success, personal growth and future readiness.

We have established a policy regarding schedule changes to ensure a smooth and efficient process for all students. In most cases, students will not be able to request schedule changes after the designated deadlines. Please check with your school counselor for more information.

Megan Swanek - 7th Grade
Hasan Asrar - 8th Grade
Edgardo Aguilar - 11th Grade
Karli Tsuge - 10th Grade
Janice Duzey - 9th Grade
Jackie Gonzalez - 12th Grade

School Community Facilitator

The School Community Facilitator (SCF) coordinates parent education and encourages involvement in school programs and activities, assists with communication between the school and parents, and connects families with school services and community agencies.

Andrea Sanchez
Irasema McAllister
Karla Luna

School Psychologist

School Psychologists are uniquely qualified members of school teams that support students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. School Psychologists partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community.

Tuyen Williams - A-K
Raul Pando - L-Z

Foster Youth & Homeless Liaison

Foster youth and homeless students 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.

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](#)

TECHNOLOGY

Cell Phone Policy

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](#).

Middle school students may not use cell phones on campus and will have their phones brought up to the main office to pick up at the end of the day. Middle school students using cell phones on campus will incur consequences, such as:

1. Warning, phone is confiscated, and student must pick up their phone from the main office at the end of the day
2. Parent pick-up of student phone at the end of the day/prior to the close of our school office at 4pm
3. Parent pick-up of student phone at the end of the day and detention for the third offense and beyond

High school students may not use cell phones/mobile communication devices during instructional time. Students in high school can use their phones in case of emergency, when a teacher grants permission, or when a physician or individualized education program requires possession or use of a phone.

High school students using their cell phones during instructional time will incur consequences, such as:

1. Warning, phone is confiscated, and student must pick up their phone from the main office at the end of the day
2. Parent pick-up of student phone at the end of the day/prior to the close of our school office at 4pm
3. Parent pick-up of student phone at the end of the day and detention for the third offense and beyond

[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.

[Yondr FAQs](#)

Acceptable Use Agreement & Digital Safety

Every student in NMUSD participates in a digital learning environment with 1:1 Chromebooks. Parents and students are presented with an Acceptable Use Agreement and other agreements relating to ethical and responsible use of technology. Students who violate digital safety policies may face disciplinary action. Fees have been established for replacement of damaged or lost equipment and are included in the Acceptable Use Agreement. Parents/guardians may review the agreement at www.nmusd.us/etua.

Student Use of Technology

Per CA Education Code [51512](#), the use of any electronic listening or recording device in any classroom without the prior consent of the teacher or principal is prohibited.

NMUSD utilizes *GoGuardian* to monitor students' online activity during class when using their district-issued Chromebook. *GoGuardian Parent* is a mobile app designed to provide parents/guardians with insight and control over their student's online activity when on school-managed devices and accounts. For more information, please review the [Getting Started Guide](#).

Reference: Board Policy [6163.4](#) and Administrative Regulation [6163.4](#)

THEFT/LOST AND FOUND

Costa Mesa Middle/High School is not responsible for lost or stolen items. Students should make every effort to prevent the theft of personal property while attending school. The following preventative actions will help reduce the likelihood of theft or campus:

- Do not bring valuable items that are not needed for school.
- Do not leave any items unattended in a classroom, locker room, or during break/lunch.
- Do not leave backpacks or other items in an unlocked locker. Do not give your locker combination to other students.

All lost articles should be turned in at the main office on either the Middle or High School side. Unclaimed items will be donated twice a year.

VISITORS/VOLUNTEERS

All visitors to NMUSD school sites must check in at the school front office and will be required to be cleared through the Raptor visitor management system.

A volunteer is a parent, community member or other adult who is assisting at a school site or program before, during or after school hours. To be considered as a volunteer, you will need to submit an application for review. The application and more details on this process can be found at: www.nmusd.us/volunteers.

Volunteers must renew their volunteer clearance every school year during the renewal period (June 1st - June 30th).

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 or | 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 or | Mid 2, 3 or 4 | SAME AS ABOVE | ✓ |
| | | STAR IRL | 5.8 | | |
| 9 | ELPAC: Overall Performance Level 4 | 8 th grade CAASPP ELA or | Mid 2, 3 or 4 | SAME AS ABOVE | ✓ |
| | | STAR IRL | 6.6 | | |
| 10 | ELPAC: Overall Performance Level 4 | 8 th grade CAASPP ELA or | Mid 2, 3 or 4 | SAME AS ABOVE | ✓ |
| | | STAR IRL | 6.6 | | |
| 11 | ELPAC: Overall Performance Level 4 | 8 th grade CAASPP ELA or | Mid 2, 3 or 4 | SAME AS ABOVE | ✓ |
| | | STAR IRL | 8.2 | | |
| 12 | ELPAC: Overall Performance Level 4 | 11 th grade CAASPP ELA or | 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 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](#).

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 disabling condition.

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 Extra Curricular 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 <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

During the spring, students in grades 3-8 and 11 will take the annual state exams. Parents may annually submit to the school a written request to excuse their child from any or all parts of the CAASPP (California Assessment of Student Performance and Progress).

Parent resources for CAASPP are available at <https://ca.startingsmarter.org/>.

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 misassignments. 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.

“Misassignment” 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.

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

HOME-SCHOOL COMPACT

Costa Mesa Middle/ High School and the parents/guardians of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how parents/guardians, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help all students graduate on time - college/career ready.

This compact incorporates the respective visions of Costa Mesa Middle/ High School and the Newport- Mesa Unified School District. Our shared goal is to inspire passionate lifelong learners, critical thinkers, collaborative achievers, and responsible global citizens.

The Newport-Mesa Unified School District has embraced the six pillars of character: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship as the cornerstone of our District's Academic, Behavioral and Community Expectations that begin in elementary school continue during the middle school and high school years.

We, the school staff of Costa Mesa Middle/ High School, will share the responsibility to improve student academic achievement and help our students achieve California's high standards by:

- Providing high-quality curriculum and instruction in a supportive and effective learning environment that supports our Mission: to ensure that all students demonstrate high academic achievement and sustain successful post high school pursuits.
- We desire our students to feel connected to school, know they are capable of taking on academic challenges, and upon graduation, will leave as confident and empowered individuals who are truly college or career ready.
- As a staff, we see our primary responsibility is to improve our academic achievement and achieve California's high standards by:
- We believe all students can learn and meet high expectations in a rigorous and supportive learning environment; and we are dedicated to improving student achievement for all students.
- We will establish and enforce student behavioral expectations and seek to involve students in creating a warm and caring learning environment.
- We believe in honoring the diversity and unique gifts of each student.
- We will strive to provide a positive high school experience for our students balanced with academics and personal growth.
- We will strive to provide challenging academic courses which create excitement about learning and instill a desire for the pursuit of learning, such as Advanced Placement (AP) courses, Regional Occupational Programs (ROP), College and Career Technical Education.
- We will provide a variety of opportunities, including extensive elective offerings, visual and performing arts programs, extracurricular clubs, and athletics to enable students to expand horizons, pursue passions, and be active and connected in our school.
- We believe learning as professionals in a collaborative culture is vital to student success, and our staff is committed to ongoing professional development in order to improve our instructional practice.
- We encourage students to seek help when they do not understand the material, and will strive to provide assistance as requested.
- We will provide ongoing educational, vocational, and personal guidance to students.
- We will use our School Site Plan for Student Achievement and our WASC (Western Association of Schools and Colleges) Action Plan to guide us in this endeavor.
- We will communicate regularly with families about their student's progress in school through progress reports, electronic or voice communication, parent meetings, and other available means so that we may work together to ensure a quality education for all our students.
- We will use "Schoolology" or comparable software so that parents and students can have timely access to students' grades, assignments, attendance, and behavior.
- We will provide formal progress reports every 6 weeks, and parents may also request progress reports from teachers at any time.
- We will offer parent-teacher and parent-school guidance counselor conferences, and parents are encouraged to make appointments whenever they have a concern.
- We will offer guidance on what parents can do to support their child's learning.
- We will operate the website, where parents and students can find our address, telephone numbers, calendars of events and meetings, and school information.
- We will offer opportunities for parents to connect to our school by hosting events such as Back-to-School night, parent education programs, and parent organizations such as PTSA and ELAC.

As students at Costa Mesa High School, we will share the responsibility to improve our academic achievement and

achieve California's high standards by:

- Being accountable for our learning
- Attending school on time every day
- Actively participating in class
- Completing my work and turning it in on time
- Seeking help from teachers/using the tutoring center when I do not understand the material
- Understanding and following the school's behavior expectation policies

As parents at Costa Mesa Middle/ High School, we will support our student's learning by:

- Staying informed about, and participating in decisions related to, my child's education.
- Signing up for Schoology/Aeries Parent Portal
- Monitoring my student's grades, homework, and attendance by checking Schoology and/or communicating with teachers
- Making sure my child arrives on time to school every day.
- Reporting each and every day our child is absent and clearing up any reported absence.
- Understanding A-G entrance requirements for California State University and University of California and knowing what it takes to graduate from the Newport Mesa Unified School District
- Being an active partner in my child's high school experience; attending events in which s/he is performing or participating in
- Taking advantage of opportunities to connect to our school by attending events such as Back-to-school night, parent education programs, and parent organizations such as PTSA and ELAC.