ADAMS ELEMENTARY SCHOOL

2026-27 Parent and Student Handbook

Revised 7/1/2026

Newport-Mesa
Unified School District

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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 ADAMS ELEMENTARY

Mission Statement

Our purpose at Adams Elementary is to prepare all students to be socially, emotionally and academically successful. We provide equal access to a quality education that will produce productive citizens and lifelong learners. Teachers respond to each student's diverse needs by assessment, intervention and encouragement to do their best. All students at Adams Elementary will learn academics, life skills, critical thinking, and build character.

Vision Statement

To gain academic success, we will have:

- State of the art technology
- Well qualified support staff for at-risk and EL learners
- Grade level and cross-grade level collaboration
- A warm and caring community centered school

Our academic and social reputation will include:

- High expectations for all learners with continuous growth in test scores
- Equal opportunity in a safe environment that promotes academic achievement for all
- Equal access to all curriculum and State Standards, where students will become competent and prepared for the next grade level
- Opportunities for students to become productive members of society

Our values will embody:

- School pride
- Recognizing positive role models
- Valuing diversity
- Creating life-long learners
- Becoming active community members

The Adams School Community will work together:

- In a professional, collaborative, and respectful manner
- Sharing ideas with parents, teachers, students, and staff in order to promote student success

Contact Information

Address:	2850 Club House Road, Costa Mesa, CA 92626
Main Telephone:	(714) 424-7935
Attendance Line (24/7):	(714) 424-7935, press 2
Principal:	Dr. Joe Erven
Office Staff:	Nancy Hamilton (Administrative Assistant) Susan Lambaren (Office Assistant)
Nurse:	Jeri Ann Enciso (Nurse)
Health Assistant:	Regina Marin (Health Assistant)
Website:	https://adams.nmusd.us/

EMERGENCY PROCEDURES & COMMUNICATION

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.

The District utilizes a layered safety approach that includes controlled campus access, visitor screening, security window film, security cameras, comprehensive school safety plans including emergency procedures, emergency alerting through Centegix CrisisAlert, and strong partnerships with local law enforcement agencies. Students and staff are trained in emergency procedures, and parents play a critical role by following District communication and reunification procedures during emergencies.

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 child'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) and Standard Reunification Method (SRM). SRP provides five actions: Hold, Shelter, Secure, Lockdown, and Evacuate. SRM provides a structured process for safe student release following an emergency. Staff utilize the Centegix CrisisAlert system to immediately notify administration, site response team, students, and emergency responders, when appropriate, of emergencies.

In the event of an emergency requiring reunification, parents/guardians must report to the designated reunification location, present valid identification, and follow all staff instructions. Parents should not come to campus during a lockdown or active emergency unless directed by the District.

Safe and Secure Campus

We have a locked campus to ensure the safety and security of students and staff. If school is in session, your child must check in through the office and receive a tardy slip. Do not instruct your child to go directly to class. All parents and other visitors must enter through the front office.

The campus is open to parent volunteers and visitors. In accordance with state law, all visitors, volunteers, and contractors must check in through the District's visitor management system, present a valid government-issued ID, and wear a visible badge at all times.

This procedure gives us a chance to say "hello" to those we know, to meet those we do not know, and to make sure unauthorized access to the school does not compromise the safety of our students or teachers.

2026-27 DISTRICT SCHEDULE

https://web.nmusd.us/calendars

2026-2027 SCHEDULE OF SCHOOL ACTIVITIES

TK-12+ First Duty Day for TK-12+ Teachers/TK-12+ Staff Development Day ..... (Mon) August 10, 2026
TK-12+ Staff Development Day ..... (Tues) August 11, 2026
TK-12+ Teacher Prep Day ..... (Wed) August 12, 2026
TK-12+ Staff Development Day ..... (Thur) August 13, 2026
TK-12+ Teacher Prep Day ..... (Fri) August 14, 2026
First Day of School for TK-12+ Students ..... (Mon) August 17, 2026
Elementary Student Free Day TK-6 Teachers ..... (Fri) October 9, 2026
(TK-6 Students Only - Local Non-Student Day)
TK-12+ Staff Development Day for Teachers ..... (Wed) November 4, 2026
(TK-12+ - Local Non-Student Day)
Secondary Preparation Day for Teachers ..... (Fri) December 18, 2026
(7-12+ Students Only - Local Non-Student Day)
Last Day of School TK-12+ Students ..... (Thur) June 3, 2027
Last Day of Service TK-12+ Teachers ..... (Fri) June 4, 2027

Instructional Staff	Legal/Local Non-Student Days	Classified Staff Holidays
	Independence Day Observed	July 3, 2026
September 7, 2026	Labor Day	September 7, 2026
October 9, 2026	Preparation Day TK-6 Teachers	
	(Local Non-Student Day for TK-6 Students)	
November 4, 2026	Staff Development Day TK-12+ Teachers	
	(Local Non-Student Day for TK-12+ Students)	
November 11, 2026	Veterans' Day	November 11, 2026
November 25-27, 2026	Thanksgiving Recess	November 26-27, 2026
December 18, 2026	TK-6 2-Hour Early Release	
	Preparation Day 7-12+ Teachers	
	(Local Non-Student Day for 7-12+ Students)	
December 21, 2026	Winter Recess	December 24-25, 2026
January 1, 2027		December 31, 2026 - January 1, 2027
January 18, 2027	Martin Luther King, Jr. Day	January 18, 2027
February 15-19, 2027 (5 Days)	Presidents' Recess	
	Presidents' Day	February 15, 2027
	Lincoln's Birthday Observed	February 16, 2027
	Admission Day Observed	February 17, 2027
April 5-9, 2027	Spring Recess	
May 31, 2027	Memorial Day	May 31, 2027
June 18, 2027	Juneteenth Observed	June 18, 2027

ELEMENTARY TRIMESTER DATES

October 16, 2026 (43 Days) ..... End of First Trimester
March 5, 2027 (79 Days) ..... End of Second Trimester
June 3, 2027 (58 Days) ..... End of Third Trimester

SECONDARY QUARTER DATES

October 9, 2026 (39 Days) ..... End of First Quarter
December 17, 2026 (44 Days) ..... End of Second Quarter/First Semester
March 19, 2027 (49 Days) ..... End of Third Quarter
June 3, 2027 (48 Days) ..... End of Fourth Quarter/Second Semester

Approved by the Board of Education: 01/20/2026

SCHOOL BELL SCHEDULE

REGULAR SCHEDULE

8:00	PLAYGROUND OPENS FOR PLAY
8:13	LINE-UP BELL
8:15	FLAG DECK
10:05-10:25	RECESS / GRADES 1-3
10:10-10:30	RECESS / GRADES TK-K
10:25-10:45	RECESS / GRADES 4-6
11:35-12:15	LUNCH / GRADES TK-K
11:50-12:30	LUNCH / GRADES 1-3
12:15-12:55	LUNCH / GRADES 4-6
1:40-2:00	RECESS / GRADES TK-K
2:00-2:20	RECESS / GRADES 1-3
2:53	DISMISSAL FOR GRADES TK-6

WEDNESDAY and MODIFIED DAY* DISMISSAL TIMES

1:30	GRADES TK-6

* MODIFIED DAY will be on Back-to-School Night, Conference days, Open House

DECEMBER 18TH EARLY RELEASE DAY FOR WINTER BREAK

12:53	GRADES TK-6

CAMPUS SPECIFIC DATES

(Subject to Change – Please refer to our website https://adams.nmusd.us/ for the most up to date information)

August 17	First day of school
August 27 (modified day 1:30)	Back to School Night
September 7 (school closed)	Labor Day
October 9 (non-student day)	Teachers' Report Card Prep Day
October 8	School Picture Day
October 19-23 (modified day 1:30)	Conference Week
November 4 (non-student day)	Staff Development Day
October 28	Picture Make-up/Retake Day
November 11 (school closed)	Veterans Day
November 25-27 (school closed)	Thanksgiving Recess
December 18 (modified day 12:53)	Last Day Before Winter Recess
December 21-January 1 (school closed)	Winter Recess
January 4	Classes Resume
January 18 (school closed)	Martin Luther King Day
February 15-19 (school closed)	Presidents' Recess
March 8-12 (modified day 1:30)	Conference Week
February 26	Spring Pictures
April 5-9 (school closed)	Spring Recess
May 7	Grade 6/Kinder Promotion Pictures
May 20 (modified day 1:30)	Open House
May 31 (school closed)	Memorial Day
June 3	Last Day of School
June 4	Staff Day for School Closing

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.

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.

Academic Intervention

School sites employ support teachers who work with students who need academic intervention. We use assessment to monitor student progress toward standards. We use a Student Study Team model to meet and plan interventions for students at the school site level.

Gifted and Talented Education

GATE (Gifted and Talented Education) is an educational program that offers learning opportunities aligned with students' identified needs and abilities. All Newport Mesa students are screened mid-year in grade 3 for qualification into the district's GATE program. Newport Mesa Unified School District offers a Gifted and Talented Education Program for eligible students beginning in grade 4. Classroom instruction begins with the grade level core curriculum and is differentiated based upon student need and ability. The development of critical thinking is emphasized.

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 1-15 days. Long term independent study is for students who plan to be out longer than 15 days. Please contact your student's school for more information.

Report Cards

Three times per year, report cards are issued for all students in grades TK-6. Students and Parents can access their report card online by logging into the NMUSD Illuminate Home Connect Portal via their ClassLink account.

ARRIVAL/DISMISSAL

Parking Lot Rules

Safety is one of our top priorities in the parking lot for our school community. Our parking lot is open for drop off from 7:45 am - 8:15 am. Please review the guidelines below as it is important all cars that enter our parking lot follow the procedures, be patient and treat our Adams Staff with respect as they support students arriving safely.

- The parking lot is for staff parking ONLY.
- There is one route into the parking lot for parents. Please enter on the right side of the cones near the curb.
- Cars should be in a single line when entering the drop off zone. Do not block traffic entering the parking lot. Wait until there is space to enter.
- For safety reasons pull forward toward the north end of the parking lot to drop off your student.
- Do not drop off until you reach the straight section of the parking lot.
    - Do not stop if there is space in front of you. You need to drive to the tail of the next car or the end of the long red curb to create space for additional cars to drop off.
- Students need to exit on the side where the sidewalk is not on the parking lot side.
- If this is not possible you need to park on the street and walk your students to school.
- Parents are not to get out of the car to help their student as we need to keep the line moving forward.
    - If you need to get out of the car you need to park on the street.
- Please do not double park anywhere in our lot and have your child walk between cars.
- The line can get long so we ask for your patience as we make sure our students are safe.
- It may be quicker at times to park on the street and walk your students to a gate.
- Parking along the curb in the Red Zone (parking lot or front of the school) is prohibited.
- If you are late or need to pick up your student, you need to park on the street and walk them into school.
- The red curb in front of the school is no longer available for drop off or pick up. Please do not park there or let your children out of the car as it needs to be open at all times.

Traffic Flow

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. (Elementary students must live more than .75 miles from their home school.) For more information, contact the Transportation Department at (714) 424-5065 or visit the NMUSD Transportation Department website.

Students are expected to observe the following guidelines:

- Always have your bus pass attached to your backpack and in your possession. If you lose your bus pass, your parent must go to Transportation to purchase a new one
- Always obey the driver's instructions
- Remain quiet and seated at all times
- Be polite to others
- Get on and off at your stop only
- Keep aisles and exits clear
- Food and drink are not permitted on the bus

Students in 3rd grade and below have "Must Be Met" on their bus pass and will be released ONLY to the adults listed in the Aeries database as emergency contacts. Parents are required to keep this information up-to-date by entering any changes in the Parent Portal.

Morning Arrival

School grounds open at 7:45 am, when an adult is on duty. There is no supervision before that time and students are not to arrive before 7:45 am.

Afternoon Dismissal

After school is dismissed, students should be picked up by a parent/guardian/authorized delegate, leave on the school bus, or proceed to an after-school program (ROCKS or C.A.R.E. Club). There is no school-sponsored supervision on the playground or in the office. Students who signed up for an after-school enrichment class must be picked up at the end of the class. The school office will not be responsible for supervision or securing student pick-up at that time. The school office closes at 4:00 pm.

Early Departure

For the safety and protection of the students, no students are permitted to leave the school grounds at any time during the day unless they are on a school-sanctioned field trip or accompanied by a parent, guardian, or their delegate. Students will only be released to adults listed in Aeries as authorized Emergency Contacts. Please keep this information up to date. Students need to be signed out in the office on the sign-out sheet. To protect our students, please be prepared to show your identification. Please allow enough time for your child to pack their backpack and gather any homework.

Pick Up

Please park on the street to pick up your children or arrange a meeting spot. Students will exit the gates in front of the school and walk on the sidewalk.

Please do not park in front of the school, in the bus drop off/pick up area. We ask that you respect the neighbors and do not block their driveway access. Please check the parking signs and remember that there is no parking on Club House Road, between Timor and Pitcairn Streets, on Tuesdays 11:00 am – 1:00 pm. This is for the safety of our students and staff and we must keep these areas clear for emergency personnel, district buses, and delivery services. We are always looking for ways to improve our current parking situation and we welcome your suggestions.

Before School Supervision

School grounds open at 7:45 am, when an adult is on duty. There is no supervision before that time and students are not to arrive before 7:45 am.

ATTENDANCE

Absence(s) – How to Report

If a student is absent, parents must notify the school by telephone using the 24-hour Attendance Hotline 714-424-7935, ext. 2. 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.

Arriving on time ensures that students fully participate in morning classroom routines and instruction that set the tone for a successful day of learning. To avoid being marked tardy, students must be safely in their designated morning line-up area when the bell rings to indicate the beginning of the instructional day. Tardy students must be signed in by their parent or guardian and must not enter school alone.

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.

If a student shows a pattern of chronic absenteeism due to illness, district staff may require physician verification of any further student absences.

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 5 excused absences, they will receive a "First Excessive Excused Absence Notification."

SECOND EXCESSIVE EXCUSED ABSENCE NOTIFICATION:
When your child has accumulated 10 excused absences, 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

Doctor Appointments or Dental Appointments

Appointments should be scheduled after school whenever possible. If you need to pick-up your child during the school day for a scheduled medical or dental appointment, please send a note to your child's teacher on the date of the appointment including the pick-up time. When you arrive, please use the sign-out sheet in the office to indicate your child's departure time. Students arriving at school late due to medical or dental appointments should provide a doctor's note to excuse the tardy.

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. The academic school year consists of 180 days of instruction for students. In addition there are 30 student holidays during the 2026-27 school year. They are listed below for your reference.

September 7, 2026	Labor Day
October 9, 2026	Conference Prep Day (TK-6)
November 4, 2026	Staff Development Day
November 11, 2026	Veterans' Day
November 25-27, 2026	Thanksgiving Recess
December 21, 2026 – January 1, 2027	Winter Recess (School resumes Monday, January 4, 2027)
January 18, 2027	Martin Luther King, Jr. Day
February 15 - 19, 2027	President's Recess
April 5 - 9, 2027	Spring Recess
May 31, 2027	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 child may be excused from school in order to participate in religious exercises or to receive moral and religious instruction at your child's place of worship or at other suitable place or places away from school property designated by the religious group. Your child may not be excused from school for this purpose on more than four days per school month.

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) Work for a student who holds a work permit authorizing work in the entertainment or allied industries for a period of not more than five consecutive days. For this purpose, student absence shall be excused for a maximum of up to five absences per school year. (Education Code 48225.5)
(16) 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 school day 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.)

BEFORE AND AFTER SCHOOL PROGRAMS

Before and After school programs can benefit a child by providing additional enriched learning opportunities, social experiences, and additional learning support.

R.O.C.K.S.

The City of Costa Mesa Recreation Division offers an after-school recreation program on our campus. This program is available every school day for grades kindergarten through sixth. It begins as soon as soon as school is out for the day, including all modified days, and remains until 6:00 pm. A free snack is provided to students. Pre-registration is required. You may contact the Parks and Recreation Department at 714-754- 5013. To register online, go to https://apm.activecommunities.com/costamesarec.

C.A.R.E Club

C.A.R.E. Club is a Newport-Mesa Unified School District program, paid for by a grant. The curriculum includes academics, arts, nutrition, recreation, and character education. Applications are available in the school office. Your student's teacher may suggest this program as extra support for your child but a referral is not necessary. This is a daily program that begins at the end of the school day, including all modified early-out days. Bus riders leave at 5:30, parent pick-up remains until 6:00 pm. A free snack is provided. For more information, contact C.A.R.E. Club at 949-515-6786 or the Adams Elementary Office.

BICYCLES (INCLUDING EBIKES), SCOOTERS, AND SKATEBOARDS

Students in elementary school are strictly prohibited from possessing or operating E-bikes, E-motos, and other devices, as listed in the definitions of BP 5142.04, on school property, including the periphery of campus, at all times. E-bikes or E-scooters that are brought onto campus will be confiscated and parent pick-up will be required.

Students are encouraged to ride bicycles and will participate in annual bike safety training during the school day. Students may use a bicycle to come to or leave school, under the following conditions:

- Secured helmets are mandatory when riding your bicycle.
- Walk your bicycle at all times on campus.
- With your own lock, secure your bicycle in the designated lock up area.
- Must be parked only in the designated area.
- Do not leave your bicycle in the designated area overnight.
- Bicycles must not be parked in a manner that blocks any ingress or egress areas of campus.
- The school is not responsible for any damage, theft, or personal injury.
- The school is not responsible for the property damage resulting from needing to move items that are posing a safety concern and/or not parked in the designated area.

Reckless riding, failure to follow the direction of school personnel, or other serious riding violations will be decided by the school's administrator and may result in consequences or loss of parking privileges.

Skateboards and Non-motorized Scooters

Skateboarding is not allowed on the school campus at any time. Furthermore, skateboarding on campus represents a dangerous risk of injury and damage to property. Motorized skateboards or E-scooters are not allowed on campus at any time.

Student may use a skateboard or non-motorized scooter to come to or leave school, under the following conditions:

- Secured helmets are mandatory when riding your skateboard or scooter.
- Walk your skateboard or scooter at all times on campus.
- Store and lock at your own risk with your own lock.
- Must be parked only in the designated area
- Do not leave in the designated area overnight.
- Must not be parked in a manner that blocks any ingress or egress areas of campus
- The school is not responsible for any damage, theft, or personal injury.
- The school is not responsible for the property damage resulting from needing to move items that are posing a safety concern.

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 714-424-7935.

Contacting Your Student

Should you need to reach your student, please contact the school office and a message will be given to your child. 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.

Conferences

Conferences with your student's teacher are an important part of his or her education. There is nothing that can substitute for a face-to-face conference with the teacher to hear and share about the progress of your student. Fall

and Spring conferences are scheduled, but additional conferences may be arranged. Please make every effort to attend both Parent/Teacher Conferences. Please communicate to your teacher should you need a translator.

Campus Visits/Forgotten Items

For the safety of our students and staff, all visitors are required to check in at the office with a current driver's license to be cleared through the Raptor Visitor Management System. All classroom visits must be scheduled with the classroom teacher. Formal classroom observations/student monitoring must be scheduled with the principal.

Should a parent/guardian need to drop off forgotten materials, snack/lunch, assignments, etc. during the school day, please visit the school office to drop off the item(s). It is not our practice to call and disrupt learning in the classroom for receipt of forgotten items; our school office staff will do their very best to ensure that students receive their items in a timely manner.

Please label lunches and snacks very clearly with the student's name and the teacher's and leave it in the office for students to pick-up during recess or lunch time. Parents may not interrupt classes to drop off lunches nor deliver to students at the lunch tables. For the safety of our students, we have a closed campus and parents cannot join their student at the school lunch tables, but you are always welcome to check your student out to enjoy lunch off campus.

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 TK-6 students:

- **Aeries Parent Portal:** For test scores, attendance, emergency contacts, and other information
- ParentSquare**:** Official communication system for teachers, school, and district to communicate with parents
- **Illuminate Home Connect:** For report cards and test scores
- **Schoology:** For course management, assignments, and classroom resources (see Schoology Message to Parents)
- **Seesaw:** For TK-3 student portfolios and interactive family engagement

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.

Adams Elementary Dress Code

- Shoes must be worn at all times. The following footwear is not permitted: slippers or flip-flop type sandals, Crocs, heelys skate shoes, elevated heels, shoes that easily fall off or open-toed shoes.
- Clothing, logos, or accessories may not display images, words, or slogans that feature: hate speech, bigotry, profanity, or discrimination/derogatory connotations against any group; violence, gangs, tagging, weapons, or

illegal activity; promotion of alcohol, tobacco, vaping, drugs, or adult content; or messaging that is explicitly negative about the learning process or others.
- Undergarments must be covered by outer clothing (ensuring full coverage of the midriff and back during normal school activities like sitting, raising hands, or playing).
- No spaghetti strap tops.
- Short shorts and short skirts are not allowed. The exact length will be the discretion of the teachers and administration.
- No wallet chains or chains hanging from clothing.
- Hats are allowed for protection from the sun. They must be worn forward and are not permitted indoors. Hoods or beanies are not to be worn indoors.

FIELD 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 school.

All participating students must have parent permission completed in ParentSquare to attend the field trip. Your child's teacher will provide additional instructions about how to complete the parent permission form prior to the scheduled field trip.

All field trip volunteers must be approved as NMUSD volunteers. Any parent/guardian who is participating is considered a volunteer. Volunteers and chaperones will be coordinated in advance with names submitted to the site administrator.

Overnight Field Trip Chaperones Require Level 1 Clearance.
- Non-classroom volunteers with more than limited contact with students, who are not always directly supervised by a certificated employee
- Examples: volunteer coaches, mentors, paraprofessional counselors, overnight field trip chaperones
- Requirements:
  - 1. Provide a Tuberculosis (TB) assessment/test***
  - 2. Submit Fingerprints for a criminal background/records clearance prior to working with students

***Tuberculosis (TB) assessment/test: TB clearance must obtained within the last 60 days

GENERAL SCHOOL RULES

Student Behavior Expectations

- Treat others with courtesy and respect.
- Use acceptable language, avoid the use of obscenities, and avoid obscene gestures.
- Do not take or use anything that belongs to someone else.
- Keep hands, feet, and objects to yourself.
- Stay on school property the entire school day.
- Complete your own schoolwork and homework with your best effort.
- Bring only what is necessary for learning.

School Property

We ask that students treat school property with respect.

- No Graffiti – no drawing on anything including books, desks, walls, and playground equipment.
- No playing in the bathrooms at any time.
- Place all trash in the trash cans.

- Use faucets, sinks, and drinking fountains appropriately.

Theft/Lost and Found

Adams Elementary is not responsible for lost or stolen items. Students should make every effort to prevent the theft of personal property while attending school. Students should not bring any valuable items that are not needed for school.

All lost articles should be turned in to the Adams Elementary MPR. Unclaimed items will be donated twice a year.

Dogs and Other Animals

Dogs and all other animals are not permitted on campus during school hours. Exceptions will be made for service animals, police dogs, and animals that a teacher has requested on campus for instructional purposes. To request an exception, please contact the school office.

Reference: Board Policy 6163.2 and Administrative Regulation 6163.2

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.

Parents can upload immunization records through the Aeries parent portal for review. 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

Oral Health Assessment

Oral health assessments are required during a student's first year of school (TK, Kindergarten, or 1st grade if no prior school attendance). This exam is to be conducted by a licensed dentist or other licensed dental professional and must be completed and submitted to school by May 31 of a student's first year. Schools can provide an Oral Health Assessment Form to be completed by student's dental care provider. Parents can opt out with a written request.

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 use the guidelines below to determine school attendance.
When should my child stay home and when can they return?

- Overall, not feeling well
  - Stay home if any new illness or symptom prevents a child from participating meaningfully in routine activities.
- Fever
  - Stay home if fever is of 100.4◦F or higher
  - Return when fever went away overnight and is gone in the morning without the use of medications such as Tylenol, Advil, or Motrin (acetaminophen or ibuprofen).
- Vomiting
  - Stay home if vomiting has occurred 2 or more times in 24 hours. Recommend frequent handwashing.
  - Return when vomiting has ended overnight, and your child is able to hold down liquids and food.
- Diarrhea
  - Stay home if your child is unlikely to make it to the toilet in time (if potty trained), or any leaking could occur through clothing. Recommend frequent handwashing.
  - Return when improving.
- Sore throat
  - Stay home and seek medical attention for any difficulty breathing or swallowing, or continuous drooling. Ok to attend with mild symptoms.
  - Return when improving. If an antibiotic is prescribed, take the first dose at least 12 hours before returning.
- Cold symptoms, such as cough, stuffy/runny nose, sneezing
  - Stay home and seek medical attention for severe symptoms, including a bad cough, difficulty breathing or trouble catching their breath, or wheezing when not controlled by medication. OK to attend with mild symptoms.
  - Return when improving. If your child will need medication after returning, contact the school site to let them know.
- Ear or eye irritation, including pink eye
  - Stay home and seek medical attention for difficulty seeing or hearing, an eye injury, or pain they cannot tolerate. OK to attend with mild symptoms. Recommend frequent hand washing.
  - Return when improving.
- Rash
  - Stay home and seek medical attention if rash is worsening, causing pain, has blisters, or is not healing. OK to attend with mild symptoms.
  - Return when improving or as guided by health care provider. In general, for conditions such as lice, impetigo, ringworms, your child may return as soon as they start appropriate treatment.

This list is based on information provided from the California Department of Public Health. This should not be considered a comprehensive list of symptoms. Always consult your healthcare provider for health concerns.

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

In emergency situations, school staff may contact emergency medical services (911) based on professional judgment. A school emergency 911 call may incur paramedic or 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. Vision and hearing screenings can be waived by parents with a written request. The parent/guardian will be notified if areas of concern are found. Parents/guardians are invited to notify the nurse if they have concerns.

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.

LIBRARY

Welcome to NMUSD's school libraries, where every book is a gateway to adventure! We invite you to join us in nurturing a love for reading. Please encourage your child to be responsible when borrowing books by doing two things: handling all books with care and returning books on time.

- We expect students to keep books free from drawing, coloring, or snacks.
- Please use bookmarks for saving spots and preserving pages.
- Keep track of all library books (at your house or in your backpack) so they don’t get lost.
- Return books on time. Depending on grade level, students can borrow one to three books at a time. When students return books on time (typically within a week) everyone has a chance to enjoy great books.
- Should a book go missing or get damaged, talk to your school librarian. Your librarian will be there with a friendly smile and a solution.

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 7:45 AM - 8:13 AM in the cafeteria.

Student Birthday Policy

We love celebrating our students and making them feel special on their big day! To honor birthdays, we celebrate at Flag Deck. For health reasons, food allergies, and to maintain a focus on academics in the classroom, no food items or gift bags are to be brought into school to celebrate birthdays. In addition, birthday invitations are not permitted to be handed out by students during the school day.

PARENT AND FAMILY ENGAGEMENT

Parent Teacher Association (PTA)

PTA (Parent Teacher Association) is an active group of caring parents who volunteer to support our through a variety of arts and academic enrichment programs, school events, supplemental materials for classrooms, and much more. Please consider joining the PTA and becoming involved in our school. Your support makes a difference.

Parent Teacher Association (PTA) - Adams Elementary School

School Site Council

California law mandates a School Site Council (SSC) for every public school. Adams' SSC participates in goal setting for the school and oversees the direction of various state funding. SSC is composed of staff and parents. Elections are held each year.

School Site Council (SSC) - Adams Elementary School

English Learners Advisory Committee (ELAC)

The families of English Learners are provided with informative presentations and the opportunity to network at a series of ELAC meetings each year. A district-wide group, DELAC, also holds regular meetings and educational opportunities that are open to all parents.

English Learners Advisory Committee (ELAC) - Adams Elementary School

Adams Elementary Parent and Family Engagement Policy

Adams Elementary 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:

School Site Council, PTA, and ELAC all provided input on the school's Title I program for instruction and community support through meetings and LCAP stakeholder input surveys.

The school distributes the policy to parents and family members of Title I students by doing the following: The Adams Elementary Parent Student Handbook is available online to all community members. Paper copies of the Parent Student Handbook are provided upon request. During the annual registration process, parents acknowledge they have read and understand the policies within the Parent Student Handbook. The principal is available by request to meet with any families who wish to discuss items in the Parent Student Handbook.

Involvement of Parents in the Title I Program
To involve and engage parents and family members in the Title I program at Adams Elementary, 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: August 28, 2025.

2. Flexible Number of Meetings: The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with 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: ELAC, School Site Council, Parent Education, PTA, and Community Flag Deck.

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: Back to School Night, Conferences, ELAC, School Site Council, Single Plan for Student Achievement, Parent Education, PTA, Community Flag Deck, and LCAP input for all stakeholder groups.

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: Back to School Night, Open House, PTA meetings and Family Nights, School Site Council Meetings, ELAC/Parent Education Classes, GATE, Parent Info Night, Friday Fiesta Adams

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: Back to School Night, Parent Information Nights (Math), Parent Education, Parent Curriculum Meetings with ELAC. The School Community Facilitator also has materials/resources for parents in need.

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: Adams conducts a parent survey in February each year to gather parent feedback on programs and services. This data is analyzed and used for program improvement purposes. The principal makes himself available to all parent concerns. It is expected that a parent work through any classroom concerns with the classroom teacher first.

7. Additional Parent/Family Input on Schoolwide Programs: If the schoolwide 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: School Site Council, SPSA hard copy is available in the office for all community members.

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: PTA, ELAC, GATE, School Site Council, Parent Information Nights, Kindergarten Tours, Volunteer program, Parenting Classes, Back to School Night, School Smarts Parent Education, Parent Information Nights, Parent-Teacher Conferences

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: PTA, ELAC, GATE, School Site Council, Parent Information Nights, Kindergarten Tours,

Volunteer program, Parenting Classes, Back to School Night, School Smarts Parent Education, Parent Information Nights, Parent-Teacher Conferences

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: Leadership Team meetings and professional development for staff includes discussions of ways to involve parents in the education of their children. Mailings and flyers are provided in Spanish and English to Adams parents. Meetings are held in both languages as well. Translation assistance is provided through the School Community Facilitator, office personnel, certificated staff, instructional aides and the EL office when needed.

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: All publications to families are presented in both English and Spanish. All broadcast messages are in both English and Spanish.

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: All publications and school-wide distribution of information are provided to parents in English and Spanish. Activities are published in the school newsletter, flyers sent home, and reminder phone calls/emails.

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: Interpretation and translation services are available school-wide in Spanish and other languages upon request.

PBIS (POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS)

Positive Behavioral Interventions and Supports is an evidence-based, three-tiered system to improve and integrate data, systems, and practices affecting daily student outcomes. Tier 1 practices and systems establish a foundation of regular, proactive support while preventing contextually inappropriate behaviors. These universal supports are provided to all students, school-wide. The foundation of PBIS is based on students' understanding of expected behaviors in all areas of the school.

Adams Elementary uses the Positive Behavior Interventions and Supports (PBIS) approach. This is a research-based approach to teach and reinforce positive behavior and improve school climate for students. We have a matrix of specific school wide behavioral expectations and a school wide system for recognizing and reinforcing positive behavior that was created collaboratively (staff, parents, students). The matrix is posted in all classrooms and parents will receive a copy at the beginning of the school year.

Adams Students follow positive behavioral expectations. The School-Wide and Classroom Behavioral Expectations are displayed throughout the campus as a reminder to students.

At Adams Elementary, students know to demonstrate the following behaviors in order to be STARs at school:

Setting	Adams Elementary School School-Wide Expectations			
	S Safety First	T There & Ready	A Act Responsibly	R Respect Everyone
Arrival	• Walk from bus/car through gates. • Walk bikes to rack.	• Arrive on time. • Eat breakfast before playing.	• Put your backpack in your line. • Wait for dismissal to the playground.	• Arrive excited and ready to learn.
Flag Deck & Assemblies	• Keep your hands to yourself. • Enter quietly.	• Stay alert. • Participate.	• Show STAR cue. • Listen to the speaker.	• Applaud appropriately. • Show Team Spirit.
Learning Zone	• Keep your hands to yourself. • Be alert. • Follow the person in front of you.	• Walk with a purpose. • Walk in a line.	• Control yourself so others won't have to. • Remember the quiet zone around campus.	• Be considerate of students learning.
Recess	• Use the restroom/drink water before the bell. • Use self-control. • Sit on benches. • Walk to line when the bell rings.	• Follow playground rules. • Be active & fit. • Walk to the line after the bell. • Eat snacks ONLY at lunch benches.	• Invite others to play. • Allow everyone to join. • Use positive language. • Pick up any trash from your snack.	• Have team spirit. • Cooperate. • Play fair. • Be friendly & kind.
Cafeteria	• Line up quietly. • Clean up spills. • Exit through the correct door.	• Stand still in line and be alert to line movement.	• Say "please" and "thank you." • Appreciate your meal.	• Respect others' personal space. • Try new foods with an open mind.
Lunch Tables	• Sort and put items in the correct bin. . • Clean up messes.	• Finish your food in a timely manner.	• No one eats alone. • Wait to be excused to walk to the playground.	• Sit still and use good manners at the table while eating.
Restrooms	• Practice good hygiene and wash your hands. • Throw away trash.	• Use the restroom at recess, before the bell rings.	• Use a quiet voice in the quiet zone. • Keep games out of the restroom area.	• Walk in and out quickly. • Respect the privacy of others.
Dismissal	• Be aware of those around you. • Walk bikes off campus.	• Know your after school plan, and go there quickly. • Follow your teacher out the gates.	• Make sure you have everything you need to take home.	• Walk and use quiet voices in the Learning Zone, even after school.
Bus Line	• Walk with your teacher to the bus lines. • Use the walkways.	• Be alert • Stay in line and walk carefully to the bus.	• Have a calm body & quiet voice. • Wait patiently in line. • Follow the directions of the teachers and bus drivers.	• Appreciate the bus driver and show respect.

Setting	Adams Elementary School Classroom Expectations			
	S Safety First	T There & Ready	A Act Responsibly	R Respect Everyone
Entering	• Store backpacks on hooks outside. • Keep your hands & feet to yourself.	• Have materials and homework ready. • Arrive on time.	• Enter the room with a smile and purposeful movements.	• Respect the Learning Zone by entering the room quietly and walking to your seat.
Direct Instruction	• Maintain a calm body. • Keep all four chair legs on the ground.	• Participate in learning. • Be determined to excel and succeed.	• Listen actively. • Ask & Answer questions. • Take notes, as needed.	• Track speaker/text. • Allow other students to listen, think, and respond. • Encourage others.
Independent Work & Testing	• Use self-control. • Make good use of materials and time.	• Be excited about the opportunity to learn. • Begin work immediately.	• Complete tasks in given time. • Attend to precision and accuracy. • Work quietly, with a purpose.	• Allow other students to complete their assignment. • Give personal best at all times. • Practice makes perfect.
Cooperative Groups	• Take responsibility for actions. • Create a space for everyone to feel heard and welcome.	• Begin work immediately. • Stay focused and complete the objective. • Attend to precision and accuracy.	• Take turns so other students may be active participants in the group. • Speak at appropriate volumes.	• Be open minded. • Encourage others. • Be eager to help your team. • Challenge ideas politely.
Technology	• Be a good Digital Citizen. • Use devices appropriately. • Use the internet safely.	• Begin work immediately. • Work purposefully. • Stay focused on technology tasks. • Be a problem solver.	• Care for devices and equipment. • Give personal best at all times. • Follow district technology rules.	• Appreciate the resources available. • Use self-control. • Complete task in given time. • Make appropriate use of materials and time.
Exiting	• Remove backpacks from hooks outside carefully. • Be alert. • Keep hands & feet to yourself.	• Load your backpack quietly. • Take materials, notices, and homework home.	• Follow your teacher for dismissal. • Be purposeful.	• Respect the Learning Zone. • Thank your teacher verbally. • Respect other people's property.

PBIS

Acknowledgement System:

Acknowledgement for students who demonstrate STAR Pride behavior is given through All STAR BUCKS. They can use them at the Adams store to get prizes.

Behavior Definitions and Flowchart:

Our behavior system is focused on prevention, turning mistakes into opportunities to learn, and building a positive community through repairing relationships. Below are the definitions for contextually inappropriate minor behaviors with examples:

Minor Behavior	Definition	Examples	Non-Examples
Academic Dishonesty	Intentionally using another person's work as their own, or engaging in unauthorized use of material, information, notes, study aids, devices or communication during academic exercise	Cheating, plagiarism, Unauthorized use of AI	Group work, tutor services
Acceptable Use Policy (AUP) Violation	Use of technology that is in violation of the NMUSD Student Technology Use Agreement	Playing games, inappropriate searches	Playing games with permission
Behavior Contract Violation	Behavior that violates student's individual behavior contract	Not following terms of contract	Not following terms for safety reason
Bus Violation	Violation of the NMUSD rules of conduct for bus riders	Transportation Dept referred violations occurring on the bus	Misbehavior on campus while waiting for bus at dismissal
Defiance	Refusal to follow directions or talking back	Shouting "no," not transitioning	Respectfully disagreeing
Dishonesty	An untrue message which violates rules	Lying, falsely blaming others	Sharing information believed to be true
Disrespect	Rude or dismissive messages to adults or students	Name-calling, eye rolling, insults	Expressing frustration in an appropriate way (journal, counselor)
Disruption	An interruption of a class or school activity	Talking out of turn, making noises	Non disruptive, off-task behaviors
Dress Code	Clothing that does not fit within the school/district dress code guidelines	Wearing clothing in violation of written policies.	Wearing recognized youth org. uniform on scheduled meeting day
Electronic Device	Unauthorized use of personal cellular device during school hours	Phone not in pouch/backpack, use of smart watch	Using personal device after school
Forgery	Creating a false document, altering a genuine one, or making a false signature	Forging parent signature	Citing credit to a copy or replica

Horseplay	Physical contact that violates school guidelines	Play fighting, roughhousing	Play that could end in injury
Inappropriate Language	Harmful language	Name calling, swearing at a person or situation	Accidental slip of language not directed toward anyone
Leaving Campus	In an area outside of the school boundaries	Leaving school grounds, field trip	Left grounds to retrieve object w/permission
Materials/Property Misuse	Incorrect use of materials or property	Coloring on desk, tearing papers	Using item for unintended purpose with out malicious intent
Missed Detention	No show to assigned detention	Missed detention w/o valid excuse	Missed detention due to illness
Not in Assigned Area	In an area outside of activity boundaries	Leaving supervised area	Walking w/class, but not single-file
Parking Violation	Parking bike/car outside of designated space or without a permit	Not displaying pass, Not parked in assigned area	Parked in a different stall when the assigned one is occupied
Poor Sportsmanship	Unfair or disrespectful behavior, attitude, or treatment of others or the rules of the game	Not playing by the rules, gloating	Cheering when your team wins
Push/Hit/Kick/Bite	Making physical contact where injury occurs/may occur	Contact w/hand, object, body	Unintentional contact
Safety Violation	Failure to comply with rules creating an unsafe environment	Not following schedule, drill rules, etc	Mistakenly going to wrong class period
Teasing/Taunting	Criticizing, joking, making remarks in either a playful or intentionally upsetting way	Making fun of others, highlighting differences	Honest communication that hurt feelings

All major behaviors are aligned with CA Education Code 48900 and can be found here.

Minor behaviors are teacher-managed, meaning that you will work with the teacher to support your child when a minor behavior infraction occurs. Major behaviors are office-managed; the site administrator will reach out to you to address your child's major behavior.

Additional Behavior Supports:
In addition to these Tier 1 practices for all students, Tier 2 practices and systems are in place to support students who are at risk for developing more serious contextually inappropriate behaviors before those behaviors start. These supports help students develop the skills they need to be successful at school. Tier 3 supports are available for students requiring more intensive, individualized support to improve their behavioral and academic outcomes.

Requesting Assistance: Adams Elementary would like to make sure that all students and parents are provided with support as needed. If you feel that your child is in need of assistance beyond what is currently being provided, we encourage you to contact your child's teacher or the school office to discuss your concerns and learn about available support and next steps. 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.

STUDENT AND FAMILY SERVICES

At Adams Elementary, we are dedicated to supporting our students' academic, social, and emotional growth. Our specialized support team works together to ensure every child thrives in the classroom, on the playground, and within our community.

Our Support Team

- School Counselor Plays a crucial role in supporting students' academic, social, and emotional development. Our NMUSD counselors provide academic support, conflict resolution skills, crisis intervention, and restorative practices. They also participate in parent education workshops, parent-teacher collaboration, and Student Success Teams (SST).

- School Community Facilitator (SCF) Coordinates parent education and encourages involvement in school programs and activities. The SCF assists with vital communication between the school and parents, while connecting families with essential school services and community agencies.

- School Psychologist Leverages expertise in mental health, learning, and behavior to help children succeed academically, socially, behaviorally, and emotionally. They partner with families, teachers, and administrators to create safe, healthy, and supportive learning environments that strengthen the connection between home and school.

Requesting Assistance

We want to ensure that all students and families are provided with the support they need. If you feel your child needs assistance beyond what is currently being provided, we encourage you to email your child's teacher or contact the front office so we can direct you to the appropriate person for more support.

Free Mental Health Support via Hazel Health NMUSD has partnered with Hazel Health to provide students with access to teletherapy mental health services at no out-of-pocket cost to families. For more information on how to sign up, please visit the NMUSD Hazel Health website.

Contact Our Team

If you have questions or would like to reach out to a specific staff member, please use the contact information below:

- School Counselor: Sandy Kochan | skochan@nmusd.us
- School Community Facilitator: Iliana Carvaja | icarvajal@nmusd.us
- School Psychologist: Anna Cialfi | acialfi@nmusd.us

Foster Youth & Homeless Liaison

Foster youth and homeless students have certain rights under California and United States law. For more information about these rights or available supports, please contact the District's Homeless and Foster Youth Liaison, Christy Flores, at 714-424-7553 or cflores@nmusd.us.

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

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

Reference: Board Policy 5131.8

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

VISITORS/VOLUNTEERS

All visitors, volunteers, and contractors must check in through the District's visitor management system, present a valid government-issued ID, and wear a visible badge at all times.

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

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 English Language Development (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. For 2026-27, these programs begin in Kindergarten and continue to eleventh grade. 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 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 Assessments 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 measures the English language proficiency skills that students need to succeed in school. Your student's 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 Summative 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 (FEP)? 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:

	District Reclassification Criteria
English Language Proficiency Assessment	ELPAC: Overall Performance Level 4
Comparison of Performance in Basic Skills	SBAC Achievement Level of 4 (Standard Exceeded) or 3 (Standard Met) or mid-2 (Standard Nearly Met) or SBAC Lexile Level or STAR Lexile Level or DIBELS Composite Score
Teacher Evaluation	Teacher recommendation, based on report card grades
Parent Consultation	Parents/guardians have the opportunity to be involved in the reclassification process and provide an opinion through consultation with school staff

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 or cflores@nmusd.us.

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 have a right to equal access to free public education, regardless of their or their parents'/ guardians' immigration status.

All children in California:

- Have the right to a free public education.
- Must be enrolled in school if they are between 6 and 18 years old, unless otherwise exempt.
- Have the right to attend safe, secure, and peaceful schools.
- Have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
- Have equal opportunity to participate in any program or activity offered by the school without discrimination.

Information Required for School Enrollment

Schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency and schools are not required to keep a copy of the document used as proof of a child's age.

Information about citizenship/immigration status is never needed for school enrollment. A Social Security number is never needed for school enrollment.

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 so, the school district must provide parents/guardians with written notice of the directory information policy, and provide the option to refuse release of your child's information.

Family Safety Plans if You Are Detained or Deported

You can update your child's emergency contact information, including secondary contacts, to identify a trusted adult guardian who can care for your child if you are detained or deported.

You can complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person to give 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 because of their actual or perceived nationality, ethnicity, or immigration status.

For more information on resources for responding to immigration enforcement activities at California schools, or to file a complaint, please contact:

Bureau of Children's Justice California Attorney General's Office
P.O. Box 944255
Sacramento, CA 94244-2550
Phone: (800) 952-5225
E-mail: BCJ@doj.ca.gov
https://oag.ca.gov/bcj/complaint

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

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.

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

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

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. You may also download a copy of the California Department of Education complaint form from https://www.cde.ca.gov/re/cp/uc/.

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.

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.

HOME-SCHOOL COMPACT

School Responsibilities

1. Provide an environment at the school that is safe and orderly.
2. Provide rigorous and quality instruction in all curricular areas.
3. Provide instructional programs to meet the needs of all students.
4. Offer social-emotional support and guidance at all times.
5. Celebrate and accept multicultural similarities and differences.
6. Maintain open lines of communication between home and school.
7. Hold at least two parent conferences per year.
8. Make home visits as needed to offer support to students/families.
9. Inform parents of state, district, and school policies.
10. Provide communication during emergencies.

Parent Responsibilities

1. Show your child that you value education through your actions.
2. Make certain your child attends school regularly and on time.
3. Serve as a partner with your child's teacher and the principal.
4. Be observant of early signs of academic difficulties.
5. Remain open to suggestions to improve outcomes for your child.
6. Be respectful to all staff members and children.
7. Communicate directly to staff members when there is a concern.
8. Attend all parent conferences.
9. Attend students' performances and school events.
10. Attend PTA and ELAC meetings and consider volunteering.

Student Responsibilities

1. Attend school regularly and on time.
2. Follow all school and classroom rules.
3. Actively participate in the classroom.
4. Treat all students, staff, and teachers with respect.
5. Give your best effort on all assignments.
6. Ask questions when you need something clarified.
7. Turn in completed homework on time.
8. Tell a teacher or staff member when you have a problem.
9. Discuss with your parents what you learned at school.
10. Read at home every day.

I understand the importance of the school experience for every child and my role as a teacher is to provide high quality instruction, meaningful learning experiences, and a supportive and caring classroom environment.

_____	_____	_____
Teacher's Name (print)	Teacher's Signature	Date

I agree my participation in my child's education is critical in order to increase his/her achievement and to ensure a positive experience in school.

_____	_____	_____
Parent's Name (print)	Parent's Signature	Date

I realize my education is important to me. It will help me to be a happy and productive member of my community. I know I am the one responsible for my success and will demonstrate my best effort, Be Kind and Work Hard.

_____	_____	_____
Student's Name (print)	Student's Signature	Date