



**Paramount Unified
School District**
2025-2026

Empowering Students at Paramount Schools: One Moment at a Time

ANNUAL NOTIFICATION

**Rights & Responsibilities
of Parents & Students**

PARAMOUNT UNIFIED SCHOOL DISTRICT MASTER CALENDAR 2025-26

| JULY | | | | |
|------|----|----|----|----|
| M | T | W | TH | F |
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| AUGUST | | | | |
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| SEPTEMBER | | | | |
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| NOVEMBER | | | | |
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| DECEMBER | | | | |
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| JANUARY | | | | |
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| FEBRUARY | | | | |
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| MARCH | | | | |
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| APRIL | | | | |
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| MAY | | | | |
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| JUNE | | | | |
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2025-2026 Important Dates

| | |
|---------------------|---|
| Aug 7-8 | Teacher Workday/Pupil Free Day |
| Aug 11 | First Day of Instruction |
| Aug 11-13 | Minimum Day |
| Aug 25-29 | K-5 Back to School Week |
| Sept 2-5 | 6-8 Back to School Week |
| Sept 8-12 | 9-12 Back to School Week |
| Oct 13 | Professional Development/Pupil Free Day |
| Oct 20 | 9-12 1st Quarter Report Card Mailed |
| Oct 21 | 6-8 1st Quarter Report Card Mailed |
| Nov 10 | Trimester 1 Tk-5 Report Card Available in ParentVUE |
| Dec 16-19 | PHS Finals Week |
| Jan 12 | Teacher Workday/Pupil Free Day |
| Jan 13 | Students Return |
| | 9-12 1st Semester Report Card Mailed |
| Jan 19 | 6-8 1st Semester Report Card Mailed |
| Mar 16 | Professional Development/Pupil Free Day |
| Mar 17-20 | 9-12 Open House Week |
| Mar 23-27 | K-5 Open House Week |
| Mar 30-Apr 3 | 6-8 Open House Week |

| | |
|----------------|---|
| Mar 9 | Trimester 2 Tk-5 Report Card Available in ParentVUE |
| Apr 13 | 9-12 3rd Quarter Report Card Mailed |
| Apr 13 | 6-8 3rd Quarter Report Card Mailed |
| Jun 1-4 | PHS Finals Week |
| Jun 4 | Last Day of Classes/Minimum Day |
| Jun 5 | Teacher Workday/Pupil Free Day |
| Jun 8 | Trimester 3 Tk-5 Report Card Available in ParentVUE |
| Jun 11 | 9-12 2nd Semester Report Card Mailed |
| Jun 11 | 6-8 2nd Semester Report Card Mailed |

2025 - 2026 School Holidays

| | |
|----------------------|-----------------------------|
| Jul 4 | Independence Day |
| Sept 1 | Labor Day |
| Nov 11 | Veterans' Day |
| Nov 24-28 | Thanksgiving Break |
| Dec 22-Jan 12 | Winter Break |
| Jan 19 | Martin Luther King, Jr. Day |
| Feb 9 | Lincoln's Birthday |
| Feb 16 | Washington's Birthday |
| Apr 6-10 | Spring Break |
| May 25 | Memorial Day |
| Jun 19 | Juneteenth |

○ = Pupil Free Day ■ = Holiday

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In compliance with the requirements of Education Code (EC) section 48980, this Annual Notification contains important information regarding state and federal laws and policies and procedures of the Paramount Unified School District that will assist parents (which include legal guardians, students 18 years or older, and other individuals holding educational rights) in navigating through the school system and that promote school and family partnership to positively impact students' educational outcomes. In addition to the information provided in this document, parents may access the District website at <https://www.paramount.k12.ca.us/> to address specific concerns and questions. Board policies and administrative regulations referenced in this document may be accessed by clicking on the applicable links provided, or by clicking the link to "Board of Education" from the "District" tab on the District website, then clicking on the link to "Board Policies, Regulations, Bylaws" on the right.

Parents and students should review the information provided in this document and keep it for reference during the school year. Parents are to acknowledge receipt of this document during the Annual Verification process through Synergy and are provided with a link to access an electronic copy or an option to download it. A hard copy of the document can be obtained from the front office staff of any school site or downloaded through Synergy. Administrator are available to answer any questions and/or to provide assistance.

The Paramount Unified School District is committed to equal opportunity for all individuals in education. District programs, activities, employment, and practices shall be free from discrimination, sexual harassment, harassment, intimidation, and bullying based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. School and District personnel will take immediate steps to intervene when it is safe to do so and when they witness an act of discrimination, sexual harassment, harassment, intimidation, or bullying. For questions or complaints, contact:

Title IX Coordinator

Dr. Linsey Gotanda, *Deputy Superintendent*
15110 California Avenue, Paramount, CA 90723
(562) 602-6006 • lgotanda@paramount.k12.ca.us

Compliance Officer & Section 504 Coordinator

Lisa Kirk, *Director of Pupil Services*
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KEY TO ABBREVIATIONS

| | |
|------|--|
| AR | Administrative Regulations of PUSD |
| BP | Board Policy of PUSD |
| BPC | California Business and Professions Code |
| CCR | California Code of Regulations |
| CDE | California Department of Education |
| CFR | Code of Federal Regulations |
| CSU | California State University |
| EC | California Education Code |
| GC | California Government Code |
| HSC | California Health and Safety Code |
| IEP | Individualized Education Program |
| LC | California Labor Code |
| PC | California Penal Code |
| PUSD | Paramount Unified School District |
| TK | Transitional Kindergarten |
| UC | University of California |
| USC | United States Code |
| VC | California Vehicle Code |
| WIC | California Welfare and Institutions Code |

Note: The term “parent”, as used in this publication, means a natural or adoptive parents, legal guardian, or other educational rights holder, including a student 18 years of age or older.

PUSD STRATEGIC PLAN



Board of Education

Alicia Anderson, *President*
 Sonia De Leon, *Vice President/Clerk*
 Eddie Cruz, *Member*
 Yesenia Cuarenta, *Member*
 Diana J. Martinez, *Member*

District Mission

The mission of Paramount Unified School District is to empower every student to achieve their full potential by providing innovative, high-quality educational programs tailored to their individual needs and goals. We are committed to fostering a life-long love of learning in a safe and supportive environment where students from diverse backgrounds feel valued and inspired.

District Vision

The vision of Paramount Unified School District is to create a district where quality education, equity, diversity, and inclusivity are at the core of everything we do. We aim to provide a safe and supportive environment with exemplary, highly qualified staff. Through strong partnerships and open communication, we will work collaboratively to empower our students to become successful, resilient, well-rounded individuals ready to make a positive impact on the world.

Goal 1. Elevate deeper learning and college, career, and life readiness

- Strengthen curriculum and instructional practices
- Provide targeted student support
- Measure and monitor academic progress
- Promote college and career readiness at all levels
- Provide academic enrichment opportunities for students
- Facilitate 21st century learning strategies and supports
- Focus on early learning initiatives
- Improve English learner outcomes
- Promote personalized learning and differentiated instruction

Goal 2. Implement comprehensive professional learning, leading to effective change

- Identify and implement leadership development programs
- Design and implement holistic training programs
- Utilize a distributed leadership model

Goal 3. Cultivate a nurturing and emotionally safe environment to strengthen well-being, belonging, and a sense of safety

- Enhance physical safety and well-being
- Promote social-emotional development
- Implement comprehensive mental health support
- Improve attendance and reduce chronic absenteeism

Goal 4. Enhance family and community engagement

- Develop a comprehensive communication and marketing strategy
- Strengthen community partnerships and resources
- Improve home-school communication
- Develop a robust parent engagement and education program

Goal 5. Build an inclusive and equitable school district

- Strengthen diversity in staff and leadership
- Implement extra-curricular programs to promote school connectedness
- Promote cultural proficiency throughout the school community
- Fully implement the District's Equity Action Plan

| EXPLORATION | INTERPRETATION, REVISION, AND DEVELOPMENT | STRATEGIC IMPLEMENTATION |
|--|---|---|
| <ul style="list-style-type: none"> Community engagement Data gathering Needs assessment | <ul style="list-style-type: none"> Identify themes Evaluate current state Identify mission, vision, goals, learner profile | <ul style="list-style-type: none"> Articulate strategy Develop metrics Action steps Communication |



PARAMOUNT UNIFIED SCHOOL DISTRICT

Empowering Students at Paramount Schools: One Moment at a Time

15110 California Avenue, Paramount, CA 90723

www.paramount.k12.ca.us

(562) 602-6000

LETTER FROM THE SUPERINTENDENT

Dear Paramount Unified School District Families,

Welcome to a new school year at Paramount Unified School District! We are excited to partner with you on this important journey of learning, growth, and opportunity. Our District's mission is to empower every student to achieve their full potential by providing innovative, high-quality educational programs that are tailored to individual needs and aspirations. At the heart of everything we do is a deep commitment to fostering a lifelong love of learning in a safe, supportive, and inclusive environment.

We believe that every student deserves a place where they feel valued, seen, and inspired. Our vision is to create a district where equity, diversity, and inclusivity are not only embraced, but embedded in all aspects of education. With the support of our dedicated and highly qualified staff, we are working to ensure that all students graduate ready for college, career, and life—resilient, well-rounded, and prepared to make a positive impact on the world.

Our District's strategic priorities continue to guide us as we pursue these goals:

- Elevating deeper learning and strengthening college, career, and life readiness.
- Implementing high-quality professional learning to drive effective change.
- Cultivating nurturing, emotionally safe environments that support student well-being and belonging.
- Enhancing family and community engagement through open communication and strong partnerships.
- Building a more inclusive and equitable school district for all.

We recognize that families are essential partners in student success. Your engagement, support, and collaboration are critical as we work together to make this a successful year for every student. Thank you for entrusting us with your child's education. We look forward to a year of meaningful learning, shared accomplishments, and growth.

With appreciation,

Joshua Lightle, Ed.D

Superintendent

Paramount Unified School District

PUSD LEARNER PROFILE



Purposeful Communicator



LEARNERS use multiple means, know their audience, and are able to convey messages clearly and concisely.

Effective Collaborator



LEARNERS know how to contribute, navigate, and work well with others in different settings.

Universal Advocates



LEARNERS advocate for inclusion, equity, and justice. Learners are not limited by their circumstance by demonstrating grit and persisting through obstacles.

Empowered Learner



LEARNERS understand the complex responsibility to leading others. Learners see the importance of multiple individuals contributing to a common goal.

Responsible & Empathetic Citizen



LEARNERS are empathetic to the feelings and circumstances of others. Learners reflect on how they support diversity.

Competent Thinker



LEARNERS access their knowledge with a critical, creative, innovative, and academic mindset to interact with the global community.

Accomplished Learner



LEARNERS are equipped to regularly apply their wide breadth of knowledge in their daily lives.

ACADEMIC PROGRAM

TRANSITIONAL KINDERGARTEN & KINDERGARTEN

EC 48000; (BP 6170.1; AR 5111)

Transitional kindergarten (TK) and kindergarten (K) are offered as full-day programs at 11 elementary schools in the Paramount Unified School District. To be eligible for enrollment, children must meet the applicable minimum age requirement:

- TK: 4th birthday by September 1
- K: 5th birthday on or before September 1

Enrollment in the TK program is voluntary and is the first year of a two-year kindergarten program. Transportation for TK students must be provided by parents.

DUAL LANGUAGE IMMERSION

Dual Language Immersion (DLI) is a form of education in which students develop literacy in two languages – in the Paramount Unified School District, the two languages are English and Spanish. Research shows that learning a second language can benefit students in the following ways:

- Bilingualism and biliteracy
- Academic achievement
- Cultural competency
- Acceleration of academic success
- Enhancement of communication skills
- Attainment of future benefits such as enhanced career, business, and travel opportunities

DLI is offered at Mark Keppel and Roosevelt Elementary Schools in kindergarten and first grade. Applications for the following school year begin on January 15. To obtain more information about the program and how to apply, visit the District's webpage on [Dual Language Immersion](#).

PHYSICAL EDUCATION

EC 51210, 51240.5, 51241; (BP 6142.7)

Physical education is a required course of study as follows:

- For grades 1-6, a total period of time of not less than 200 minutes each 10 school days, excluding recesses and the lunch period. Schools with self-contained classrooms will post schedules on their school websites. Parents can contact the principal with questions.
- For grades 7-12, a total period of time of not less than 400 minutes each 10 school days.

Note: For grades 6-12, an alternate term schedule may be adopted and implemented to satisfy the requirement.

Excuse from Participation due to Illness

A student who is ill may be excused from participation in physical education for the day if a note from the parent is provided. A doctor's note is required to excuse a student

from participation for three or more consecutive days. All notes must be turned in to the school nurse, who will notify the physical education teacher accordingly. Students will be given an alternative assignment while not participating in any physical education activities.

Excuse from Participation due to Religious Fasting

A student will be granted an accommodation in connection with any physical activity components of a physical education course during a period of religious fasting. The parent must submit a written note to the principal to request for the accommodation. Students will be given an alternative assignment while not participating in any physical education activities.

EXEMPTION FROM HARMFUL OR DESTRUCTIVE USE OF ANIMALS

EC 32255 et seq.; (Bp 5145.8)

Any student with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, has the right to refrain from such activities. Agricultural education classes, providing instruction on the care, management, and evaluation of domestic animals, are exempt from this right.

A teacher using animals or animal parts for instruction must inform students of this right. A student who morally objects to participating in said activities must:

1. Notify the teacher of such moral objection; and
2. Provide a written note from a parent that substantiates the moral objection.

If an alternative educational project is possible, the teacher must ensure that the project:

- Is comparable in time and effort invested by the student
- Is not more difficult than the original project as a means to penalize the student
- Still allows the student the opportunity to obtain the knowledge, information, or experience required by the course of study in question

Students choosing an alternative educational project are expected to pass all exams for the course to receive credit; however, if the test requires the harmful or destructive use of animals, the student may, similarly, request an alternative test. No student shall be discriminated against based upon their decision to exercise these rights.

EXEMPTION FROM HEALTH INSTRUCTION

EC 51240; (BP 6142.8)

The District is required to teach certain health-related topics. If any part of a school's instruction in health conflicts with the religious training and beliefs, including personal and moral convictions of the student's parent, the student's parent may submit a written request to the principal or

designee to excuse the student from that part of the instruction.

CALIFORNIA HEALTHY YOUTH ACT

EC 51934, 51938; (BP 6142.1)

The California Healthy Youth Act requires schools to offer integrated, comprehensive, medically accurate, and unbiased sexual health and human immunodeficiency virus (HIV) prevention education at least once in middle school and once in high school. It is intended to ensure that students in grades 7-12 are provided with the knowledge and skills necessary to protect them from risks presented by HIV and other sexually transmitted infections, pregnancy, sexual harassment, sexual assault, sexual abuse, and human trafficking and to have healthy, positive, and safe relationships and behaviors. It also promotes students’ understanding of sexuality as a normal part of human development, and their development of healthy attitudes and behaviors concerning adolescent growth and development, menstrual health, body image, gender, gender identity, gender expression, sexual orientation, relationships, marriage, and family.

Trained district teachers will provide comprehensive sexual health and HIV prevention education in courses listed below:

| Grade | Course | Curriculum |
|-------|---|---|
| 5 | Mild-Moderate Special Day Class | Puberty Talk |
| 7 | Integrated Science | Teen Talk |
| | Special Day Class | Teen Talk Adapted for all Learners |
| 9-12 | Health (<i>including Summer course</i>) | Be Real. Be Ready. (<i>modified for PUSD</i>) |
| | Special Day Class | Teen Talk Adapted for all Learners |
| | Edgenuity | CA-Contemporary Health |

Instruction materials used for comprehensive sexual health and HIV prevention education in grades 7-12 include age-appropriate information on the following:

- Information on the nature of HIV, as well as other sexually transmitted infections, and their effects on the human body.
- Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual activities and injection drug use.
- Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections and abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy.
- Information about the effectiveness and safety of all

federal Food and Drug Administration (FDA) approved methods that prevent or reduce the risk of contracting HIV and other sexually transmitted infections, including use of antiretroviral medication.

- Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing.
- Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others.
- Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV.
- Information about local resources, how to access local resources, and students’ legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence.
- Information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception. Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes.
- Information about sexual assault, sexual harassment, sexual abuse, and human trafficking. Information on human trafficking includes information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries; how to safely seek assistance; and how social media and mobile device applications are used for human trafficking.
- Information about adolescent relationship abuse and intimate partner violence, including the early warning signs thereof, and information about the resources available to students related to adolescent relationship abuse and intimate partner violence, including the National Domestic Violence Hotline and local domestic violence hotlines that provide confidential support services for students that have experienced domestic violence or stalking and are available by telephone 24 hours a day.

Parents have the right to:

1. Inspect the written and audiovisual educational materials used in comprehensive sexual health and HIV prevention education.
2. Request in writing that their child does not receive comprehensive sexual health or HIV prevention education or participate in research on student health behaviors and risks. When a parent does not permit their child to

receive such education, the child may not be subject to disciplinary action, academic penalty, or other sanction.

3. Request a copy of EC 51930-51939, the California Healthy Youth Act.
4. Be informed whether comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants. When the District chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of the date of the instruction; the name of the organization or affiliation of each guest speaker; and the right to receive a copy of EC 51933, 51934, and 51938. If arrangements for this instruction are made after the beginning of the school year, notice will be provided by mail or another commonly used method of notification, no fewer than 14 days before the instruction is delivered.

Parents who choose to exclude their student from this instruction must submit the written request to their student's teacher. If a school site does not receive such request from a parent, *the student will participate* in comprehensive sexual health and HIV prevention education.

INDEPENDENT STUDY

5 CCR 11700 et seq.; EC 51744 et seq.; (PB 6158)

Independent Study is an alternative instructional model for eligible TK-12 students whose needs may be best met through study outside of the traditional, in-person, classroom setting. The program is designed for students who can manage their work at home independently and who have a family member/caregiver who can assist in accessing learning. It is meant to serve students who, for example:

1. Desire a more challenging educational experience;
2. Have health or other personal circumstances that make classroom attendance difficult;
3. Are unable to access course(s) due to scheduling problems; and/or
4. Need to make up credits or fill gaps in their learning.

Independent Study is projected to last more than 15 schooldays and is substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the District's adopted course of study within the customary timeframe. Students in Independent Study also have access to the same services and resources that are available to other students in the school and have equal rights and privileges.

Participation in Independent Study must always be the choice of the parent; the District may not require or otherwise obligate a student's participation in the program. If a student has an IEP or Section 504 Plan, enrollment in Independent Study is a placement decision and is only allowed if the student's IEP or Section 504 Plan specifically provides for

that participation; an IEP or 504 meeting is required prior to any change of placement. Parents and students who are interested in the independent study program should contact school site administration.

Short-term Independent Study (STIS)

Independent Study may also be used on a short-term basis to ensure that the student is able to maintain academic progress in the student's regular classes during an absence from school. Parents may request STIS for up to 15 school days in a school year. The student will receive instructional materials and support from their classroom teacher(s). STIS attendance credit will be provided in accordance with the signed STIS Agreement. In order to facilitate the timely offering of short-term independent study, parents are strongly encouraged to sign a learning agreement at or before the start of each school year. For more information, please contact the student's school site.

EXPANDED LEARNING OPPORTUNITY

Paramount Unified School District offers the Expanded Learning Opportunities Program (ELO-P) every day after school and on at least 30 non-school or intersession days. ELO-P activities during school days are held at each elementary and middle school from dismissal until 6:00 p.m. Intersession programs may include winter and spring break day camps and other activities on non-school days such as weekends or holidays. For both after-school and intersession programs, ELO-P academic and enrichment courses may include homework assistance; science, technology, engineering, arts, and math (STEAM); visual and performing arts (VAPA); health and fitness; high school and college readiness; and leadership. Registration for the after-school program is available on the District's webpage on [Expanded Learning Opportunities](#).

SUICIDE PREVENTION

EC 215; (BP 5141.52)

The Board of Education recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the District has adopted a suicide prevention policy outlining measures and strategies for suicide prevention, intervention, and post-vention. Such strategies include providing age-appropriate suicide prevention education to students in grades 7-12 and providing training in suicide intervention and mental health service coordination to all school counselors and social workers at all schools within the District. For additional information and resources, visit the District's webpage on [Mental Health](#).

PROSPECTUS OF SCHOOL CURRICULUM

EC 49063, 49091.14; (BP 5125)

At least once every year, the District compiles a prospectus that provides the curriculum, including titles, descriptions, and instructional aims of every course offered by its schools. To review the prospectus or to obtain a copy of it, visit a school office or the Educational Services Department at the District Office. The District may charge for the prospectus an amount not to exceed the cost of duplication.

COURSE SELECTION & CAREER COUNSELING

EC 221.5; (BP 6164.2)

A school counselor, teacher, instructor, administrator, or aide shall not offer vocational or school program guidance to a student or, in counseling a student, differentiate career, vocational, or higher education opportunities, on the basis of the student's sex. Any school personnel acting in a career counseling or course selection capacity to a student will explore with the student the possibility of careers, or courses leading to careers, that are nontraditional for that student's sex. Parents of students in grades 7-12 are encouraged to participate in such counseling sessions and decisions.

PARTICIPATION IN STATEWIDE ASSESSMENTS

5 CCR 852; EC 60615; (BP 6162.51)

Every year, California students take several statewide tests. When combined with other measures such as grades, class work, and teacher observations, these tests give families and teachers a more complete picture of their child's learning. Parents can use the results to identify where their child is doing well and where they might need more support.

A student may be taking one or more of the following California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and Physical Fitness Test assessments. Parents may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. This exemption does not exist for the ELPAC or Physical Fitness Test.

CAASPP

Smarter Balanced Assessments for English Language Arts/Literacy (ELA) and Math

Test takers: Students in grades 3-8

Test format: Computer-based

Standards tested: California Common Core State Standards

California Alternate Assessments (CAA) for ELA and Math

Test takers: Students in grades 3-8 and grade 11 whose IEP identifies the use of alternate assessments

Test format: Computer-based tests that are administered one-on-one by a test examiner who is familiar with the student

Standards tested: Core Content Connectors derived from the California Common Core State Standards

California Science Test (CAST)

Test takers: Students in grades 5 and 8 and once in high school, either in grade 10, 11, or 12

Test format: Computer-based

Standards tested: The California Next Generation Science Standards (CA NGSS)

CAA for Science

Test takers: Students in grades 5 and 8 and once in high school, either in grade 10, 11, or 12 whose IEP identifies the use of alternate assessments

Test format: Computer-based series of four embedded performance tasks, administered one-on-one by a test examiner who is familiar with the student shortly after the science content is taught

Standards tested: Core Content Connectors derived from CA NGSS

California Spanish Assessment (CSA)

Test takers: Optional test for students in grades 3-12 that tests their Spanish reading, listening, and writing mechanics

Test format: Computer-based

Standards tested: California Common Core State Standards en Español

ELPAC

Initial ELPAC

Test takers: Students who have a home language survey that lists a language other than English, identifying students as an English learner student or as initially fluent in English

Test format: Computer-based

Standards tested: The 2012 California English Language Development (ELD) Standards

Summative ELPAC

Test takers: Students who are classified as English learner students, and taken every year until classified as proficient in English

Test format: Computer-based

Standards tested: The 2012 California ELD Standards

Initial Alternate ELPAC

Test takers: Students whose IEP identifies the use of an alternate assessment and who have a home language survey that lists a language other than English, identifying students as an English learner student or as initially fluent in English

Test format: Computer-based

Standards tested: Alternate ELD Connectors derived from the 2012 California ELD Standards

Summative Alternate ELPAC

Test takers: Students whose IEP identifies the use of an alternate assessment and who are classified as English learner students, and taken every year until classified as proficient in English

Test format: Computer-based

Standards tested: Alternate ELD Connectors derived from the 2012 California ELD Standards

Physical Fitness Test

Test takers: Students in grades 5, 7, and 9 will take the FITNESSGRAM®, which is the test used in California

Test format: Consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility

Reporting: Student participation (by component, by grade level) is reported in the Student Accountability Report Card

SCREENING FOR READING DIFFICULTIES

EC 53008

To ensure that all students learn to read by third grade, all students in kindergarten and grades 1 and 2 will be screened for risk of reading difficulties. Screenings are intended to be part of a comprehensive instructional strategy to inform instruction, measure progress, identify learning needs, and enable parents and staff to discuss learning in an informed way. Screening assessments will not be used for any high-stakes purpose (*e.g.*, accountability, teacher or other school staff evaluation, student grade promotion or retention, identification for gifted or talented education, reclassification of English learners, or identification as an individual with exceptional needs). Rather, the screening results are to be used as a flag for potential risk of reading difficulties, not as a diagnosis of a disability – they are to be used as part of a broader process that further evaluates student needs and progress, identifies supports for class-room instruction, enables targeted individual intervention as needed, and allows the further diagnosis if concerns do not resolve.

If a student is identified as being at risk of having reading difficulties, the District will provide the student with supports and services, appropriate to the specific challenges identified by the screening instrument and other pertinent information about the student. Supports and services may include evidence-based literacy instruction focused on the student's specific needs, progress monitoring, early intervention in the regular general education program, one-on-one small group tutoring, and further evaluation or diagnostic assessment.

Parents of students in kindergarten through grade 2 will receive information regarding the screening instruments, the scheduled date(s) of assessment, and instructions on how to opt out their student from being assessed.

PROMOTION, ACCELERATION, & RETENTION

EC 48070, 48070.5; (BP 5123)

The District's adopted policy provides for students who are exceptionally advanced in their academic work to be accelerated in one or more grades or subjects if this acceleration will promote the student's continued growth and high achievement.

The policy also provides that careful consideration of numerous factors be taken when a student is identified as a candidate for retention. Students will be identified for possible retention through multiple academic achievement and social/emotional assessment measures. The classroom teacher will notify a student's parents at the end of the first trimester/semester, or as early as possible within the academic year for a late enrollee, of the possible need to retain a student at the end of the current academic year. The student's academic performance will then be reviewed by the school's Student Success Team, including the parent, prior to a final decision to retain. An appeal process is available to parents who disagree with the retention of their student.

HIGH SCHOOL & BEYOND

PLACEMENT IN MATHEMATICS COURSES

(BP 6152.2)

The Paramount Unified School District is committed to creating a fair, objective, and transparent protocol that serves students who are transitioning between middle school and high school. Such protocol ensures that all students are accurately evaluated and appropriately placed into mathematics courses based upon the student's grade, performance on the District's common assessments, and the teacher's recommendation. Students will be provided with an opportunity to complete a sequence of mathematics courses recommended for admission into UC/CSU systems.

Within 15 school days of an initial placement decision or a placement decision upon reevaluation, a parent who disagrees with the placement may appeal the decision to the Superintendent or designee. The Superintendent or designee will decide whether to overrule the placement determination within 10 school days of receiving the appeal. The decision of the Superintendent or designee is final.

APPRENTICESHIP & PREAPPRENTICESHIP PROGRAMS

EC 48980.5

Apprenticeships have the opportunity to offer students the chance for a steady and stable job in a number of growing fields. Many of these experiences lead to well-paying careers. Apprenticeship is a system of training in a trade or profession that combines both classroom study and on-the-

job training. Registered preapprenticeship programs prepare individuals to enter and succeed in registered apprenticeship programs; they expand the participant’s career pathway opportunities with industry-based training coupled with classroom instruction.

Students may search by county and occupation and find out about a program’s requirements (e.g., minimum age, educational and physical requirements, testing, English proficiency) by visiting the California Department of Industrial Relations, [Division of Apprenticeship Standards](#), website.

COMMUNITY SERVICE

The District values community services and commitment to improving the City of Paramount. Community service will be recognized through the awarding of Honor Cords and certificates to acknowledge students who complete 30 or more hours of service.

GRADUATION REQUIREMENTS

EC 51225.1, 51225.2, 51225.3, 51225.31; (BP 6146.1)

In order to graduate from high school, all students must complete the graduation course requirements that are specified in EC 51225.3 (“statewide course requirements”), as well as any other course requirements adopted by the Board (“Board-adopted coursework”). In the Paramount Unified School District, this means the completion of a minimum of 220 credits in grades 9 through 12.

The chart below provides a simplified credit comparison between those required for UC/CSU admissions, statewide coursework, and Board-adopted coursework. Please refer to the Course Catalog for specific course requirements.

| Subject | UC/CSU | State | PUSD |
|-------------------------------|---------------|--------------|-------------|
| English | 40 | 30 | 40 |
| Mathematics | 30 | 20 | 30 |
| Science | 20 | 20 | 30 |
| Social studies | 20 | 30 | 30 |
| Visual or performing arts | 10 | 10 | 10 |
| World language | 20 | | |
| Career technical education | | | |
| Physical education | | 20 | 20 |
| Electives | 10 | | 55 |
| Health education | | | 5 |
| Total Credits Required | 150 | 130 | 220 |

Beginning with students graduating in the 2029-30 school year, there is an additional requirement for a one-semester course in ethnic studies.

Note: For the purpose of the following information, an “eligible student” is a student in foster care, student experiencing homelessness, former juvenile court school

student, child of a military family, migrant student, or newcomer student.

Exemption from Board-adopted Coursework

An eligible student who transfers into the District or between schools any time after completing the second year of high school, or newcomer student who is in the third or fourth year of high school is exempted from any Board-adopted coursework that are in addition to statewide course requirements, unless it has been determined that the student is reasonably able to complete the additional requirements in time to graduate by the end of the fourth year of high school. If not exempted, the student will be reevaluated for eligibility the following academic year based on the student’s course completion status at that time.

Eligible students will receive notification of the availability of the exemption and whether they qualify for it. If an eligible student was not properly notified of an exemption, declined the exemption, or was not previously exempted, the student or educational rights holder may request the exemption, and the student will be exempt. Any such student who at one time qualified for the exemption may request the exemption even if the student is no longer eligible.

An eligible student also has the right to remain for a fifth year to complete either the statewide course requirements or the Board-adopted coursework.

Any complaint that the District has not complied with requirements, as specified in EC 51225.1 and 51225.2, may be filed in accordance with the District’s Uniform Complaint Procedures.

Additionally, for a student with a disability, eligibility for an exemption from Board-adopted coursework requires that the student’s IEP provides all of the following:

1. The student’s IEP team has deemed the student eligible to take the state alternate assessment as described in EC 60640(k).
2. The student is required to complete state standards aligned coursework to meet the statewide course requirements specified in EC 51225.3.

Coursework & Credits

Eligible students transferring out of a school will receive an official transcript which reflects full and partial credits and grades earned by the student, including:

1. A determination of the days of enrollment and/or seat time, if applicable, for all full and partial credits earned based on any measure of full or partial coursework being satisfactorily completed.
2. Separate listings for credits and grades earned at each school attended so it is clear where credits and grades were earned.
3. A complete record of the student’s seat time, including both period attendance and days of enrollment.

If the new school has knowledge that the transcript from the transferring school may not include certain credits or grades, the new school will contact the prior school within two business days to request that the full or partial credits be issued. The prior school will then issue appropriate credits and provide all academic and other records to the new school within two business days of the request.

Schools are required to accept and issue full credit for any coursework that an eligible student has satisfactorily completed while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school. Schools cannot require an eligible student to retake any course that the student has already satisfactorily completed or to retake the portion of a course that the student partially completed unless the school, in consultation with the student's education rights holder, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the eligible student will be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

An eligible student cannot be prevented from retaking or taking a course to meet the eligibility requirements for admission to the UC/CSU systems.

DUAL ENROLLMENT COURSE PROGRAM

EC 48980.6; (BP 6143)

Dual enrollment enables high school students to take college courses and earn college credit before graduation. The Paramount Unified School District has an agreement with the Cerritos and Compton Community College District to offer specified courses that are taught by College District-approved staff. Students enrolled in dual enrollment courses are held to the same standards of achievement and grading as students on the College District campus.

Paramount Unified School District offers several Dual Enrollment options from local colleges to students in the 9th-12th grade.

The Administration of Justice Early College Program through Compton College is a 4-year course of study with an opportunity to earn an Associate's Degree for Transfer (AS-T) in the area of Administration of Justice while concurrently completing requirements for a high school diploma. The program is free for students, and application for the program occurs during the Spring semester of 8th grade. Students interested in future careers in FBI, law enforcement, crime scene investigation, homeland security, or probation are encouraged to apply for this program.

In addition, Paramount High School, Odyssey STEM Academy, and Buena Vista High School offer other Dual

Enrollment classes through Compton College, CSU Long Beach, and Cerritos College. Courses include Sign Language, Sociology, Ethnic Studies, and more!

Students who are interested in taking Dual Enrollment courses should reach out to their counselor and/or the college and career counselor at the high school. Students may also reach out to Jason Ito, Coordinator of CTE and College and Career, at jito@paramount.k12.ca.us for any inquiries.

CALIFORNIA PROFICIENCY PROGRAM

5 CCR 11523; EC 48412; (BP 6146.2)

The California Proficiency Program (CPP), which replaced the California High School Proficiency Exam, utilizes the State Board of Education approved HiSET® subtests for language arts and mathematics to measure proficiency. Eligible students may take the CPP with paper-pencil or on a computer at a testing center, or at home, online, with live proctoring. (*Note:* Paper-pencil tests are only available at testing centers). Tests are offered in English and Spanish.

HiSET-Proficiency is the first test in the new CCP. To prepare for it, students can visit the [HiSET Test Prep Resource](#) webpage to access study prep materials. Also provided on the vendors' webpages are a list of testing accommodations, test specifications, and testing locations.

Upon successfully passing the language arts and mathematics subtests, the student will earn a Certificate of Proficiency issued by the State Board of Education, which is the same legal equivalent to a California-issued high school diploma. The student may then choose to remain in high school or exit high school with parent permission to begin attending higher education or start their career. If the student exits high school, the student may also choose to take the remaining HiSET-Equivalency subtests in science and social studies to earn their [California High School Equivalency Certificate](#), which opens more doors than the Certificate of Proficiency alone.

Students must meet both of the following criteria to be eligible to take a proficiency test:

1. The student must meet one of the following:
 - 16 years of age or older; or
 - Enrolled in grade 10 for one school year or longer; or
 - Will complete one school year of enrollment in grade 10 at the end of the semester during which the next regular exam will be conducted.
2. The student must be currently subject to California's compulsory education laws, which may be evidenced by one of the following:
 - Current enrollment in a California public high school; or
 - Current enrollment in a private school (registered by filing a private school affidavit with CDE, which

- includes students who are homeschooled); or
- Current work permit issued by the Department of Industrial Relations Division to a student currently working in California, provided that the student is either receiving tutoring or enrolled in an independent study program to accommodate the student’s work schedule.

For more information, visit the CDE’s webpage on [California Proficiency Program](#).

ADVANCED PLACEMENT EXAM FEES

EC 52242; (BP 6141.5)

Advanced placement (AP) courses provide rigorous academic coursework opportunities for high school students. The successful completion of AP courses and the subsequent AP examinations, which are conducted by the College Board and for which college credit is awarded, provide a cost-effective means for high school students to obtain college-level coursework experience.

Eligible high school students may receive financial assistance to cover the costs of the AP examination fees. Contact the counseling department for more information.

COLLEGE ADMISSION REQUIREMENTS

EC 51229; (BP 6143)

For students who wish to continue their education after high school, the State of California offers community colleges, California State Universities (CSU), and Universities of California (UC).

California community colleges are required to admit any California resident or nonresident possessing a high school diploma or the equivalent, or anyone over the age of 18 without a high school diploma or the equivalent who is capable of profiting from the instruction offered.

To qualify for admission into a UC/CSU school, a student must, at minimum, complete 15 college-preparatory courses (referred to as the “A-G” courses) with a letter grade of “C” or better. Students may also meet the A-G requirement by completing college courses or earning certain scores on various acceptable exams. Applicants must have graduated from high school and have received a high school diploma. Some schools have higher standards or additional admission criteria, such as a minimum grade point average (GPA). Students may also transfer to a CSU or UC school after attending community college.

Resources

[CaliforniaColleges.edu](#) is California’s official college and career planning platform. It is a one-stop shop for all the tools students need to set goals for life after high school and make plans to achieve them. The platform also serves as a crucial component of the state’s new Cradle-to-Career

(C2C) Data System tools for students and parents. The following websites also provide additional information and resources:

- [hs-articulation.ucop.edu](#) – allows search of high school courses that have been certified by the UC as satisfying the requirements for admission to the UC/CSU.
- [cccoco.edu](#) – offers links to all the community colleges in California.
- [assist.org](#) – provides course transfer information for students planning to transfer from a California Community College to a CSU or UC.
- [calstate.edu](#) – offers assistance to students and their families on the CSU system, including the ability to apply online, and links to all CSU campuses.
- [universityofcalifornia.edu](#) – offers information regarding admissions, online application, and links to all UC campuses.

Minimum Course Requirements for UC/CSU Admission

| SUBJECT | CSU | UC |
|--|--|--|
| A History/ Social Science | 2 years, including 1 year of U.S. history OR 1 semester of U.S. history and 1 semester of civics or American government, AND | |
| | 1 year of social science | 1 year of world history, cultures, or historical geography |
| B English | 4 years of college preparatory English | |
| C Mathematics | 3 years of college preparatory mathematics (4 years recommended) | |
| D Science | 2 years of college preparatory science | |
| | 1 year biological, 1 year physical (required with laboratory) | Two of three subjects: biology, chemistry, or physics (3 years recommended) |
| E Language Other than English | 2 years (or equivalent to the 2 nd level of high school instruction) of a language other than English; must be the same language (3 years recommended) | |
| F Visual and Performing Arts | 1 year (or 2 one-semester courses in the same discipline) chosen from the following disciplines: dance, music, theatre, visual arts or interdisciplinary arts | |
| G College Preparatory Elective | 1 year (or 2 semesters) of elective course work chosen from any area on approved A-G course list | |

Students will have the opportunity to meet with their assigned school counselor to get help with choosing courses that will meet college admission requirements and/or enroll in career technical education (CTE) courses. A CTE program of study involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. For more

information about CTE, visit the webpages of the [CDE](#) and [PUSD](#) on this topic.

STUDENT FINANCIAL AID FOR COLLEGE

EC 51225.7, 51225.8; (BP 6143)

Filing financial aid applications is the first step toward college success and helps eligible students qualify for federal, state, and campus-based aid as well as some private scholarships. Under state law, schools are to ensure that students, prior to entering 12th grade, receive information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act application (CADAA) to help determine a student's eligibility for financial aid. This information will be provided in a timely manner as financial aid is awarded in order of submission according to deadlines, on a first-come, first-served basis.

Specifically, the District will advise each 11th grade student to complete the grade 11 financial aid lessons on the CaliforniaColleges.edu platform that will include, but not necessarily be limited to, material related to all of the following:

1. Types of documentation and personal information required
2. Explanation of definitions used in the application
3. Eligibility requirements for student financial aid
4. Application timelines and submission deadlines
5. Importance of submitting applications early

The District will ensure that each 12th grade student completes and submits a FAFSA or CADAA to the California Student Aid Commission (CSAC). Students should only complete one of the applications based on their citizenship and residency status. All personal information, including immigration status, of students and their families will be protected according to state and federal privacy laws and regulations.

The parent or student, if 18 years of age or older, may opt out of the requirement by filling out and submitting an opt-out form. If the District determines that a student is unable to comply with the requirement, the District will exempt the parent or student and complete and submit an opt-out form on the student's behalf. As such, a student who does not complete an application or submit an opt out form will not be penalized or punished, and it will not affect the student's ability to graduate.

CAL GRANT PROGRAM

EC 69432.9; (BP 5121, BP 5125)

A Cal Grant is a California-specific financial aid allocation that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum GPA requirements. Cal Grants can be used

at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

Cal Grant applicants must apply using the FAFSA or CADAA by the deadline and meet all eligibility, financial, and minimum GPA requirements of either program. To assist students with the application, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted by the October 1 deadline to the CSAC electronically by either the school or the District. Upon implementation of transcript-informed accounts for students in grades 9-12 on the CaliforniaColleges.edu platform, any GPA data required for eligibility for financial aid programs is submitted through the California College Guidance Initiative.

A student, or the parent of a student under 18 years of age, may complete a form to indicate that they do not wish for the school to electronically send CSAC the student's GPA. Until a student turns 18 years of age, only the parent may opt out the student. Once a student turns 18 years of age, only the student may opt themselves out, and can opt in if the parent had previously decided to opt out the student. Notification regarding CSAC and the opportunity to opt out of being automatically deemed a Cal Grant applicant will be provided to all students and their parents by January 1 of the students' 11th grade year. If the opt out form is not received by March 1 of the student's 11th grade year, the student's GPA will be submitted to CSAC beginning September of the student's 12th grade year.

SPECIAL EDUCATION

The Paramount Unified School District is a member of the Mid-Cities Special Education Local Plan Area that provides a full continuum of program options to meet the educational and service needs of individuals with exceptional needs in the least restrictive environment.

SPECIAL EDUCATION: CHILD FIND SYSTEM

The Paramount Unified School District complies with EC 56301 which states, in part, that "All individuals with disabilities residing in the state, including children who are homeless or wards of the state including students with disabilities who are enrolled in elementary and secondary schools and private schools, including parochial schools, regardless of the severity of their disabilities, and who are in need of special education and related services, shall be identified, located, and assessed." Individuals seeking information related to the process and procedures of identifying students with special needs or having questions related to parent rights are encouraged to contact the

Special Education Department at (562) 602-6033.

SPECIAL EDUCATION ASSISTIVE TECHNOLOGY

EC 56040.3

On a case-by-case basis, the District will provide the use of a school-purchased assistive technology (AT) device in a student's home or in another setting when determined such device is needed in order for the student to receive FAPE. The District will provide continued access to that device, or a comparable device, when the student transfers out of the District for up to a maximum of two months or until a replacement or comparable device is obtained in the new setting. This is to ensure that the student does not have a lapse in educational access to such a device.

MEDI-CAL BILLING OPTION PROGRAM

The Paramount Unified School District, in cooperation with the California Departments of Health Services and Education, has a program that allows the District to be reimbursed with federal Medicaid dollars for selected health services (such as hearing and vision screenings, health assessments) provided to eligible students at school. The money received through this program is directly reinvested into expanding and improving health and social services for all students.

In accordance with state and federal rules and guidelines, this notification serves as notice to parents that some information may be released from the student's education records to the District's reimbursement recovery vendor for claiming purposes only. School health services currently provided to all students will not be changed by this program and parents have the right to withdraw consent to the disclosure of this information for these purposes at any time. Students will not be denied services they require to attend school, and parents will never be billed for services by the District.

SECTION 504

34 CFR 104.32; (BP 6164.6)

Section 504 of the Rehabilitation Act of 1973 is a federal law which prohibits discrimination against persons with a disability. The District provides a free and appropriate public education (FAPE) to all students regardless of the nature or severity of their disability. In addition, qualified students with disabilities are provided an equal opportunity to participate in programs and activities that are integral components of the District's basic education program, including, but not limited to, extracurricular athletics, interscholastic sports, and/or other nonacademic activities.

To qualify for Section 504 protections, the student must have a mental or physical impairment which substantially limits one or more major life activity. For the purpose of

implementing Section 504, the following terms and phrases are defined below:

1. *Physical impairment* means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genito-urinary, immune, hemic, lymphatic, skin, and endocrine.
2. *Mental impairment* means any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability.
3. *Substantially limits major life activities* means limiting a person's ability to perform functions, as compared to most people in the general population, such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, writing, communicating, and working. Major life activities also include major bodily functions such as functions of the immune system, special sense organs and skin, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions, as well as the operation of an individual organ within a body system.

The District has a responsibility to identify, evaluate, and if eligible, provide students with disabilities the same opportunity to benefit from education programs, services, or activities as provided to their non-disabled peers. Additionally, a parent, teacher, other school employee, student success team, or community agency may refer a student to the principal or Section 504 Coordinator for consideration as a student with a disability under Section 504. If, upon evaluation, a student is determined to be a student with a disability who is eligible for regular or special education and related aids or services, the team will develop a written Section 504 Service Plan specifying the accommodations and supplementary aids and services necessary to ensure that the student receives FAPE.

For additional information about the rights of parents of eligible students, or questions regarding the identification, evaluation, and eligibility of Section 504 protections, please contact the Director of Pupil Services at 15110 California Avenue, Paramount, CA 90723, or (562) 6020-6035.

AUDIO RECORDING OF MEETINGS

EC 270, 56341.1(g); (BP 6159, BP 6164.6)

Both parents and the District have the right to audio record the proceedings of IEP and Section 504 team meetings, as long as members of the IEP or Section 504 team are notified

of this intent at least 24 hours before the meeting. If the District gives notice of intent to audio record a meeting and the parent objects or refuses to attend because the meeting would be audio recorded, the meeting will not be audio recorded.

ENGLISH LEARNER PROGRAM

IDENTIFICATION, ASSESSMENT, & PLACEMENT

5 CCR 11307, 11518.5; EC 313, 52164.1; (BP 6174)

Upon initial enrollment in school, each student's primary language is determined through the use of a home language survey (HLS). Any student who is identified as having a primary language other than English as determined by the HLS, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, will be assessed for English proficiency using the Initial English Language Proficiency Assessments for California (ELPAC). For students who are identified as having a primary language other than English while enrolled in TK, the Initial ELPAC will be administered to those students in kindergarten. The parents of such students will be notified in writing prior to the administration of the ELPAC.

Administration of the Initial ELPAC, including the use of variations and accommodations in test administration when authorized, is conducted in accordance with test publisher instructions and 5 CCR 11518.5-11518.37. Any student with a disability will take the assessment with the supports and accommodations delineated in the student's IEP or Section 504 plan. If the student is unable to participate in the assessment or a portion of the assessment even with appropriate accommodations, an alternative assessment for English language proficiency will be administered.

Each year after a student is identified as an English learner and until the student is redesignated as English proficient, the Summative ELPAC will be administered to the student during a four-month period after January 1 as determined by the CDE.

The following are CDE's parent guides: [Understanding the ELPAC](#); [Understanding the Alternate ELPAC](#)

LANGUAGE ACQUISITION PROGRAM

20 USC 6312; 5 CCR 11309, 11310; EC 310; (BP 6174)

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

ards. The Paramount Unified School District offers the following research-based language acquisition programs that lead to grade level proficiency and academic achievement in both English and another language:

Structured English Immersion (SEI). The goals of this program are language proficiency and academic achievement in English. Students receive instruction in designated and integrated ELD based on the state-adopted ELD standards and grade level content instruction based on the state-adopted academic standards. Some instruction and/or support may be provided in the students' native language. Program models in addition to Structured English Immersion may include English Language Mainstream or other program models in which all or nearly all instruction is delivered in English.

Dual Language Immersion (DLI). This program, also referred to as Two-Way Immersion, provides language learning and academic instruction for native speakers of English and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program is designed using evidence-based research and includes both designated and integrated ELD.

Newcomer Program. A language instructional program (LIP) is designed for English learners who are new to the country with less than 12 months of schooling in the United States. This program provides instruction in designated and integrated ELD based on the state-adopted ELD standards and grade-level content instruction based on the state-adopted academic standards. Instruction and/or support may be provided in the students' native language. Program models vary. This program has clear entry and exit criteria, with goals and timelines defined.

Parent Request of Establishment of a Language Acquisition Program

Parents of enrolled students, and those enrolled for attendance in the next school year, may submit a request that the district establish a specific language acquisition program. The school makes a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent and student making the request, a general description of the request, and the student's grade level on the date of the request. As needed, the school will assist the parent in clarifying the request. All requests are maintained for at least three years from the date of the request.

For additional questions regarding language acquisition programs and how to request for the establishment of a program, please contact Educational Services at (562) 602-6017.

Timelines and Implementation Process

The timeline begins when the threshold number of requests for the same or substantially similar type of language acquisition program is reached (30 or more students enrolled in a school, or 20 or more students in the same grade level). Within 10 school days of reaching the threshold, the District will provide written notification of the requests for a language acquisition program to parents of students attending the school, the school's teachers and administrators, and the site and district English learner advisory committees and parent advisory committee. Within 60 calendar days of reaching the threshold, a study will be conducted to determine if the language acquisition program can be implemented, and written notice of the determination will be provided to parents of students attending the school and the school's teachers and administrators. Each school will follow the process set forth above, even when the District provides the requested language acquisition program at another district school at the time the threshold of parent requests is met.

Sufficient Resources

To effectively implement a language acquisition program, the District will allocate enough resources to support the success of the program in attaining its articulated goals. Sufficient resources include, but are not limited to, certificated teachers with the appropriate authorizations, necessary instructional resources, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals.

ADVISORY COMMITTEES

5 CCR 11308; EC 52063, 52174, 52176; (BP 6174)

English Learner Advisory Committee

A school-level English Learner Advisory Committee (ELAC) is established when there are more than 20 English learners at the school. Parents of English learners, elected by parents of English learners at the school, must constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. The school may designate for this purpose an existing school-level advisory committee provided that it meets these criteria for committee membership.

The ELAC is responsible for assisting in the development of a schoolwide needs assessment, recommending ways to make parents aware of the importance of regular school attendance, and advising the principal and school staff in the development of a detailed master plan for English learners for the individual school and submitting the plan to the Board of Education for consideration of inclusion in the School Plan for Student Achievement.

Where applicable, the ELAC has the opportunity to elect at

least one member to the District English Learner Advisory Committee (DELAC).

District English Learner Advisory Committee

When the District has more than 50 English learners, the Superintendent or designee must establish a DELAC, the majority of whose membership is composed of parents of English learners who are not employed by the District. Alternatively, the District may use a subcommittee of an existing districtwide advisory committee on which parents of English learners have membership in at least the same percentage as English learners represent of the total number of students in the District.

The DELAC advises the Board on at least the following tasks:

1. Developing a district master plan for education programs and services for English learners, taking into consideration the school site master plans.
2. Conducting a districtwide needs assessment on a school-by-school basis.
3. Establishing a district program, goals, and objectives for programs and services for English learners.
4. Developing a plan to ensure compliance with applicable teacher and/or teacher aide requirements.
5. Administering the annual language census
6. Reviewing and commenting on the District's reclassification procedures.
7. Reviewing and commenting on the required written parental notifications.
8. Reviewing and commenting on the development or annual update of the LCAP if the DELAC acts as the ELAC pursuant to EC 52063 and 52062.

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent or designee will ensure that DELAC and ELAC committee members receive appropriate training and materials. This training will be planned in full consultation with the members.

PARENT ENGAGEMENT

PARENT INVOLVEMENT

The Board of Education recognizes that parental involvement and support in the education of children is an integral part of improving academic achievement. Educational research has established that properly constructed parent involvement programs can play an important and effective role in the participation of parents in their children's schools in raising students' achievement levels. Furthermore, the federal government has recognized the critical role of parents in the educational process and now mandates parental involvement programs as a condition of eligibility for funds. Research and experience have demonstrated that educational programs succeed only when certain components are

made a part of those programs. Accordingly, it is the opinion of the Board that parent involvement programs are to be properly designed and implemented to provide a focus and structure based on prior experience and research while maintaining sufficient flexibility to best meet the needs of the Paramount school community. Toward this end, the Board directs that the design and structure of curricular programs make provision to:

1. Focus on children's education and help parents to develop techniques, skills, and strategies to use at home that support their children's academic efforts at school and their children's development as responsible future members of society.
2. Build consistent and effective communications between the home and school so that parents may know when and how to assist their children in support of classroom learning.
3. Train teachers and administrators on effective and culturally sensitive communication with parents including training on how to communicate with non-English speakers and how to give parents opportunities to assist in the instructional process both at school and at home.
4. Integrate parent involvement programs into the school plan for academic accountability.
5. Encourage parents to serve as volunteers in the schools, attend performances and school meetings and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.

RIGHTS OF PARENTS

EC 51101, 51101.1; (BP 5020)

Parents have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children, to be informed by the school, and to participate in the education of their children, as follows:

1. Within a reasonable period of time after making the request, to observe their child's classroom(s).
2. Within a reasonable time of their request, to meet with their child's teacher(s) and the principal.
3. To volunteer their time and resources for the improvement of school facilities and school programs under the supervision of district employees, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher.
4. To be notified on a timely basis if their child is absent from school without permission.
5. To receive the results of their child's performance on standardized tests and statewide tests and information on the performance of their child's school on standardized statewide tests, including the state test for English language proficiency for English learners.

6. To request a particular school for their child, and to receive a response from the school district.
7. To have a school environment for their child that is safe and supportive of learning.
8. To examine the curriculum materials of their child's class or classes.
9. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.
10. To have access to the school records of their child.
11. To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.
12. To be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes, and procedures for visiting the school.
13. To receive information about any psychological testing the school does involving their child and to deny permission to give the test.
14. To participate as a member of a parent advisory committee, schoolsite council, or site-based management leadership team.
15. To question anything in their child's record that the parent feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.
16. To be notified, as early in the school year as practicable, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal a decision to retain or promote their child.

A parent's lack of English fluency does not prevent a parent from exercising such rights. The District will take all reasonable steps to ensure that all parents who speak a language other than English are properly notified in English and in their home language, pursuant to EC 48985, of the rights and opportunities available to them. Please note that the District is not authorized to allow a parent's participation in the education of their child if it conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

CUSTODY ISSUES

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent access to their child and/or child's school records. The only exception is when signed restraining/protective orders or custody orders, specifically stating access limitations, are on file in the school office. Any student release situation which leaves the student's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted and an officer

requested to intervene. Parents are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent when a parent or any other person not listed on the emergency card attempts to pick up a child.

TRANSLATION SERVICES

EC 48985, 51101.1; GC 54954.3

When 15 percent or more of students enrolled in a school speak a single primary language other than English, all notices, reports, statements, or records sent to parents will be provided in both English and the primary language, and parents may respond in either language.

Parents in need of translation services during conferences, IEPs, or other meetings may request a district interpreter by contacting the principal or designee.

In exercising their right to participate in open meetings, parents who are in need of an interpreter at an open meeting will be provided with one. When speaking, if there are established time limitations, the time allotment will be doubled for a parent who utilizes an interpreter to ensure that non-English speakers receive the same opportunity to directly address the legislative body.

SCHOOL ACCOUNTABILITY REPORT CARD

EC 35256, 35258; (BP 0510)

By February 1 of each year, all public schools in California are required to update and publish a school accountability report card (SARC) with the intent to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. The primary purpose is to provide parents with data and information to make meaningful comparisons between public schools, enabling them to make informed decisions on which school to enroll their children. The content of the SARC includes demographic data, school safety and climate for learning information, academic data, school completion rates, class sizes, teacher and staff information, curriculum and instruction descriptions, postsecondary preparation information, and fiscal and expenditure data. Printed copies may be obtained from the principal or may be accessed through the District's webpage on [School Accountability Report Card](#).

PROFESSIONAL QUALIFICATIONS

20 USC 6312; 34 CFR 200.61; (BP 4112.2, BP 4222)

Parents of students who attend a school receiving Title I funds may request information regarding the professional qualifications of their students' classroom teachers, including, at a minimum, 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. Whether the teacher is teaching in the field of discipline of the certification of the teacher.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

A school that receives Title I funds will also provide to each individual parent information on the level of achievement and academic growth of their child, if applicable and available, on each of the required State academic assessments, and timely notice that their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

INVESTING FOR HIGHER EDUCATION

EC 48980

Receiving a college or university education can lead to many benefits: increased earning potential, increased career opportunities, financial security, better problem-solving skills, and improved health and well-being. To ensure that students can afford going to college and not be weighed down by student loan debt, parents are highly encouraged to start saving for college as soon as they can – even when children are infants. As with any investment, the earlier money is saved, the more time it has to grow. Investment options include, but are not limited to, a 529 college savings plan, an individual retirement account (IRA or Roth IRA), Uniform Gift to Minors Act (UGMA) or Uniform Transfer to Minors Act (UTMA), trusts, or United States savings bonds. Students can also contribute by applying for scholarships and grants, taking advanced placement classes, working a full-time job in the summer or a part-time job during the school year, and opening a savings account.

EQUITY & ACCESS

NONDISCRIMINATION IN PROGRAMS & ACTIVITIES

5 CCR 4900 et seq.; EC 200 et seq.; (BP 0410)

The Paramount School District is committed to providing equal opportunity for all individuals in its programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, political affiliations, marital status, pregnancy, parental status,

physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

All individuals shall be treated equitably in the receipt of district and school services. The District assures that lack of English language skills shall not be a barrier to admission or participation in district programs. When 15 percent or more of a school's students speak a single primary language other than English, all notices, reports, statements, or records sent to parents by the school shall be translated into that other language; parents may respond in English or the primary language.

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. The Superintendent or designee shall ensure that the District provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved through the Uniform Complaint Procedures.

STUDENT FEES

5 CCR 4622; EC 49013; (BP 0460, BP 1312.3, BP 3260)

Students shall not be required to pay a fee, deposit, or other charge for participation in an educational activity which constitutes an integral fundamental part of the District's educational program, including curricular and extracurricular activities. The District shall ensure that books, materials, equipment, supplies, and other resources necessary for student participation in the district's educational program are made available to students at no cost.

As necessary, the Board of Education may approve and impose fees, deposits and other charges which are specifically authorized by law. In determining whether waivers or exceptions should be granted, the Board shall consider relevant data, including the socioeconomic conditions of students' families and their ability to pay.

The District, its schools and programs may solicit voluntary donations or participate in fundraising activities. However, no course credit or privileges related to educational activities shall be offered or awarded to a student in exchange for voluntary donations or participation in fundraising activities by or on behalf of the student. The District also shall not remove or threaten to remove from a student any course credit or privileges related to educational activities, or otherwise discriminate against the student, due to a lack of voluntary donations or participation in fundraising activities by or on behalf of the student.

Any complaints of unlawful imposition of fees, deposits, or other charges shall be investigated and resolved through the Uniform Complaint Procedures. If, upon investigation, the District finds merit in the complaint, the Superintendent or designee will recommend, and the Board will adopt, an appropriate remedy to be provided to all affected students and parents in accordance with 5 CCR 4600.

SAFE PLACE TO LEARN ACT

EC 234.1; (BP 5131.2, BP 5145.3)

The Paramount Unified School District is committed to providing a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the District's academic, extracurricular, and other educational support programs, services, and activities. As such, it prohibits unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts constituting discrimination, harassment, intimidation, and bullying related to school activity or school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

The District also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints are investigated and resolved in the same manner as a discrimination complaint.

Students who feel that they have been subjected to unlawful discrimination described above, or who observe any such

incident, are strongly encouraged to immediately contact the UCP compliance officer, principal, or any other staff member. In addition, students and parents may request to meet with the UCP compliance officer to determine how best to accommodate or resolve concerns that may arise from the District's implementation of its nondiscrimination policies. To the extent possible, the District will address any individual student's interests and concerns in private.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, will be investigated and prompt action will be taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

For a list of statewide resources, including community-based organizations, that provide support to youth, and their families, who have been subjected to school-based discrimination, harassment, intimidation, or bullying, please visit the following CDE webpage on [Bullying & Hate-Motivated Behavior Prevention](#).

EDUCATIONAL EQUITY

EC 234.7; (BP 0410, BP 5145.13)

All students have the right to a free public education regardless of their immigration status or religious beliefs. Consistent with state and federal laws and the requirements of the California Attorney General, the Paramount Unified School District:

1. Prohibits unlawful discrimination, harassment, intimidation, and bullying in the District's programs and activities on the basis of a student's actual or perceived nationality, ethnicity, or immigration or citizenship status.
2. Resolves and investigates allegations of unlawful discrimination, including discriminatory harassment, intimidation, and bullying in accordance with its Uniform Complaint Procedures.
3. Prohibits the collection of information or documents regarding the citizenship or immigration status of students or their family members unless required by state or federal law to administer a state or federally supported education program.
4. Ensures resources and data collected by the District is not used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination.
5. Reports to the Board of Education in a timely manner any requests to gain information or access to a school site by an officer or employee of a law enforcement agency for immigration enforcement purposes.

6. Only contacts child protective services if district personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit.

The following "Know Your Educational Rights" regarding immigration-enforcement actions is provided by the California Attorney General:

Your child has the right to a free public education

- All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students' parents or guardians.
- In California:
 - All children have the right to a free public education.
 - All children ages 6 to 18 years must be enrolled in school.
 - All students and staff have the right to attend safe, secure, and peaceful schools.
 - All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
 - All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics.

Information required for school enrollment

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

Confidentiality of personal information

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

Family safety plans if you are detained or deported

- You have the option to provide your child's school with emergency contact information, including the information

of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.

- You have the option to complete a Caregiver’s Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may 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 your child is discriminated against, harassed, intimidated, or bullied on the basis 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, (800) 952-5225, BCJ@doj.ca.gov, <https://oag.ca.gov/bcj/complaint>.

TITLE IX

34 CFR 106.8; EC 221.61, 221.8; (BP 5145.7, AR 5145.71)
Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including sexual harassment. California law further provides that all students (as well as other persons) are protected – regardless of their sex, gender, gender expression, gender identity, sexual orientation, disability, race, or national origin – in all aspects of the District’s educational programs and activities. It also provides that students may not be discriminated against based on their parental, family, or marital status, and pregnant and parenting students may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify. The essence of Title IX is to ensure that students (as well as other persons) are not excluded, separated, denied benefits to, or otherwise treated differently on the basis of sex unless expressly authorized to do so under state or federal law in areas including, but not limited to: recruitment, admissions, and counseling; financial assistance; athletics; sex-based harassment; treatment of pregnant and parenting students; discipline; single-sex education; and employment.

Under Title IX, students have the right to:

1. Fair and equitable treatment that is free from discrimination based on sex.

2. Be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.
3. Inquire of the school’s athletic director as to the athletic opportunities offered by the school.
4. Apply for athletic scholarships.
5. Receive equitable treatment and benefits in the provision of all the following: equipment and supplies; scheduling of games and practices; transportation and daily allowances; access to tutoring; coaching; locker rooms; practice and competitive facilities; medical and training facilities and services; and publicity.
6. Access to a gender equity coordinator to answer questions regarding gender equity laws.
7. Contact the California Department of Education (CDE) and the California Interscholastic Federation (CIF) to access information on gender equity laws.
8. File a confidential discrimination complaint with the United States Office of Civil Rights (OCR) or CDE if there is belief that discrimination, or unequal treatment, on the basis of sex has occurred.
9. Pursue civil remedies as a result of discrimination.
10. Be protected against retaliation for filing a discrimination complaint.

The District has designated the following personnel to address questions and complaints regarding its non-discrimination policies specific to Title IX: Dr. Linsey Gotanda, Deputy Superintendent, at 15110 California Avenue, Paramount, CA 90723, (562) 602-6006, or lgotanda@paramount.k12.ca.us. Any complaint alleging noncompliance with Title IX will be investigated and resolved through the Uniform Complaint Procedures. For more information regarding Title IX, please visit the District’s webpage on [Title IX](#). Additional resources can be found at:

U.S. Department of Education, Office for Civil Rights

Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: (800) 421-3481
Fax: (202) 453-6012
TDD: (800) 877-8339
Email: OCR@ed.gov
[OCR Complaint Form](#)

California Department of Education

Office of Equal Opportunity
1430 N Street, Room 4206
Sacramento, CA 95814
Telephone: (916) 445-9174
Fax: (916) 324-9818
Email: oeoinfo@cde.ca.gov
[Resolution of Discrimination/Harassment Complaints](#)

California Interscholastic Federation

4658 Duckhorn Drive
Sacramento, CA 95834
Telephone: (916) 239-4477
Fax: (916) 239-4478
[Equity](#)

SEXUAL HARASSMENT

34 CFR 106.8; 5 CCR 4917; EC 231.5, 48900.2, 48980; (BP 5145.7, BP 5145.71)

The Board of Education is committed to maintaining a safe school environment that is free from harassment and discrimination. Sexual harassment of students at school or at school-sponsored or school-related activities is prohibited. Retaliatory behavior or action against any person who reports, files a complaint, or testifies about, or otherwise supports a complainant in alleging sexual harassment is also prohibited. Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity will be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) will be taken into account. Any employee found to have engaged in sexual harassment or sexual violence toward any student will be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

The following individual has been designated as the District's Title IX Coordinator: Dr. Linsey Gotanda, Deputy Superintendent, at 15110 California Avenue, Paramount, CA 90723, (562) 602-6006, or lgotanda@paramount.k12.ca.us. The Title IX Coordinator is responsible for coordinating the District's efforts to comply with Title IX sexual harassment complaint procedures, as well as to oversee, investigate, and/or resolve sexual harassment complaints processed under the Uniform Complaint Procedures.

Instructional Program

As a preventative measure, students will receive age-appropriate instruction and information on sexual harassment, including:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence.
2. A clear message that students do not have to endure sexual harassment under any circumstance.
3. Encouragement to report observed instances of sexual harassment even when the victim of the harassment has not complained.

4. A clear message that student safety is the District's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved.
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, will be investigated and action will be taken to respond to harassment, prevent recurrence, and address any continuing effect on students.
6. Information about the District's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made.
7. Information about the rights of students and parents to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the District investigation of a sexual harassment complaint continues.
8. A clear message that, when needed, the District will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation.

Defining Sexual Harassment

Sexual harassment includes, 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 the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities

will be regarded as sexual harassment in violation of District policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent:

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the District's education program or activity.
3. Sexual assault, dating violence, domestic violence, or stalking.

Examples of Sexual Harassment

Examples of types of conduct which are prohibited, and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

Reporting/Investigating Allegations of Sexual Harassment

Students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student, an employee, or a third party or who have experienced off-campus sexual harassment that has a continuing effect on campus are strongly encouraged to report the incident to their teacher,

the principal, the District's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment must notify the Title IX Coordinator within one school day. The report must be made whether the alleged victim files a formal complaint or requests confidentiality.

Once notified, the Title IX Coordinator will determine whether the complaint or allegation is to be addressed through AR 5145.71 – Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures or BP/AR 1312.3 – Uniform Complaint Procedures. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator will ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3. The Title IX Coordinator will offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances. If, upon the conclusion of an investigation, sexual harassment is determined to have occurred, the Title IX Coordinator, or designee in consultation with the Coordinator, will take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Records of all reported cases of sexual harassment are maintained in accordance with law and District policies and regulations to enable the District to monitor, address and prevent repetitive harassing behavior in its schools.

To review the full text of [BP 5145.7, Sex Discrimination and Sex-Based Harassment](#), please click on the link. A copy of the written policy on sexual harassment is included in school and District publications and posted in the main administrative offices and other areas where rules, regulations, procedures, and standards of conduct are provided. Additionally, each school site serving students in grades 9 through 12 has the written policy posted in each bathroom and locker room. A copy of the policy, as it pertains to students, is provided as part of any orientation program conducted for new and continuing students. Staff members also receive a copy of the policy at the beginning of the school year or at the time of hire.

MARRIED, PREGNANT, & PARENTING STUDENTS

34 CFR 106.40; EC 221.51, 222, 222.5, 46015, 48205; (BP 5146)

The responsibilities related to marriage, pregnancy, or parenting and related responsibilities may disrupt a student's education, placing them at higher risk of dropping out of school. The Paramount Unified School District supports married, pregnant, and parenting students to continue their education by providing them with the opportunity to succeed academically while protecting their health and the

health of their children in the following ways:

1. The District shall not adopt any rule concerning a student's actual, potential, or past parental, family, or marital status that treats students differently on the basis of sex.
2. The District will provide this notification to all pregnant and parenting students as part of the "Welcome Packet" and/or "Independent Student Packet" to ensure pregnant and parent students are notified of the rights and options available to them under the law.
3. The District shall not exclude or deny any student from an educational program or activity, including any class or extracurricular activity, solely on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, lactation, or related medical conditions or recovery; the District shall treat pregnancy and related conditions in the same manner and under the same policies as any other temporary disabling condition.
4. The District may require a pregnant or parenting student to obtain the certification of a physician or nurse practitioner that the student is physically and emotionally able to participate, or continue to participate, in the regular education program or activity.
5. Pregnant and parenting students shall not be required to participate in a pregnant minor program or alternative education program; students who voluntarily participate in an alternative education program shall be given educational programs, activities, and courses equal to those they would have been in if participating in the regular education program.
6. The District shall provide reasonable accommodations to a lactating student on the school campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding. The student shall not be penalized academically and shall be provided with the opportunity to make up any work missed as a result of the student's use of the reasonable accommodations during the school day. Reasonable accommodations include, but are not limited to:
 - a. Access to a private and secure room, other than a restroom, to express breast milk or breast-feed an infant child.
 - b. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk.
 - c. Access to a power source for a breast pump or any other equipment used to express breast milk.
 - d. Access to a place to store expressed breast milk safely.
 - e. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child.
7. A pregnant or parenting student shall be excused from school when the absence is due to the illness or medical appointment of the student's child, including absences to care for a sick child, for which the school shall not require a note from a doctor.
8. During the school year in which the birth of the student's infant takes place, a pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before childbirth if there is a medical necessity and after childbirth to care for and bond with the infant. If deemed medically necessary by the student's physician, parental leave may be extended beyond eight weeks. Specific to parental leave:
 - a. No student shall be required to take all or part of parental leave.
 - b. The District's Supervisor of Attendance shall ensure that absences from school, as a result of parental leave, are excused until the student is able to return to the regular school program or an alternative education program.
 - c. Upon return to school after taking parental leave, a pregnant or parenting student is entitled to opportunities to make up work missed during the leave, including, but not limited to, make-up work plans and reenrollment in courses.
 - d. The pregnant or parenting student may return to the school and the course of study in which the student was enrolled before taking parental leave. A student who chooses not to return to the school in which the student was enrolled before taking the leave is entitled to alternative education options offered by the District.
 - e. When necessary to complete the district-established high school graduation requirements, a pregnant or parenting student may remain enrolled in school for a fifth year of instruction, unless it has been determined that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school.

Any complaint alleging discrimination on the basis of actual, potential, or past pregnancy or parental, marital, or family status, district noncompliance with the requirements related to parental leave, or noncompliance with the requirement to provide reasonable accommodations for lactating students shall be addressed through the Uniform Complaint Procedures.

RIGHTS OF FOSTER YOUTH

EC 48853.5; (BP 6173.1)

A foster child means any of the following:

1. A child who has been removed from their home pursuant to WIC 309.
2. A child who is the subject of a petition filed under WIC

300 or 602, whether or not the child has been removed from their home.

3. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court pursuant to the tribal court's jurisdiction in accordance with the tribe's law.
4. A child who is the subject of a voluntary placement agreement, as defined in WIC 11400(p).

The following is a brief summary of a foster youth's rights:

1. Right to attend either the "school of origin" or the current school of residence. The school of origin can be the school attended when the student first entered foster care, the school most recently attended, or any school the foster youth attended in the last 15 months. If any dispute arises regarding the request of a foster youth to remain in the school of origin, the foster youth has the right to remain in the school of origin pending resolution of the dispute.
2. Right to immediate enrollment even if the foster youth is unable to produce records normally required for enrollment (*e.g.*, proof of residency, birth certificate, immunization, transcript), does not have clothing normally required by the school (*e.g.*, school uniforms), or has outstanding fees, fines, textbooks, or other monies due to the school last attended.
3. Right to have the foster youth's educational rights holder, attorney, and county social worker notified when the foster youth is undergoing any expulsion or other disciplinary proceeding, including a manifestation determination review for a foster youth who is a student with a disability, prior to a change in the foster youth's placement.
4. Right of the foster youth not to have grades lowered for any absence from school that is due to a verified court appearance or related court-ordered activity, or to a decision by a court or placement agency to change the student's placement, in which case, the grades must be calculated as of the date the student left school.
5. Right to have full and partial credits earned to be issued and accepted.
6. Right to priority access to an intersession program. If the foster youth moves during the intersession period, the foster youth's educational rights holder determines which intersession program to attend.
7. Right to file a complaint through the Uniform Complaint Procedures if there is an allegation that the District has not complied with requirements regarding the education of foster youth.

Visit the CDE's website to review the standardized notice of [Foster Youth Education Rights](#). For assistance, contact the District's foster youth liaison Julie White at (562) 602-6035 or JWhite@paramount.k12.ca.us.

RIGHTS OF STUDENTS EXPERIENCING HOMELESSNESS

42 USC 11432; EC 48852.5; (BP 6173)

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all school-aged children experiencing homelessness to the same free and appropriate public education that is provided to non-homeless students. A student experiencing homelessness is defined as a child who lacks a fixed, regular, and adequate nighttime residence and includes children and youth who: are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; may be living in motels, hotels, trailer parkers, or shelters; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces abandoned buildings, substandard housing, bus or train stations, or similar settings; or are migratory children who qualify as homeless because of similar living circumstances. To ensure that each school identifies all students experiencing homelessness and unaccompanied youths enrolled at the school, a housing questionnaire is administered at least once a year. The questionnaire can be made available in the primary language of the student's parent or unaccompanied youth upon request.

The following is a brief summary of the rights of students experiencing homelessness:

1. Right to attend either the "school of origin" or the current school of residence and not be required to attend a separate school for homeless children or youth. The school of origin can be the school attended when the student had permanent housing, the school most recently attended, or any school the student attended in the last 15 months. Transportation may be provided.
2. Right to immediate enrollment even if the student is unable to produce records normally required for enrollment (*e.g.*, proof of residency, birth certificate, immunization, transcript), does not have clothing normally required by the school (*e.g.*, school uniforms), or has outstanding fees, fines, textbooks, or other monies due to the school last attended.
3. Right to automatically qualify for child nutrition programs.
4. Right to have full and partial credits earned to be issued and accepted.
5. Right to priority access to an intersession program. If the student moves during the intersession period, the student's educational rights holder shall determine which intersession program to attend.
6. Right to not be stigmatized by school personnel.
7. Right to file a complaint through the Uniform Complaint Procedures if there is an allegation that the District has not complied with requirements regarding the education of students experiencing homelessness.

Unaccompanied youth who meet the definition of homeless children and youth are also eligible for rights and services under the McKinney-Vento Act. An unaccompanied youth is defined as a minor who is not in the physical custody of a parent.

The District's homeless youth liaison is Julie White and can be reached at JWhite@paramount.k12.ca.us or (562) 602-6035. Notice of the educational rights of students experiencing homelessness and resources available to persons experiencing homelessness are posted on the District and school websites.

UNIFORM COMPLAINT PROCEDURES

5 CCR 4600-4670; EC 33315; (BP 1312.3)

The Paramount Unified School District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations, including those related to unlawful discrimination, harassment, intimidation, or bullying against any protected group, and all programs and activities that are subject to the Uniform Complaint Procedures (UCP). The UCP shall be used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for Pregnant and Parenting Pupils
2. Adult Education
3. After School Education and Safety
4. Agricultural Career Technical Education
5. Career Technical and Technical Education and Career Technical and Technical Training Programs
6. Child Care and Development Programs
7. Compensatory Education
8. Consolidated Categorical Aid Programs
9. Course Periods without Educational Content
10. Discrimination, harassment, intimidation, or bullying against any protected group as identified under EC 200 and 220 and GC 11135, including any actual or perceived characteristic as set forth in PC 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance
11. Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and newcomer pupils
12. Every Student Succeeds Act
13. Instructional Materials and Curriculum: Diversity
14. Local Control and Accountability Plans (LCAP)
15. Migrant Education
16. Physical Education Instructional Minutes

17. Reasonable Accommodations to a Lactating Pupil
18. Regional Occupational Centers and Programs
19. School Athletic Team Names, Mascots, or Nicknames
20. School Plans for Student Achievement
21. Schoolsite Councils
22. State Preschool
23. State Preschool Health and Safety Issues in LEAs Exempt from Licensing
24. Student Fees
25. And any other state or federal educational program the State Superintendent of Public Instruction or designee deems appropriate.

Filing a UCP Complaint

A UCP complaint, except for a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying, shall be filed no later than one year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by the District.

A student enrolled in any public school shall not be required to pay a student fee for participation in an educational activity. A student fee complaint may be filed with the principal or the Superintendent or designee.

A student fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.

Copies of the UCP process are available free of charge. To obtain a copy of the complaint form and review additional UCP-related information, go to the District's webpage on [Uniform Complaints](#).

Compliance Officer

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Lisa Kirk

Director of Pupil Services

15110 California Avenue, Paramount, CA 90723
(562) 6020-6035 ♦ lirk@paramount.k12.ca.us

The compliance officer is knowledgeable about the laws and programs that they are assigned to investigate.

Notification

The District's UCP policy and regulations are posted in all schools and offices, including staff lounges and student government meeting rooms. Written notification of the District's UCP is provided annually to students and their parents, employees, district and school advisory committee members, appropriate private school officials, and other interested parties.

The District also posts the standardized notice of the educational rights of foster youth, homeless students, former juvenile court students now enrolled in the District, children of military families, migrant students, and newcomer students, as specified in EC 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process on its website.

The District has a notice posted to identify appropriate subjects of state preschool health and safety issues in each California state preschool program classroom in each school notifying parents, guardians, students, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations that apply to California state preschool programs pursuant to HSC 1596.7925, and (2) the location at which to obtain a form to file a complaint.

Appeal

A complainant may appeal the District's investigation report to the CDE by filing a written appeal within 30 calendar days after receiving the District's decision. The appeal must be accompanied by a copy of the originally filed complaint and a copy of the investigation report for that complaint. A complainant may also pursue civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

WILLIAMS COMPLAINT

EC 35186; (AR 1312.4)

There should be sufficient textbooks and instructional materials that are in good and usable condition. That means each student, including an English learner, must have a textbook and/or instructional materials to use in class and to take home.

School facilities must be clean, safe, and maintained in good repair so as not to pose an emergency or urgent threat to the health or safety of students or staff.

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.

- *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.

- *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.

A complaint alleging that any of the above conditions is not being met shall be addressed through the District's Williams uniform complaint procedures as required by law. Although complainants do not need to use the District's complaint form to file a complaint, the complaint form may be obtained from the district's webpage on [Williams Complaint](#). Because a complaint may be filed anonymously, the complaint form allows the complainant to indicate whether a response is requested – only a complainant who identifies themselves is entitled to a response. A complaint shall be filed with the principal or designee.

RESIDENCY & ENROLLMENT OPTIONS

RESIDENCY REQUIREMENTS

EC 48200 et seq.; (BP 5111.1)

A student is deemed to have complied with the residency requirements of the Paramount Unified School District if the student meets any of the following criteria:

1. The student's parent resides within district boundaries.
2. The student is placed within district boundaries in a regularly established licensed children's institution, a licensed foster home, or a family home pursuant to a court-ordered commitment or placement.
3. The student is admitted through an interdistrict attendance option.
4. The student is an emancipated minor residing within district boundaries.
5. The student lives with a caregiving adult within district boundaries and the caregiving adult submits an affidavit to that effect.
6. The student resides in a state hospital located within district boundaries.
7. The student is confined to a hospital or other residential health facility within district boundaries for treatment of a temporary disability.
8. The student's parent resides outside district boundaries but is employed within district boundaries and lives with the student at the place of employment for a minimum of three days during the school week.

9. The student's parent was a resident of California who departed the state against their will due to a transfer by a government agency that had custody of the parent, a lawful order from a court or government agency authorizing the parent's removal, or removal or departure pursuant to the federal Immigration and Nationality Act, and the student lived in California immediately before moving out of state as a result of the parent's departure.
10. The student is a homeless or foster child who remains in their school of origin.
11. The student is a migratory child or a child of a military family who continues to attend their school of origin.

A student also complies with residency requirements if the student's parent, while on active military duty pursuant to an official military order, is transferred or is pending transfer to a military installation within California. The school must accept enrollment applications by electronic means, and the parent must provide proof of residence within 10 days after the published arrival date provided on official documentation.

When establishing a student's residency for enrollment purposes, the District will not inquire into the citizenship or immigration status of the student or the student's family members. If the school reasonably believes that a parent has provided false or unreliable evidence of residency, the District may make reasonable efforts to determine that the student meets residency requirements. However, a student's enrollment may be denied when the submitted documentation is insufficient to establish district residency; in which case, the parent shall be notified in writing of the specific reasons for the denial and of the opportunity to appeal the District's decision. Please visit the District's webpage on [Residency Verification Information](#) for a list of reasonable evidence that the District will accept to verify that a student meets residency requirements for school attendance.

PARENT EMPLOYMENT-RELATED TRANSFER

EC 48204; (BP 5111.1)

The Paramount Unified School District considers a student whose parent is physically employed within its attendance boundaries for a minimum of 10 hours during school week to have complied with residency requirements for school attendance. Once a student is deemed to have complied with residency requirements in this manner, the student may continue to attend school in the District through the highest grade level offered without having to reapply each school year as long as the parent continues to be physically employed within the attendance boundaries for a minimum of 10 hours during the school week. The District will not deny admission of a student on the basis of race, ethnicity, sex, family income, academic achievement, or any other

arbitrary consideration; however, the District may prohibit the transfer of a student if the District determines that the additional cost of education the student would exceed the amount of additional state aide received as a result of the transfer, or if either the District or the district of residence determines that the transfer would negatively impact its court-ordered or voluntary desegregation plan.

To enroll under this option, please visit the District's webpage on [Residency Based on Parent Employment \(Allen Bill\)](#) to obtain information on the type of documentation required to verify residency through parent employment.

STUDENTS WITH TEMPORARY DISABILITIES

EC 48206.3, 48207, 48208; (BP 6183)

Temporary disability means a physical, mental, or emotional disability incurred while a student is enrolled in a regular or an alternative education program, and after which the student can reasonably be expected to return without special intervention. Temporary disability is not a disability for which a student is identified as an individual with exceptional needs.

A student with a temporary disability which makes school attendance impossible or inadvisable is entitled to receive individual instruction at home or in a hospital or other residential health facility ("qualifying hospital"), excluding state hospitals. It is the responsibility of the parent to notify the school site administrator and request for individual instruction (also referred to as "home and hospital instruction"). When notified that a student has a temporary disability, the District shall determine within five working days whether the student is eligible to receive individual instruction. If determined that individual instruction is appropriate, the instruction will begin within five working days from the date the determination was made. Students who cannot attend regular school for less than 16 school days may, alternatively, participate in the short-term independent study program.

If a student with a temporary disability is in a qualifying hospital that is located outside the school district in which the student's parent resides, it is the parent's responsibility to notify the school district in which the qualifying hospital is located of the student's presence. The location of the qualifying hospital is considered the student's place of residence during their stay there; therefore, the student receives individual instruction by the school district in which they are temporarily residing unless the District has entered into an agreement with the other district to provide the individual instruction.

Every effort will be made for students to continue with the courses that are necessary for the student to maintain their academic status, but in some cases, this will not be possible due to various constraints. High school students who are

not able to complete courses in progress at the time they are receiving individualized instruction may need to complete the course in either summer school or through some other venue. In some cases, a student's high school graduation may be delayed due to the restrictions of this program. District staff may not be able to replicate certain highly specialized courses or a given course in the individualized instruction setting. For example, Honors or Advanced Placement classes, world languages, P.E., laboratory sciences, higher-level mathematics classes, and some electives cannot be replicated.

The District may continue to enroll a student with a temporary disability who is receiving individual instruction in a qualifying hospital to facilitate the timely reentry of the student in their prior school after the hospitalization has ended, or to provide a partial week of instruction at school or at home to a student who is no longer confined to the hospital setting. The total days of instruction may not exceed the maximum of five days in the combined setting, and attendance may not be duplicated. The supervisor of attendance will ensure that absences from the regular school program are excused until the student is able to return to that program.

INTRADISTRICT ENROLLMENT

(BP 5116.1)

Students residing within the attendance boundaries of the Paramount Unified School District are assigned to their school of residence based on established school boundaries. However, the District provides enrollment options that meet the diverse needs and interests of its students and parents. Below are descriptions of the different types of transfers available within the District. Please note that intradistrict transfers may affect eligibility in CIF sports.

Admission to a particular school will not be influenced by a student's academic or athletic performance except where academic standards are required for admission to specialized schools or programs. Such standards are uniformly applied to all students. Additionally, a student granted intradistrict enrollment will not be required to reapply for readmission but may be subject to displacement due to excessive enrollment. Any complaints regarding the selection process should be submitted in writing to the Pupil Services Department.

Open Enrollment – EC 35160.5(b)

The parents of any student who resides within the attendance boundaries of the Paramount Unified School District may apply to enroll their child in any district school, regardless of the location of their residence within the District. No student currently residing within a school's attendance area can be displaced by another student transferring from outside the attendance area. The District is not obligated to

provide transportation for students who attend school outside their school of residence unless providing transportation or transportation assistance is required by law.

Applications to request an intradistrict transfer for the following school year can be obtained on the District's webpage on [Open Enrollment](#) and must be submitted within the open enrollment window, beginning January 15 and ending on February 28. Only one application may be submitted per student, and only one school can be selected per application.

Except for the enrollment priorities listed in policy, when there are more applications received than there is space available, a random drawing is held to determine which students will be admitted. A waitlist will be established to indicate the order in which applicants may be accepted if openings become available during the school year; no late applicants will be added to the waitlist.

Applicants will receive written notification indicating if their applications have been approved, denied, or placed on a waiting list by the last week of April 28. If the application is denied, the reasons for denial will be stated.

Victim of an Act of Bullying – EC 46600(d)

Intradistrict transfer requests for a victim of an act of bullying will be approved unless the requested district school is at maximum capacity, in which case, a request for a different school within the District will be accepted. However, if the District does not have another school offering the grade level of the student, the District will not prohibit the student's interdistrict transfer if the school district of proposed enrollment approves the application for transfer. Please see the notification on "Interdistrict Permit Transfer" for more information regarding the application process.

For purposes of the right to transfer to another school within or outside of the District within this provision, a student is determined to be a "victim of an act of bullying" only if all of the following apply:

1. The act of bullying meets the definition described in EC 48900(r) – see [Grounds for Suspension and Expulsion](#) in this document.
2. The bullying was committed by another student in the District.
3. A written complaint regarding the bullying was filed with the school, the District, or a local law enforcement agency.
4. An investigation was conducted per district policy, that meets the requirements under EC 234.1.

Victim of a Violent Criminal Offense – 20 USC 7912

A student who is determined to be a victim of a violent criminal offense, while in or on the grounds of a school that the student attends, has the right to transfer to another

district school. The District has 14 calendar days to make the determination and offer the student an option to transfer. In making the offer, the Superintendent or designee will consider the needs and preferences of the affected student and the student's parent. Once the parent accepts the offer, the transfer is completed as soon as practicable.

In making the determination that a student has been a victim of a violent criminal offense, the Superintendent or designee will consider the specific circumstances of the incident and consult with local law enforcement as appropriate. Examples of violent criminal offenses include, but are not limited to, attempted murder, battery with serious bodily injury, assault with a deadly weapon, rape, sexual battery, robbery, extortion, or hate crimes.

Persistently Dangerous School – 20 USC 7912; 5 CCR 1192

Within 10 calendar days of receiving notification from CDE that a school has been designated as “persistently dangerous,” parents of students attending the school are provided with notice of the school’s designation and the option to transfer their students to another school. A list of other schools to which a student may transfer, and applicable timelines and procedures for requesting the transfer are provided at least 14 calendar days before the start of the school year.

Parents who desire to transfer their child out of a “persistently dangerous” school will be asked to provide a written request and rank-order their preferences from among all schools identified in the notification as eligible to receive transfer students. The District will consider the needs and preferences of students and parents before making an assignment but is not obligated to accept the parent’s preference if the assignment is not feasible due to space constraints or other considerations.

If parents decline the assigned school, the student may remain in their current school. For students whose parents accept the offer, the transfer is made as quickly as possible. The transfer remains in effect as long as the student’s school of origin is identified as “persistently dangerous.” The District may choose to make the transfer permanent based on the educational needs of the student, parent preferences, and other factors affecting the student’s ability to succeed if returned to the school of origin.

Intradistrict Permit Transfer

The District recognizes that there may be valid reasons for students and parents to request attendance at another district school during the school year, such as:

1. To meet the child care needs of students in TK-grade 8.
2. To attend the school where the parent is employed.
3. To allow the student to complete a school year when the student’s parents have moved into the attendance boundaries of another district school.

4. To unite siblings when one child is already in attendance at the requested school.
5. To meet the student’s mental or physical health needs.
6. When there is a valid interest in a particular program or service not offered in the current school of enrollment.

Applications to request an intradistrict permit to transfer to another district school can be obtained by visiting the District’s webpage on [Permits](#). Applicants will receive written notification indicating if their applications have been approved, denied, or placed on a waiting list (if there is no available space at the time). If the application is denied, the decision is final and the reasons for denial will be stated.

INVOLUNTARY TRANSFER

EC 48929; (BP 5116.2)

A student may be transferred to another district school if the student is convicted of a violent felony, as defined in PC 667.5(c), or a misdemeanor listed in PC 29805, and is enrolled at the same school as the victim of a crime for which the student is convicted. Before transferring the student, the parent will be notified of the right to request a meeting with the principal or designee. The Board of Education, based on the recommendations of the principal or Superintendent or designee, will render the final decision as to whether or not to transfer the student.

INTERDISTRICT PERMIT TRANSFER

EC 46600 et seq.; (BP 5117)

A parent who wishes to enroll their child in a school that is in another school district must obtain an interdistrict permit that is approved by both the district of residence and the district of enrollment. Neither district is obligated to provide transportation for students who attend school through an interdistrict permit unless providing transportation or transportation assistance is required by law.

Reasons to Request a Permit

The Paramount School District may approve incoming or outgoing interdistrict permit requests for the following reasons:

1. To meet the child care needs of the student (TK-5), only as long as the student’s child care provider remains within district boundaries.
2. When the student has a sibling attending school in the receiving district, to avoid splitting the family’s attendance.
3. To allow the student to complete a school year when the student’s parents have moved out of the district during that year
4. To allow the student to remain with a class graduating that year from an elementary, middle, or high school.
5. To allow a high school senior to attend the same school

attended as a junior, even if the student's family moved out of the district during the junior year.

6. When the parent provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the school year in the district.
7. When there is valid interest in a particular educational program not offered in the district of residence.

Special Considerations

A district of residence cannot prohibit the transfer of a student who is a child of an active military duty parent to a district of proposed enrollment if that district approves the application for transfer.

If the district of residence has only one school offering the grade level of the victim of an act of bullying and therefore has no options for an intradistrict offer, the victim of an act of bullying may apply for an interdistrict transfer and the district of residence will not prohibit the transfer if the district of proposed enrollment approves the application for transfer. A student who has been determined by personnel of either district to have been the victim of an act of bullying will, at the request of the parent, be given priority for interdistrict attendance. A student is determined to be a "victim of an act of bullying" only if all of the following apply:

1. The act of bullying meets the definition described in EC 48900(r) – see [Grounds for Suspension and Expulsion](#) in this document.
2. The bullying was committed by another student in the District.
3. A written complaint regarding the bullying was filed with the school, the District, or a local law enforcement agency.
4. An investigation was conducted per district policy, that meets the requirements under EC 234.1.

Upon request by the parent, a receiving district will provide transportation assistance to a student who is both eligible for free or reduced-price meals and either a victim of an act of bullying or a child of an active duty military parent.

Application Procedures

Parents who wish to enroll their student in a school district other than the Paramount Unified School District can visit the District's webpage on [Interdistrict Permit](#). The application and information regarding the interdistrict permit request procedures and timelines, including a copy of the District's board policy, the reasons for which a transfer may be considered, and the documentary evidence that must be submitted with any application can be found there.

Applications for transfer in the current school year are accepted year-round, and applications for a transfer in the next school year are available beginning January 15.

For current year requests (applications submitted 15 calendar days before the start of the school year for which the transfer is sought), the District will make its final decision within 30 calendar days from the date a request was received. For all future year requests (applications submitted up until 15 calendar days before the start of the school year for which the transfer is sought), the District has until 14 calendar days into the new school year to determine whether to approve or deny a request. The decision to approve or deny a request is provided to the parent in writing. If the application is denied, the reasons for denial will be stated, including the parent's right to appeal the District's decision to the Los Angeles County Office of Education within 30 calendar days from the date of denial.

Reapplication & Revocation

If the request for transfer is granted, the student may continue to attend the school in which they are enrolled, unless reapplication standards are otherwise specified in the interdistrict attendance agreement between the two districts. An interdistrict permit may be revoked if the student does not demonstrate satisfactory attendance, behavior, and/or academic achievement; however, a permit cannot be rescinded or revoked after June 30 following the student's completion of grade 10 or any student in grade 11 or 12.

DISTRICT OF CHOICE

EC 48300 et seq.; (BP 5117)

A student may transfer to a school district that participates in the District of Choice (DOC) program. The DOC determines the number of transfer students it is willing to accept and will admit students until it is at maximum capacity through an unbiased process that does not inquire into, evaluate, or consider students on their academic or athletic performance, physical condition, proficiency in English, any personal characteristic (*i.e.*, race, gender, religion, sexual orientation, etc.), or family income. However, a DOC may use existing entrance criteria for specialized schools or programs as long as the criteria are uniformly applied to all applicants.

If there are more requests than there are spaces available, approval for transfer is determined by a random drawing held in public at a regularly scheduled board meeting of the DOC after granting priority enrollment in the following order:

1. Siblings of students already in attendance in the DOC
2. Students eligible for free or reduced-price meals, and students who are in foster care or are experiencing homelessness
3. Children of military personnel

An application requesting transfer must be submitted to the DOC before January 1 of the school year preceding the school year for which the student is requesting the transfer – a modified application process is available for children of

relocated military personnel. By March 1, applicants are notified in writing whether the application has been provisionally accepted or rejected or of the student's position on any waiting list. Vacancies may be filled from the waiting list until May 1. Once the transfer is approved, a student attending a DOC complies with residency requirements for school attendance. The transfer is applicable for one school year and is renewed automatically unless the governing board of the DOC elects to withdraw participation from the program. Districts electing to participate in the DOC program are required to register with CDE – PUSD does not participate in the DOC program. A list of participating districts for the current school year can be found on the CDE's webpage on [District of Choice](#). For additional information regarding the application process, timelines, selection process, and reasons for denial of a request, please visit the website of the participating district.

NOTICE OF ALTERNATIVE SCHOOLS

EC 58501; (BP 6181)

California state law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code defines alternative school as a school or separate class group within a school which is operated in a manner designed to:

- (a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- (b) Recognize that the best learning takes place when the student learns because of the student's desire to learn.
- (c) Maintain a learning situation maximizing student self-motivation and encouraging the student in the student's own time to follow the student's own interests. These interests may be conceived by the student totally and independently or may result in whole or in part from a presentation by the student's teachers of choices of learning projects.
- (d) Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- (e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

In the event any parent, student, or teacher is interested in further information concerning alternative schools, the Los Angeles County Office of Education, the PUSD District Office, and the principal's office at each school site have copies of the law available for review. This law particularly authorizes interested persons to request the governing board of the

district to establish alternative school programs in each district.

SCHOOL ATTENDANCE

STUDENT ATTENDANCE EXPECTATIONS

It is extremely important for children to be in school. Educational research clearly shows a direct relationship between daily school attendance and student achievement. Recognizing this, California law requires that parents send their students to school daily, that students arrive on time, and that they remain in class until the end of each school day. Parents are also required to inform the school when their child is absent.

If circumstances require that a student be out of school for a portion of the day, parents are strongly encouraged to send their child to school for at least part of the day. That way, the loss of instructional time is minimized, and the school will continue to receive State attendance funding necessary to continue providing educational services.

As such, parents are encouraged to reinforce the importance of good attendance by:

- Making every effort to send their child to school every day
- Scheduling appointments outside the school day
- Ensuring their child arrives at school on time
- Planning family vacations when school is not in session
- Celebrating and encouraging school attendance
- Communicating with the school regarding their child's attendance
- Notifying the school within (3) three school days by phone call or written note when their child is absent.

The District appreciates parents' support of their children's daily school attendance, which in turn supports their academic performance.

TARDINESS

Students should be encouraged to be prompt as part of developing good habits. They are expected to be at school on time. If a student is late, the student should bring a note from home to the school office that explains the reason for being late to school.

TRUANCY

EC 48260-48273; (BP 5113.1)

A student is classified as a *truant* after three absences or three tardies of more than 30 minutes each time or any combination thereof and the absences or tardies are unexcused. After a student has been reported as a truant three or more times in a school year and the District has made a conscientious effort to meet with the family, the student is considered a *habitual truant*. A student who is

absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a *chronic truant*. Unexcused absences are all absences that are not described in EC 48205 and AR 5113 – Absences and Excuses.

Parents of students who are identified as truant will receive truancy notifications that may result in a referral to the School Attendance Review Team (SART) and School Attendance Review Board (SARB) if attendance does not improve. Additionally, the school attendance supervisor, administrator or designee, a peace officer, or probation officer may arrest or assume temporary custody during school hours, of any minor who is found away from their home and who is absent from school without valid excuse within the county, city or school.

CHRONIC ABSENTEEISM

EC 60901; (BP 5113.1)

A student is considered a chronic absentee when they are absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused (including suspensions from school) – and is an important measure because excessive absences negatively impact academic achievement and student engagement.

The school will make every effort to work with students who are identified as chronic absentees to improve attendance. The SART/SARB and other multidisciplinary teams may be convened to offer assistance, suggestions, and ongoing support for students that have a history of poor or irregular attendance.

EXCUSED ABSENCES

EC 48205; (BP 5113)

In order for an absence to be excused, the reason for such absence must meet the criteria specified under EC 48205, as provided below. A student will not have a grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

EC 48205. (a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

- (1) Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
- (2) Due to quarantine under the direction of a county or city health officer.
- (3) For purposes of having medical, dental, optometrical, or chiropractic services rendered.
- (4) For purposes of attending the funeral services or grieving the death of either a member of the pupil's

immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.

(5) For purposes of jury duty in the manner provided for by law.

(6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child, for which the school shall not require a note from a doctor.

(7) For justifiable personal reasons, including, but not limited to, an attendance or appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board of the school district.

(8) For purposes of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

(9) For purposes of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

(10) For purposes of attending the pupil's naturalization ceremony to become a United States citizen.

(11) For purposes of participating in a cultural ceremony or event.

(12) (A) For purposes of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.

(B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one schoolday-long absence per school year.

(ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.

(13) (A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so

long as the absence is not more than three days per incident.

(i) To access services from a victim services organization or agency.

(ii) To access grief support services.

(iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

(B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.

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

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

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

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

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

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

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

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

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

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

ABSENCES DUE TO RELIGIOUS EXERCISES/INSTRUCTION

EC 46014; (BP 5113)

With the written consent of the parent, a student may be excused from school in order to participate in religious

exercises or to receive moral and religious instruction at the student's place of worship or at other suitable places away from school property designated by a religious group, church, or denomination. Such absence is not deemed an absence in computing average daily attendance if the student attends at least the minimum school day and is not excused from school for this purpose on more than four days per school month.

ABSENCES DUE TO CONFIDENTIAL MEDICAL SERVICES

EC 46010.1; (BP 5113)

Students in grades 7-12 may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent. When excusing students for confidential medical services or verifying such appointments, staff will not ask the purpose of the appointments but may contact a medical office to confirm the time of the appointment. In accordance with a November 2004 opinion issued by the California Attorney General, staff may not notify a parent when a student leaves school to obtain confidential medical services.

MINIMUM & STUDENT-FREE DAYS

EC 48980; (BP 6111)

To assist parents with planning for their student's childcare needs, medical appointments, and other activities, the school calendar includes minimum days and student-free staff development days. Please refer to the school calendar provided in this document; the [calendar](#) is also posted on the District's website. If any additional minimum days or student-free staff development days are scheduled during the school year, parents of all students affected by the change will be notified as soon as possible, but no later than one month before the scheduled minimum or pupil-free day.

PHYSICAL & MENTAL HEALTH

ACCESS TO STUDENT MENTAL HEALTH SERVICES

EC 49428; (BP 5141.5)

A child's mental health is essential to their social and cognitive development, and to learning healthy social skills and how to cope when there are problems. Mentally healthy children have a positive quality of life and can function well at home, in school, and in their communities. Mental health problems that are not recognized and treated in childhood can lead to severe consequences, including exhibiting serious behavior problems, at higher risk of dropping out of school, and increased risk of engaging in substance abuse, criminal behavior, and other risk-taking behaviors. As such, the District is committed to promoting the well-being of its students by ensuring that, at least twice a year, students

and parents are each provided with information on how to initiate access to available student mental health services at school and/or in the community. This annual notification serves as one form of notification; the other notification will be provided during the school year through a ParentSquare message.

Access to student mental health services may be accessed by contacting the administrator, counselor, or social worker at the school site. Minors covered by Medi-Cal have the same right to consent to mental services as minors who do not rely upon Medi-Cal.

IMMUNIZATION REQUIREMENTS

17 CCR 6040, 6055; EC 48216, 49403; HSC 120372; (BP 5141.31)

To protect the health of all students and staff and to curtail the spread of infectious diseases, students must be immunized against certain communicable diseases. Students may not be admitted into any elementary or middle school, preschool, or childcare and development program for the first time nor be admitted or advanced into grade 7 unless they have met the immunization requirements. The parent's guide to [Required Immunizations for School Entry](#) from the California Department of Public Health (CDPH) provides a summary of the requirements.

Students are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parents must continue to provide immunizations records for these students to their schools. The immunization requirements do not prohibit students from accessing special education and related services required by their individualized education programs.

Medical exemptions may only be submitted using the standardized form developed by CDPH. To request such an exemption, parents must first register for a [California Immunization Registry – Medical Exemption](#) (CAIR-ME) account to obtain a medical exemption request number before going to their child's doctor.

If an enrolled student who was previously believed to be in compliance with immunization requirements is later discovered not to be in compliance with requirements for unconditional or conditional admission, the student's parent will receive notice that evidence of proper immunization or an appropriate exemption must be provided within 10 school days. A student not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against a communicable disease.

The District will cooperate with state and local public health

officials in measures necessary for the prevention and control of communicable diseases in school age children. The District may use any funds, property, or personnel and may permit an authorized health care provider to administer an immunizing agent to any student whose parents have consented in writing. When feasible, the California Immunization Registry – a secure, confidential, statewide computerized immunization information system for California residents – may be accessed to track immunization records, reduce missed opportunities, and help fully immunize students of all ages.

HPV IMMUNIZATION

EC 48980.4; (BP 5141.31)

Students are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices of the federal Centers for Disease Control and Prevention, the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the 8th grade of any private or public school. It is also recommended by the American Cancer Society and California's Cancer Prevention Act.

HPV is a very common virus that 8 out of 10 people will get at some point in their lifetime. Some HPV infections can lead to cancer later in life. HPV vaccination can prevent over 90% of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks. The HPV vaccine is often given at the same time as other adolescent vaccines, like Tdap to prevent whooping cough and meningococcal vaccine to prevent bacterial meningitis. Common side effects are mild and get better within a day or two. These include pain, redness, or swelling where the shot was given, similar to other vaccines.

Ask a healthcare provider, pharmacist, or [local health department](#) to learn more about HPV vaccine and where to get it. The vaccine is covered by most health insurance plans. If the student does not have health insurance, they can still get vaccinated. The [Vaccines for Children \(VFC\) Program](#) offers free vaccines to children up to age 18 years without insurance or whose insurance does not cover the cost of vaccines.

ADMINISTRATION OF PRESCRIBED MEDICATION

EC 48980, 49423, 49423.1, 49480; (BP 5141.21)

The parent of a student on a continuing medication regimen for a nonepisodic condition, must inform the school nurse or other designated certificated school employee of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the

student's parent, the school nurse may communicate with the physician and may counsel school personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

The school nurse or other designated school employees may assist students who need to take prescribed medication during school hours only upon written request of both the physician/surgeon and the parent. The written request from the physician/surgeon must include details as to the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent indicating the desire that the District assist the student in matters set forth in the statement of the physician/surgeon.

For a student to carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication at school, the parent must provide a written statement consenting to the self-administration and a written statement from the physician/surgeon or physician assistant detailing the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer auto-injectable epinephrine or inhaled asthma medication. The parent's written statement must provide a release for the school nurse or other designated school personnel to consult with the student's health care provider regarding any questions that may arise with regard to the medication, and must release the District and school personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication. A student may be subject to disciplinary action if the student uses auto-injectable epinephrine or inhaled asthma medication in a manner other than as prescribed.

All written requests must be provided on an annual basis or when the medication, dosage, frequency of administration, or reason for administration changes. For requests regarding inhaled asthma medication, the District will also accept the written statement from a physician/surgeon who is contracted with a prepaid health plan operating lawfully under the laws of Mexico that is licensed as a health care service plan in California as long as the statement is provided in both English and Spanish and includes the name and contact information of the physician/surgeon.

EMERGENCY TREATMENT

(BP 5141.21)

California law authorizes school districts to provide emergency treatment to persons suffering, or reasonably believed to be suffering, from certain physical reactions or medical conditions. Parents who do not wish their student

to receive any or all of the emergency treatment described below must object, in writing, to the principal, within two weeks of receiving this notification.

Epinephrine Auto-injector for Anaphylaxis – EC 49414

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours to students who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives. As such, the District provides emergency epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use the emergency epinephrine auto-injectors emergency medical aid to persons suffering, or reasonably believed to be suffering, from an anaphylactic reaction, regardless of known history. Epinephrine auto-injectors are available at all school sites for emergency use and are located in the school's health office. If a student has a prescribed epinephrine auto-injector, follow the procedures described in [Administration of Prescribed Medication](#) in this document.

Emergency Naloxone for Opioid Overdose – EC 49414.3

The District has elected to implement an emergency naloxone program to reverse the effects of an opioid overdose. Naloxone nasal spray or another opioid antagonist will be administered to a person if the person is suffering, or reasonably believed to be suffering, from an opioid overdose. Naloxone is safe and works almost immediately. When administered, it reverses or neutralizes in whole or in part the effects of an opioid in the body and has been approved for the treatment of an opioid overdose.

Additionally, EC 49414.6 provides that students in middle or high school, while at school or participating in school activities, cannot be prohibited from carrying fentanyl test strips or a federally approved opioid antagonist for over-the-counter use for the emergency treatment of persons suffering, or reasonably believed to be suffering, from an opioid overdose.

California laws protect persons who administer naloxone and make naloxone more readily available. Specifically, a person is not liable for any civil damages that result from providing emergency care if:

1. The person acted in good faith, and not for compensation;
2. The person provided either emergency care or non-medical care; and
3. The care was provided at the scene of an emergency.

Stock Albuterol for Respiratory Distress – EC 49414.7

Asthma is a chronic lung disease and the leading cause of absenteeism for students. Asthma can be life-threatening if not managed properly. When an asthma attack occurs, immediate treatment is necessary to prevent serious harm or even death. In the event that a student does not have their own inhaler with them, or where their inhaler is not readily accessible, the District provides emergency stock albuterol inhalers, including, if necessary, single-use disposable holding chambers, to school nurses and trained personnel and authorizes them to use an emergency stock albuterol inhaler to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from respiratory distress. Respiratory distress means the sudden appearance of signs and symptoms of difficulty breathing which may include one or more of the following: complaints of a tight chest or chest pain; wheezing or noisy breathing; persistent coughing; difficulty breathing; appears to be in distress; lips or fingernails turning blue; and/or shortness of breath. If a student has a prescribed inhaled asthma medication, follow the procedures described in [Administration of Prescribed Medication](#) in this document.

Automated External Defibrillators – HSC 1797.196

An automated external defibrillator (AED) is a portable, easy-to-use medical device that can be used to help those experiencing [sudden cardiac arrest](#). AEDs can analyze the heart's rhythm and, if necessary, deliver an electrical shock (or defibrillation) to help the heart re-establish an effective rhythm.

AEDs are installed in all schools in the Paramount Unified School District that serve students in grades 6-12. School employees and students in schools where AEDs are installed will receive annual notification as to the location of all AED units on the campus. Additionally, instructions on how to use the AED are posted next to each unit so that anyone can render aid with an AED.

MEDICAL OR HOSPITAL SERVICES

EC 49471, 49472; (BP 5143)

All students should have health and accident insurance protection to ensure that they receive needed health care services in the event of illness or injury. Parents may purchase student accident and health insurance each school year in accordance with the conditions described in the authorized insurance company application. The Paramount Unified School District does not provide or make available medical and hospital services for students injured while participating in athletic activities.

Insurance for Athletes – EC 32220-32224

Under state law, the District is required to ensure that all members of school athletic teams have accidental injury

insurance that covers medical and hospital expenses. This insurance requirement can be met by the District offering insurance or other health benefits that cover medical and hospital expenses. Some students may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health programs. Information about these programs may be obtained by calling:

- Children's Health Insurance Program at 1-800-541-555 or www.usa.gov
- Medi-Cal at 1-800-300-1506 or www.coveredca.com

Members of school athletic teams include members of any extramural athletic team, school bands, orchestras, cheerleaders and their assistants, pom and dance team, team managers and their assistants, and any student selected by the school or student body organization to directly assist in the conduct of the athletic event.

PHYSICAL EXAMINATIONS

20 USC 1232h; EC 49451, 49452, 49452.7; (BP 5141.3)

Periodic health examinations of students may lead to early detection and treatment of conditions that impact learning. These examinations may also help determine whether the student qualifies for services or accommodations pursuant to the Individuals with Disabilities Education Act or Section 504. Schools in the Paramount Unified School District conduct the required vision and hearing screenings and may screen for type 2 diabetes mellitus.

Vision and hearing screenings will be provided to students in transitional kindergarten, kindergarten, and grades 2, 5, 8, and 10, and to all students enrolled in special education as required by their IEP. Additionally, vision and hearing screening may be provided to any student who exhibits signs and symptoms of eye vision or hearing problems. Parents have the right to have their child's vision and hearing tested outside of school (at the parent's expense) to meet the state law requirement.

A parent may also annually file with the principal a written statement withholding consent to the physical examination of their child. Any such student will be exempt from any physical examination but whenever there is a good reason to believe that the student is suffering from a recognized contagious or infectious disease, the student will be sent home and not permitted to return until school authorities are satisfied that any contagious or infectious disease does not exist.

ORAL HEALTH ASSESSMENT

EC 49452.8; (BP 5141.32)

Even though they fall out, baby teeth are very important. Children need healthy baby teeth to eat, talk, smile, and feel good about themselves. Children with cavities may have

pain, difficulty eating, stop smiling, and have problems paying attention and learning at school. To help children stay healthy, parents are advised of the following:

- Children need to be taken to the dentist. Dental check-ups can help keep a child's mouth healthy and pain free.
- Healthy foods, like fresh fruits and vegetables, should be chosen for the entire family.
- Teeth need to be brushed at least twice a day with toothpaste that contains fluoride.
- Candy and sweet drinks like punch, juice, or soda should be limited. Sweet drinks and candy contain a lot of sugar, which causes cavities and leaves less room for a child to have healthy foods and drinks. Sweet drinks and candy can also cause weight problems, which may lead to other diseases, such as diabetes. Give a child healthy choices like water, milk, and fruit instead.

Having a healthy mouth helps children do well in school. So, to make sure children are ready for school, state law requires children to have an oral health assessment or dental check-up in their first year in public school – whether in transitional kindergarten, kindergarten, or first grade. The assessment must be performed by a licensed dentist or other licensed or registered dental health professional no earlier than 12 months before the date of a child's initial enrollment in school and no later than May 31 of the school year. The dentist will complete the Oral Health Assessment form, which then must be submitted to the school as proof that the assessment has been done. The school maintains the privacy of all students' health information. A student's identity will not be associated with any report produced as a result of this requirement.

A parent who is unable to obtain the oral health assessment must complete a Waiver of Oral Health Assessment Requirement form and submit that to the school.

To help find a dentist, call the Medi-Cal Telephone Service Center at 1-800-322-6384 or visit [Medi-Cal Dental](#) to find a dentist that accepts Medi-Cal. To enroll a child in Medi-Cal, parents can apply by mail, go in person to the local Social Services office, or online from the [Department of Health Care Services](#) website.

HEALTH & SAFETY INFORMATION FOR ATHLETES

(BP 6145.2)

Student-athletes and parents are required to review and sign acknowledgement and receipt of the following health and safety-related information before the athlete initiates practice or competition. Nevertheless, the information may also be relevant to all students and parents.

Concussion & Head Injuries – EC 49475

A concussion is a kind of brain injury. It can be caused by a bump or hit to the head, or by a blow to another part of the

body with the force that shakes the head. Concussions can appear in any sport, and can look differently in each person. Most concussions get better with rest and over 90% of athletes fully recover. However, all concussions should be considered serious. If not recognized and managed the right way, they may result in problems including brain damage and even death.

Most concussions occur without being knocked out. Signs and symptoms of concussion may show up right after the injury or can take hours to appear. Even though a traditional brain scan (e.g., MRI or CT) may be “normal”, the brain has still been injured. If an athlete suffers another concussion before completely recovering from the first one, this can lead to prolonged recovery (weeks to months), or even to severe brain swelling (Second Impact Syndrome) with devastating consequences. There is an increasing concern that head impact exposure and recurrent concussions may contribute to long-term neurological problems. One goal of concussion education is to prevent a too early return to play so that serious brain damage can be prevented.

An athlete who is suspected of sustaining a concussion or head injury in an athletic activity shall be immediately removed from the athletic activity for the remainder of the day, and shall not be permitted to return to the athletic activity until the athlete is evaluated by and receives written clearance to return to the athletic activity from a licensed health care provider. If the licensed health care provider determines that the athlete sustained a concussion or a head injury, the athlete shall also complete a graduated return-to-play protocol of no less than seven days in duration under the supervision of a licensed health care provider.

Sudden Cardiac Arrest – EC 33479.3

Sudden cardiac arrest (SCA) is a life-threatening emergency that occurs when the heart suddenly stops beating. It strikes people of all ages who may seem to be healthy, even children and teens. When SCA happens, the person collapses and doesn't respond or breathe normally. They may gasp or shake as if having a seizure, but their heart has stopped. SCA leads to death in minutes if the person does not get help right away. Survival depends on people nearby calling 911, starting CPR, and using an [automated external defibrillator](#) (AED) as soon as possible.

SCA is the #1 killer of student athletes and the leading cause of death on school campus. Studies show that 1 in 300 youth has an undetected heart condition that puts them at risk. Although SCA happens unexpectedly, some people may have signs or symptoms, such as:

- Fainting or seizure, especially during or right after exercise
- Fainting repeatedly or with excitement or startle
- Excessive shortness of breath during exercise

- Racing or fluttering heart palpitations or irregular heartbeat
- Repeated dizziness or lightheadedness
- Chest pain or discomfort with exercise
- Excessive, unexpected fatigue during or after exercise

These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. SCA can be prevented if the underlying causes can be diagnosed and treated.

Coaches have the authority to remove from play a student who exhibits fainting, and potentially for other conditions if they are believed to be cardiac-related. Student-athletes must be evaluated and cleared by a physician, surgeon, nurse practitioner, or physician’s assistant to return to play.

Prescription Opioids – EC 49476

Prescription opioids can be used to help relieve moderate-to-severe pain and are often prescribed following a surgery or injury, or for certain health conditions. These medications can be an important part of treatment but also come with serious risks, such as risks of addiction and overdose, especially with prolonged use. An opioid overdose, often marked by slowed breathing, can cause sudden death. The use of prescription opioids can have a number of side effects as well, even when taken as directed:

- Tolerance – meaning, the need to take more medication for the same pain relief
- Physical dependence – meaning, having symptoms of withdrawal when a medication is stopped
- Increased sensitivity to pain
- Constipation
- Nausea, vomiting, and dry mouth
- Sleepiness and dizziness
- Confusion
- Depression
- Low levels of testosterone that can result in lower sex drive, energy, and strength
- Itching and sweating

If a student is prescribed opioids for pain, make sure the student knows the name of the medication, how much and how often to take it, and its potential risks and side effects.

Heat Illness – EC 35179

Exercise produces heat within the body and can increase an athlete’s body temperature. Add to this a hot or humid day and any barriers to heat loss such as padding and equipment, and the temperature of the individual can become dangerously high. If left untreated, the elevation of core body temperature can cause organ systems to shut down in the body. To assist in the prevention of heat illness, coaches and/or athletic trainers will gradually increase the intensity and duration of exercise to acclimate student-athletes to practice in the heat, provide adequate rest breaks,

make water available during all athletic activities, and alter practice plans in extreme environmental conditions. A student-athlete who has been removed from practice or play after displaying signs and symptoms associated with heat illness must submit a written note from a licensed health care provider before returning to practice.

HEALTH & NUTRITION

STUDENT WELLNESS POLICY

42 USC 1758b; 7 CFR 210.31; EC 49432; (BP 5030)

Recognizing the link between student health and learning, the District has an established student wellness policy for all its schools to provide a comprehensive program that promotes healthy eating and physical activity for students. The District shall coordinate and align its efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and healthy school environment. Parents, students, food service employees, physical education teachers, school health professionals, Board members, school administrators, and members of the public are encouraged to participate in the development, implementation, and periodic review and update of the policy.

To review the content of the policy and any updates, as well as information regarding the Wellness Committee Meetings, visit the District’s webpage on [Wellness for All](#).

UNIVERSAL MEAL PROGRAM

EC 49557.5, 49501.5; (BP 3553)

Under the National School Lunch/School Breakfast Program, all students who attend school in the Paramount Unified School District are entitled to one free breakfast and one free lunch each school day. Meals are provided through the Student Nutrition Services (SNS) Department at each school site. Afterschool Supper and Snacks are provided to students who are enrolled in the STAR or ELO-P program which is held at all elementary and middle schools. The Programs are federally funded by the U.S. Department of Agriculture (USDA) and governed by CDE – Nutrition Services Division. The District operates under the Universal Meal Program for Breakfast and Lunch, Child and Adult Care Feeding Program for Supper and Snack, and the Seamless Summer Feeding Option during the Summer. For more information on the [Student Nutrition Services](#), visit the District’s website or call the department at (562) 602-6031.

USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and

institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotope, American Sign Language, etc.) should contact the State or local Agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at [How to File a Program Discrimination Complaint](#) and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Mail Stop 9410, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

WATER CONSUMPTION

EC 38043

Students and parents have the right and are encouraged to bring a reusable bottle (other than aluminum bottles) to fill and refill water to consume while at school. Drinking water plays an important role in maintaining a child's overall health in the following ways:

- Supports muscles, joints, and tissues
- Improves digestive system
- Keeps growing bodies hydrated
- Positively impacts cognitive performance, particularly short-term memory
- Improves visual attention and fine motor skills
- Can prevent excess weight gain when substituting sugary drinks

Each school in the District will ensure students and parents are informed of the types of water bottles that may be carried due to safety-related reasons, the locations of water bottle filling stations and/or water fountains, and the locations (e.g., libraries, computer labs, science labs) where it is deemed dangerous to have drinking water.

TYPE 1 DIABETES

EC 49452.6; (BP 5141.3)

Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated, and the guidance provided below is intended to raise awareness about this disease.

Description

Type 1 diabetes usually develops in children and young adults but can occur at any age

- According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively.
- The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

Type 1 diabetes affects insulin production

- As a normal function, the body turns the carbohydrates in food into glucose (blood sugar), the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood into the cells.
- In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise.
- Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia.
- Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes.

Risk Factors Associated with Type 1 Diabetes

It is recommended that students displaying warning signs associated with type 1 diabetes, which are described below, should be screened (tested) for the disease by their health care provider.

Risk Factors

Researchers do not completely understand why some people develop type 1 diabetes and others do not; however, having a family history of type 1 diabetes can increase the likelihood of developing type 1 diabetes. Other factors may play a role in developing type 1 diabetes, including environmental triggers such as viruses. Type 1 diabetes is not caused by diet or lifestyle choices.

Warning Signs and Symptoms Associated with Type 1 Diabetes and Diabetic Ketoacidosis (DKA)

Warning signs and symptoms of type 1 diabetes in children develop quickly, in a few weeks or months, and can be severe. If a child displays the warning signs below, contact the child's primary health care provider or pediatrician for a consultation to determine if screening the child for type 1 diabetes is appropriate:

- Increased thirst
- Increased urination, including bed-wetting after toilet

- training
- Increased hunger, even after eating
- Unexplained weight loss
- Feeling very tired
- Blurred vision
- Very dry skin
- Slow healing of sores or cuts
- Moodiness, restlessness, irritability, or behavior changes

DKA is a complication of untreated type 1 diabetes. DKA is a medical emergency. Symptoms include:

- Fruity breath
- Dry/flushed skin
- Nausea
- Vomiting
- Stomach pains
- Trouble breathing
- Confusion

Types of Diabetes Screening Tests That Are Available

- Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar test. A blood sample is taken any time without fasting. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.
- Fasting blood sugar test. A blood sample is taken after an overnight fast. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 1 Diabetes Treatments

There are no known ways to prevent type 1 diabetes. Once type 1 diabetes develops, medication is the only treatment. If a child is diagnosed with type 1 diabetes, their health care provider will be able to help develop a treatment plan. The child's health care provider may refer the child to an endocrinologist, a doctor specializing in the endocrine system and its disorders, such as diabetes.

Contact the school nurse, school administrator, or health care provider if there are any questions.

References

[KidsHealth](#), [Mayo Clinic](#), [National Library of Medicine and National Institutes of Health's MedLine](#)

TYPE 2 DIABETES

EC 49452.7; (BP 5141.3)

The California Department of Education developed this type

2 diabetes information in collaboration with the California Department of Public Health, American Diabetes Association, California School Nurses Organization, and Children's Hospital of Orange County.

Description

Type 2 diabetes is the most common form of diabetes in adults.

- Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens.
- According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in their lifetime.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.

- The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.
- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

Risk Factors Associated with Type 2 Diabetes

It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

Risk Factors

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

- Being overweight. The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- Family history of diabetes. Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.
- Inactivity. Being inactive further reduces the body's ability to respond to insulin.
- Specific racial/ethnic groups. Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- Puberty. Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and

physical development.

Warning Signs and Symptoms Associated with Type 2 Diabetes

Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fats levels

Type 2 Diabetes Prevention Methods and Treatments

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- Eat healthy foods. Make wise food choices. Eat foods low in fat and calories.
- Get more physical activity. Increase physical activity to at least 60 minutes every day.
- Take medication. If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

Types of Diabetes Screening Tests That Are Available

- Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar test. A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- Fasting blood sugar test. A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher

on two separate tests indicates diabetes.

- Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and this guidance is intended to raise awareness about this disease. Contact the school nurse, school administrator, or health care provider if there are any questions.

References

[American Diabetes Association Clinical Journal](#), [Helping Children with Diabetes Succeed: A Guide for School Personnel](#), [KidsHealth](#), [Mayo Clinic](#), [National Library of Medicine and National Institutes of Health's MedLine](#)

STUDENT RECORDS

MAINTENANCE OF STUDENT RECORDS

5 CCR 432, 437; EC 49063, 49076.7; (BP 5125)

A cumulative record must be maintained on the history of a student's development and educational progress. Student records are any items of information, whether recorded by handwriting, print, tapes, film, microfilm or other means, gathered within or outside the Paramount Unified School District that are directly related to an identifiable student and maintained for the purpose of second-party review. Active records are maintained at the student's school; inactive records are maintained at the District Office.

Per state and federal law, the District maintains the following *mandatory permanent records* indefinitely: student's legal name, date and place of birth, method of verifying birth date, sex, enter and leave date each school year, subjects taken, marks or number of credits toward graduation, verification of or exemption from required immunization, date of high school graduation or equivalent, and parent's name and address (including the student's address if different, and the annual verification of residency for both the student and the parent). The District also keeps the following *mandatory interim records* until three years after the student leaves or graduates, or their usefulness has ceased: log identifying persons or agencies who have requested or received information from the student record, health information, information on participation in special education programs, language training records, progress slips/notices, parental authorizations/restrictions/waivers, rejoinders to challenged records, results of standardized tests administered within the past three years, expulsion orders, and independent study evaluation and findings. *Permitted records*, which are records that the District has determined important to maintain, may include, but are not limited to, objective

counselor and teacher ratings, standardized test results older than three years, routine discipline data, verified reports of relevant behavior patterns, disciplinary notices, and attendance records.

The District will not collect or solicit social security numbers or the last four digits of social security numbers of students or parents, except as required by state or federal law or as required to establish eligibility for a federal benefit program. Additionally, the District will not collect information or documents regarding the citizenship or immigration status of students or their family members, unless required by state or federal law or as required to administer a state or federally supported educational program.

On an annual basis, records that are not designated as mandatory permanent records are reviewed to determine the records that still need to be retained and those that are appropriate for destruction. Records are destroyed in a way that assures that such records will not be available to possible public inspection in the process of destruction.

The Director of Pupil Services has been designated as the custodian of records at the District level, and at each school site, the principal serves as the custodian of records for students enrolled at their school. The custodian of records is responsible for implementing the policies and procedures related to student records; in particular, they must protect the student and the student's family from invasion of privacy by ensuring only authorized persons may access student records.

ACCESS TO STUDENT RECORDS

34 CFR 99.7, 99.34; EC 234.7, 49063, 49069.7; (BP 5125)

Access means personal inspection and review, request and receipt, and oral description or communication of any record. A log is maintained in each student's record which lists all persons, agencies, or organizations that have requested or received information from the records and the legitimate educational interest of the requester. The log is only accessible to the parent, a student who is 16 years of age or older or who has completed the 10th grade, the custodian of records, and certain state and federal officials.

School officials and employees with legitimate educational interests may access student records without parental consent as long as access to such records is required to fulfill their duties and responsibilities, whether routine in nature or as a result of special circumstances (*e.g.*, working with the student, compiling and analyzing student data, connecting a student to education programs or services). School officials and employees also include contractors, consultants, volunteers, or other parties to whom the District has outsourced its functions and who perform services for which the District would otherwise use employees. Upon request from officials of another school,

school system, or postsecondary institution in which a student seeks or intends to enroll or is already enrolled, the District is authorized to disclose educational records without parental consent as long as the disclosure is for purposes related to the student's enrollment or transfer.

A student's citizenship status, immigration status, place of birth, or any other information indicating national origin will not be released without parental consent or a court order.

Parents have the right to:

1. Inspect and review the student's educational record maintained by the school
2. Request that a school correct records which they believe to be inaccurate, misleading, or otherwise in violation of the student's privacy rights (see [Challenging Student Records](#) in this document)
3. Consent to disclosures of personally identifiable information contained in the student's records, except to the extent that state and federal laws authorize disclosure without consent, and request a copy of the records that were disclosed
4. File a complaint with the U.S. Department of Education concerning an alleged failure by the District to comply with the provisions of FERPA by completing the [FERPA Complaint Form](#) and then either emailing the completed form to FERPA.Complaints@ed.gov, or mailing the completed form to: U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Ave., SW, Washington, D.C. 20202-8520

When a student turns 18 years of age, all rights regarding student records are transferred from the parent to the student. If the adult student is still claimed by the parent as a dependent for tax purposes, the parent may still access the student's records. Although noncustodial parents are not afforded the rights described above, they have the right to access their student's education records unless that right of access has been limited through a court order.

When prior written consent from a parent is required by law, the parent must provide a written, signed, and dated consent before the District discloses the student record. Such consent may be given through electronic means in those cases where it can be authenticated. The parent must specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. Upon request by the parent, the District will provide the parent with a copy of the records disclosed. The written request to access or disclose a student's records must be submitted in written form, and the District will fulfill the request during regular school hours within five business days from the day of receiving the request. The request form can be obtained through the District webpage on [Request Transcripts and Records](#). Qualified certificated personnel are available to interpret

records when requested. Reasonable measures will be taken to prevent the alteration, damage, or loss of records during inspection.

JUVENILE COURT RECORDS

WIC 827, 831

Whenever a student has been found by a court to have committed any felony or misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense, assault or battery, larceny, vandalism, or graffiti, the court will provide a written notice to the superintendent of the school district of attendance. The superintendent will then provide the information to the principal at the school of attendance, who will disseminate the information to any administrator, teacher, or counselor directly supervising or reporting on the behavior or progress of the student, allowing them to work with the student in an appropriate manner. Any information received by a teacher, counselor, or administrator will be received in confidence for the limited purpose of rehabilitating the student and protecting students and staff; the information will not be further disseminated except when communication with the student, the student's parents, law enforcement personnel, and the student's probation officer is necessary to support the student's rehabilitation or to protect students and staff.

Juvenile court records are confidential regardless of the juvenile's immigration status. Only if a court order is provided will any student information be disseminated, attached, or provided to federal officials. The court order must indicate prior approval of the presiding judge of the juvenile court. Otherwise, juvenile information is protected from distribution and remains private without a court order.

DUPLICATION OF STUDENT RECORDS

EC 49063, 49065; (BP 5125)

Printed copies of student records provided through the District are available to parents for a fee of 10 cents per page; electronic copies are provided at no cost. Fees may be waived if the cost would prevent parental access to the records. Additionally, former students may receive up to two transcripts or up to two verifications of their records at no cost. Any transcripts ordered through Parchment will require a \$5.00 fee.

CALIFORNIA COLLEGE GUIDANCE INITIATIVE

EC 51229, 60900.5; (BP 5125)

The California College Guidance Initiative (CCGI) works to smooth the path to college for California students and unify the efforts of the institutions that serve them. Combining data-driven tools and infrastructure with capacity building and student-focused curricula, CCGI helps close the gaps

between systems and ensure that all California students, especially those who have been underrepresented in higher education, can move seamlessly from K-12 to college and career. CCGI manages CaliforniaColleges.edu, which is the state's official college and career planning platform and is free to all California students in grades 6-12 and their families.

To facilitate this, data for all students enrolled in grades 6-12 public schools will:

1. Be shared with the CCGI.
2. Be used to provide students and families with direct access to online tools and resources.
3. Enable a student to transmit information shared with the CCGI to both of the following:
 - Postsecondary educational institutions for purposes of admissions and academic placement.
 - The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

DIRECTORY INFORMATION

20 USC 1232g; 24 CFR 99.37; EC 49063, 49073; (BP 5125.1)

Directory information means information contained in a student record that would not generally be considered harmful or an invasion of privacy if disclosed. Such student information includes the student's name, address, telephone number, email address, date of birth, major field of study, participation record in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards received, and most recent previous school attended. Directory information may include a student identification number, user identification, or other personal identifier used by the student for purposes of accessing or communicating in electronic systems as long as the identifier cannot be used to gain access to education records except when used in conjunction with a personal identification number, password, or other factor known or possessed only by the authorized user.

Directory information does not include a student's social security number. Directory information also does not include the student's citizenship status, immigration status, place of birth, or any other information indicating national origin. The District will not release such information without parental consent or a court order.

The primary purpose of directory information is to allow the school and the District to include this type of information from the student's education records in certain school and/or District publications (*e.g.*, a playbill showing the student's role in a drama production, honor roll or other recognition lists, annual yearbook, promotion/graduation programs, sports activity sheets showing weight and height

of team members). Additionally, the District has determined that the following individuals, officials, or organizations may receive directory information: any school or district parent advisory committees, school resource officers, elected officials, Department of Public Health, and companies that manufacture class rings or publish yearbooks.

No information may be released to a private profit-making entity other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. No directory information of a student identified as a homeless child or youth will be released unless the parent has provided written consent that directory information may be released. For all other students, directory information will not be released if their parent notifies the school principal in writing that such information not be disclosed without their prior consent. The written consent or opt-out must be submitted to the school within five days of receiving this notice or upon registration.

Additionally, the District will not include the directory information or the personal information of a student or the parent of a student in the minutes of a meeting of the Board of Education, except as required by judicial order or federal law, if the parent has provided a written request to the secretary or clerk of the Board to exclude their personal information or the name of their minor child from the minutes of a Board meeting.

ACCESS BY MILITARY RECRUITERS

20 USC 7908; (BP 5125.1)

Federal law requires that the District provides military recruiters access to secondary school students' names, addresses and telephone listings upon request by the military recruiters. A student or parent may request that this information not be released to military recruiters without prior written consent. Such requests must be submitted in writing to the principal.

IMMUNIZATION-RELATED INFORMATION

HSC 120440

Schools may disclose information from students' medical record to local health departments operating countywide or regional immunization information and reminder systems, and the State Department of Health Services. Parents may refuse to permit record sharing.

When records are disclosed, parents have the right to be informed of the following:

- Information shared
- Name and address of the State Department of Health Services or of the immunization registry
- Information shared will be treated as confidential medical information

- Right to examine any immunization–related information shared and to correct any errors
- Right to refuse to allow information to be shared and/or to receive immunization reminder notifications at any time.

The notification may be provided by ordinary mail and must include reasonable means for refusal, such as return form or contact telephone number.

PROTECTION OF PUPIL RIGHTS AMENDMENT

20 USC 1232h; EC 51513; (BP 5022, BP 6162.8)

The Protection of Pupil Rights Amendment (PPRA) affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–
 1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
 8. Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of–
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information

collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

- Inspect, upon request and before administration or use—
 1. Protected information surveys of students and surveys created by a third party;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt their child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint by completing the [PPRA Complaint Form](#) and then either sending the completed form by email to PPRA.Complaints@ed.gov or by mail to: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-8520.

CHALLENGING STUDENT RECORDS

34 CFR 99.7; EC 49063, 49066, 49070; (BP 5125, AR 5125.3)

Following an inspection and review of student records, the parent may challenge the content of the records and/or ask for records to be expunged. The parent may submit to the Pupil Services Department a written request to correct or remove from the student's records any information concerning the student which they allege to be any of the following: inaccurate, an unsubstantiated personal conclusion or inference, a conclusion or inference outside the observer's area of competence, not based on the personal observation of a named person with the time and place of the observation noted, misleading, or in violation of the privacy or other rights of the student.

Within 30 calendar days, the Superintendent or designee will meet with the parent and the certificated employee who recorded the information, if any, and if the person is still employed with the District, and sustain or deny the allegations. If the allegations are sustained, the Superintendent or designee will order the correction, removal, or destruction of the information. If the Superintendent or designee denies the allegations, the parent may appeal the decision to the Board of Education within 30 calendar days. The Board will determine whether or not to sustain or deny the allegations. If the Board sustains the allegations, it will order the Superintendent to immediately correct, remove, or destroy the information from the written records of the student.

If the final decision of the Board is unfavorable to the parents, or if the parent accepts an unfavorable decision by the Superintendent, the parent has the right to submit a written statement of objections to the information. This statement becomes a part of the student's school record until such time as the information objected is removed.

Both the Superintendent and the Board have the option of appointing a hearing panel in accordance with EC 49070-49071 to assist in the decision-making.

If the challenge involves a student's grade, the teacher who issued the grade will be given an opportunity to state, orally and/or in writing, the reasons for which the grade was given. To the extent practicable, the teacher will be included in all discussions related to any grade change. In the absence of clerical or mechanical error, fraud, bad faith, or incompetency, a student's grade as determined by the teacher is final.

TECHNOLOGY

ELECTRONIC LISTENING OR RECORDING DEVICE

EC 51512

The use by any person, including a student, of any electronic

listening or recording device in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools.

USE OF MOBILE COMMUNICATION DEVICES

EC 48901.5, 48901.7; (BP 5131.8)

The use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being but could be disruptive of the instructional program in some circumstances. In fact, there is growing evidence that unrestricted use of smartphones by students during the school day interferes with the educational mission of the schools, lowers student performance, promotes cyberbullying, and contributes to an increase in teenage anxiety, depression, and suicide.

Although students cannot be prohibited from possessing or using a mobile communication device under any of the circumstances listed below, the District has adopted a policy in restricting the possession and use of smartphones at school and while under the supervision of school personnel.

- In the case of an emergency, or in response to a perceived threat of danger
- When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
- When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being
- When the possession or use is required by the student's individualized education program or Section 504 plan

Additionally, students are prohibited from using smartphones and other mobile communication devices in any manner which infringes on the privacy rights of any other person. When used in an unauthorized manner, the device may be confiscated and/or searched according to law and policy, and the student may be subject to discipline. A student may also be subject to discipline for use of a mobile communication device off school grounds if it poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The District is not responsible for the loss, theft, or damage of a student's mobile communication device which is brought onto school grounds or to a school activity.

ACCESS TO THE INTERNET & ONLINE SITES

47 CFR 54.520; 20 USC 7131, 47 USC 254; (BP 6163.4)

The Paramount Unified School District has established Internet services for student educational use in selected grade levels. Access to the Internet will vary according to

educational purpose and the student's age. The District has a Technology Chromebook Student Use Agreement, which restricts access to material that is inappropriate in the classroom. District staff will supervise student use of the Internet. The Internet Acceptable Use Agreement delineates what students may and may not do while accessing the District's Internet service. The Internet Acceptable Use Agreement must be signed annually by both parent and student.

TECHNOLOGY ACCEPTABLE USE AGREEMENT

(BP 6163.4)

The Paramount Unified School District authorizes students to use technology owned or otherwise provided by the District for necessary instructional purposes. School District technology is a privilege, not a right, and students enrolled in District programs or activities must follow District guidelines and procedures regarding acceptable use of technology. The use of District technology is permitted at the District's discretion and is subject to the conditions and restrictions set forth in applicable board policies and administrative regulations, and this Acceptable Use Agreement. The District shall make a diligent effort to filter the inappropriate or harmful matter accessible through the Internet, and students shall also take responsibility not to initiate access to inappropriate or harmful matter while using District technology. The District reserves the right to suspend access at any time, without notice, for any reason.

The District expects all students to use technology responsibly in order to avoid potential problems and liability. The District may place reasonable restrictions on websites, material, and/or information that students may access through the system. Every student who is authorized to use District technology and the parent shall sign this Acceptable Use Agreement as an indication that they have read and understand the agreement.

Definitions

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

Student Obligations and Responsibilities

Students are expected to use district technology safely, responsibly, and for educational purposes only. The student in whose name district technology is issued is responsible

for its proper use at all times. Students shall not share their assigned technology, online services account information, passwords, or any other information used for identification and authorization purposes and shall use the system only under the account to which they have been assigned.

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

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

Privacy

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

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

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

Personally Owned Devices

If a student uses a personally owned device to access district technology, including Wi-Fi, the student shall abide by all applicable board policies, administrative regulations, and this Acceptable Use Agreement. Any such use of a personally owned device may subject the contents of the device, and any communications sent or received on the device, to disclosure pursuant to a lawful subpoena or public records request.

Reporting

If a student or parent becomes aware of any security problem (such as any compromise of the confidentiality of any login or account information) or misuse of district technology, they shall immediately report such information to a school administrator immediately.

Misuse is commonly viewed as messages sent or received that suggest inappropriate information, pornography, unethical or illegal solicitation, racism, sexism and inappropriate language. If users find themselves in an area on the network that is inappropriate, they should leave immediately. If they receive a message that is inappropriate, they should report it to a school administrator.

Cyber Etiquette Expectations

Users are representatives of the school and District and users should have no expectations of privacy. They are expected to abide by the generally accepted rules of network and internet etiquette. The following are prohibited while using District devices while both on and off the District's campus school:

- Sending messages that are considered abusive, harassing, bullying, contain vulgarities, threats, inappropriate, harmful or offensive language.
- Destroying data of another user or network connected to the system by uploading or creating computer viruses.
- Reading, copying or modifying other users' mail.
- Placing copyrighted material on the system without the author's permission.

Users shall not engage in discrimination, harassment, intimidation, threats, or bullying on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation or any other characteristic that is contained in the definition of hate crimes set forth in PC 422.55, EC 233, or association with a person or group with one or more of these actual or perceived characteristics.

Cyberbullying means any severe or pervasive conduct made by an electronic act, as defined EC 48900(r), committed by a student or group of students directed toward one or more students that has, or can be reasonably predicted to have, the effect of any of the following:

- Placing a reasonable student or students in fear of harm

to their person or property.

- Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- Causing a reasonable student to experience substantial interference with their academic performance.
- Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities or privileges provided by a school.

Any student who experiences these situations is strongly encouraged to contact a school administrator.

Consequences for Violation

Violations of the law, board policy, or this Agreement may result in the student's access to district technology being limited or revoked. In addition, disciplinary action, up to and including suspension or expulsion, may be taken, and/or the student may be reported to law enforcement agencies as appropriate.

The District will offer training in digital citizenship that outlines proper use of technology, the network, and internet services.

District Liability

The Paramount Unified School District makes no warranties of any kind for the service it is providing. The District is not responsible for any damages suffered while on this system, such as loss of data due to service interruptions. The District is also not responsible for the accuracy of information obtained through its services.

Data Privacy

FERPA gives parents the right to know about Paramount Unified School District's collection and sharing of student educational data. The District follows student data privacy laws and adheres to security policies to safeguard student data. When the District utilizes [online service providers](#) that collect, process or store student data, it ensures that such providers adhere to applicable student data privacy laws and have security policies in place to protect student data.

Click on the link above to review the online programs with which the District shares student data. Parents who do not want the District to share student data with the online service providers must provide written notice to the school principal to opt out of data sharing.

STUDENT & SCHOOL SAFETY

SCHOOL VISITING PROCEDURES

PC 627.6; (BP 1250)

The District's highest priority is keeping all students and staff safe, and part of that is quickly identifying those that may present a danger to all persons and knowing who is in

district buildings at all times. All visitors who wish to gain access to a school, including parents, contractors, and volunteers, must report to the main office to register and receive a visitor's badge. The District has implemented the Raptor Visitor Management System in all its schools to facilitate the school visiting procedures. Upon entering a District building, visitors will be asked to present a photo ID and their purpose for entering school grounds. Raptor will scan the photo ID and log the name of the visitor as well as the date, time, and purpose of the visit. Visitors without a photo ID will have their information manually inputted into the system by a staff member. Raptor will screen the visitor's name and date of birth against the national database of registered sex offenders. No other data from the photo ID is gathered or recorded and the information is not shared with any outside agency.

Once a visitor has been approved, a visitor's badge will be printed for them to wear for the duration of the visit. Unless otherwise directed by the principal or designee, a staff member will accompany visitors while they are on school grounds. Upon completion of the visit, a visitor must return immediately to the school office to turn in the visitor's badge and sign out.

Anyone on school grounds without permission is in violation of the law and may be reported to law enforcement. The principal or designee may refuse to register any visitor if the principal or designee reasonably concludes that the visitor's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance. The principal or designee or school security officer may revoke a visitor's registration if there is a reasonable basis for concluding that the visitor's presence on school grounds would interfere, or is interfering, with the peaceful conduct of school activities or would disrupt, or is disrupting, the school, students, or staff.

CIVILITY ON SCHOOL GROUNDS

CC 1708.9; EC 32210, 44811; PC 626.7; (BP 3515.2)

The District's civility policy demands that all district schools and offices must be civil environments. A civil environment is free from abusive behavior and threats. Abusive behavior is defined as the use of obscenities, yelling, defamatory language, or any threatening behavior in order to intimidate or otherwise berate someone.

The District is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school or District grounds. It is unlawful for any person, except a parent acting toward their minor child, to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical

obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds.

This policy is not intended to deprive any person of their right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for students and staff. Disruptive or abusive behavior may result in citation and/or arrest by law enforcement. Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and will be punished by a fine of not more than five hundred dollars (\$500).

EMPLOYEE INTERACTION WITH STUDENTS

EC 44050; (BP 4119.24)

The Board of Education of the Paramount Unified School District expects all adults with whom students may interact at school or in school-related activities, including employees, independent contractors, and volunteers, to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting. Such adults shall not engage in unlawful or inappropriate interactions with students and shall avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety. Adults shall not intrude on a student's physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to instruction, counseling, student health, or student or staff safety.

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

1. Initiating inappropriate physical contact
2. Being alone with a student outside of the view of others
3. Visiting a student's home or inviting a student to visit the employee's home without parent consent
4. Maintaining personal contact with a student that has no legitimate educational purpose, by phone, letter, electronic communications, or other means, without including the student's parent or the principal
When communicating electronically with students, employees shall use district equipment or technological resources when available. Employees shall not communicate with students through any medium that is designed to eliminate records of the communications. The Superintendent or designee may monitor employee usage of district technology at any time without advance notice or consent
5. Creating or participating in social networking sites for communication with students, other than those created

by the district, without the prior written approval of the principal or designee

6. Inviting or accepting requests from students, or former students who are minors, to connect on personal social networking sites (e.g., "friending" or "following" on social media), unless the site is dedicated to school business
7. Singling out a particular student for personal attention and friendship, including giving gifts and/or nicknames to individual students
8. Addressing a student in an overly familiar manner
9. Socializing or spending time with students outside of school-sponsored events, except as participants in community activities
10. Sending or accompanying students on personal errands unrelated to any legitimate educational purpose
11. Transporting a student in a personal vehicle without prior authorization
12. Encouraging students to confide their personal or family problems and/or relationships
13. Disclosing personal, family, or other private matters to students or sharing personal secrets with students

Any reports of employee misconduct shall be promptly investigated. Immediate intervention shall be implemented when necessary to protect student safety or the integrity of the investigation. Any employee who is found to have engaged in inappropriate conduct in violation of law or board policy shall be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing.

CHILD ABUSE PREVENTION & REPORTING

EC 48987; PC 11164 et seq.; (BP 5141.4)

All employees of the District are considered mandated reporters, required by law to report cases of child abuse and neglect to the appropriate law enforcement agency when they have a reasonable suspicion that a child has been a victim of child abuse and/or neglect. *Reasonable suspicion* means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on their training and experience, to suspect child abuse or neglect; it does not require certainty that the child abuse and/or neglect has occurred. The fact that a child is homeless or an unaccompanied minor is not, in and of itself, a sufficient basis for reporting child abuse or neglect.

All complaints must be filed through a formal report, over the telephone, in person, or in writing, with an appropriate local law enforcement agency (i.e., Police or Sheriff's Department, County Probation Department, or County Welfare Department/County Child Protective Services). Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to

authorized agencies.

Parents of students also have a right to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site. Complaints may be filed with the local law enforcement agency; parents may also notify the District of an incident by contacting the Pupil Services Department at the Paramount Unified School District at 15110 California Avenue, Paramount, CA 90723 or (562) 602-6035.

SEX OFFENDERS/MEGAN'S LAW NOTIFICATION

PC 290 et seq.; (BP 3515.5)

Information about registered sex offenders in California can be found on the California Department of Justice's website, <http://meganslaw.ca.gov/>. The website also provides information on how to protect oneself and the family, facts about sex offenders, frequently asked questions, and sex offender registration requirements in California.

Whenever the District is advised by a local law enforcement agency of the need to take some kind of action due to the presence of a registered sex offender, the District will respond as directed or advised by the law enforcement agency. Parents requesting information about sex offenders in the community should either access the Megan's Law website or contact local law enforcement.

COMPREHENSIVE SCHOOL SAFETY PLAN

EC 32280 et seq.; (BP 0450)

Each school in the Paramount Unified School District has a Comprehensive School Safety Plan (CSSP) that is developed in consultation with representatives from a local law enforcement agency, fire department, and other first responder entities. The CSSP includes an assessment of the current status of any crime committed on campus and at school-related functions. It also, at minimum, identifies appropriate strategies and programs that will provide or maintain a high level of school safety and addresses the school's procedures for complying with existing laws related to school safety, including, but not limited to, all of the following:

1. Child abuse reporting procedures
2. Routine and emergency disaster procedures, including adaptations for students with disabilities
3. Policies for students who commit acts which would lead to suspension or expulsion recommendations
4. Procedures to notify teachers of dangerous students
5. Policies prohibiting discrimination and harassment
6. Provision of a schoolwide dress code, which defines and prohibits "gang-related apparel"
7. Procedures for safe ingress and egress of students, parents, and employees to and from school

8. Policies enacted to maintain a safe and orderly environment conducive to learning
9. Rules and procedures on school discipline
10. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions
11. If applicable, procedures for conducting active shooter drills
12. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
13. Procedures to respond to incidents involving a life-threatening medical emergency while on school grounds
14. A protocol in the event a student is suffering or is reasonably believed to be suffering from an opioid overdose (grades 7-12 only)

Copies are available to read at each school office and are posted on school websites. Fire and emergency drills are held periodically at each school, as required by law.

DRESS & GROOMING

EC 35183, 35183.5; (BP 5132)

The Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. Students are expected to wear clothing that is suitable for the school activities in which they participate and may not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program. The dress code can be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

The following guidelines apply to regular school activities:

1. Appropriate shoes must be worn at all times.
2. No hats, baseball-type caps or other headgear including hairnets are to be worn on campus or at school activities, unless such headgear is school-affiliated and approved by the school principal or designee.
3. Clothing and jewelry shall be free of writing, pictures, or any other insignia which are related to gangs; which are crude, vulgar, profane, or sexually suggestive; which propagate racial, ethnic or religious hatred and intolerance; or which promote the use of drugs or alcohol.
4. No students shall wear articles of clothing, jewelry, dark glasses, or other accessories which, in the opinion of the school principal or designee, pose a threat to the

physical well-being and safety of students or others (including, but not limited to, spike collars, wristbands, large belt buckles, rings, wallet chains, etc.)

5. No clothing or articles of clothing (including, but not limited to, baggy pants, gloves, bandanas, shoestrings, wristbands, jewelry) that are safety hazards or related to a group or gang, which may provoke others to acts of violence or to be intimidated by fear of violence shall be worn on campus or at any school activity.
6. Although graffiti is not clothing or other attire, it can be gang-related; therefore, gang/tagger identification and/or graffiti on notebooks, book covers, backpacks, or other personal belongings are not acceptable.
7. Clothes shall be sufficient to conceal undergarments at all times. Clothing which is intended as undergarments may not be worn as outer garments. See-through or fishnet fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts briefer than mid-thigh are prohibited.
8. Sun-protective clothing, including but not limited to hats, shall be worn for outdoor use only during the school day. Sun-protective clothing shall not violate school rules governing dress and grooming. Students may also use sunscreen during the day. The school principal or designee must approve the type of protective clothing to be used.
9. Students that participate in a nationally recognized youth organization shall have the right to wear organization uniforms on days that the organization has a scheduled meeting.

The Board of Education may adopt or rescind a reasonable dress code policy that requires students to wear a school wide uniform or prohibits students from wearing “gang-related apparel” if the Board approves a plan initiated by an individual school’s principal, staff, and parents and determines that the policy is necessary for the health and safety of the school environment.

School Uniforms: TK-5 Schools

Students at TK-5 schools in the Paramount Unified School District are required to wear a specific uniform, as follows:

| |
|--|
| Boys |
| <ul style="list-style-type: none"> ▪ White shirt, long or short sleeves, with a collar ▪ Navy blue pants or shorts ▪ Appropriate shoes ▪ Navy blue sweater, sweatshirt, or jacket – a uniform shirt must be worn underneath |
| Girls |
| <ul style="list-style-type: none"> ▪ White blouse, long or short sleeves, with a collar ▪ Navy blue jumper, skirt, skort, shorts, culottes, or pants ▪ Appropriate shoes ▪ Navy blue sweater, sweatshirt, or jacket – a uniform blouse must be worn underneath |

Note: Plaid is not an option. Sweaters and jackets (light and heavy weight) must be navy blue. Sports team jackets are not allowed.

Each school that requires a uniform will inform parents of the compliance measures to be employed, the availability of financial support and the procedures for applying for assistance, methods to facilitate recycling of uniforms within the school community, and sources for uniforms and estimated costs.

LASER POINTERS

PC 417.27

Students may not possess a laser pointer on any elementary or secondary premises, unless such possession is for a valid instructional or other-school-related purpose. Students are also prohibited from directing the beam of a laser pointer directly or indirectly into the eye(s) of:

- Another person or into a moving vehicle with the intent to harass or annoy the other person or the vehicle occupants
- A guide dog, signal dog, service dog, or dog being used by a peace officer with the intent to harass or annoy the animal is prohibited.

TOBACCO-FREE CAMPUS

BPC 22950.5; EC 48901; HSC 104420, 104495, 104559; (BP 3513.3, BP 5131.62)

The Board of Education intends to keep district schools free of alcohol, tobacco, and drugs. Consequently, the Board has established a comprehensive substance abuse prevention program that includes instruction, intervention, recovery support services, and enforcement; and ensures the provision of adequate human and material resources to support these efforts.

Recognizing that keeping schools free of alcohol, tobacco, and drugs is a major concern of the schools and the community, the Board actively supports cooperation between schools, parents, students, law enforcement, and other appropriate community agencies and organizations which are involved in alcohol, tobacco, and drug prevention programs.

The District provides K-12 sequential instructional programs that help students resist the use of alcohol, tobacco, and other drugs. This instruction includes information regarding the effects of these substances that have been identified as being harmful in prenatal development.

Smoking and/or use of tobacco products at any time in district-owned or leased buildings, on district property, and in district vehicles is prohibited. Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is also prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the

playground. These prohibitions apply to all employees, students, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off district property. Any person who observes a violation on school property should report it to a site administrator.

Any visitor who violates the District's policy on tobacco-free schools will be informed of the policy and asked to refrain from smoking. If the person fails to comply with this request, the Superintendent or designee may:

- Direct the person to leave school property
- Request local law enforcement assistance in removing the person from school premises
- If the person repeatedly violates the tobacco-free schools policy, prohibit the person from entering district property for a specified period of time

Any student who violates this policy will be referred to the principal or designee and may be subject to disciplinary action. However, a student who voluntarily discloses their use of a tobacco product, controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports, will not be suspended solely for that disclosure. Interventions will be provided to assist these students from continuing use. Interventions might include, but are not limited to: counseling referrals to outside agencies, parent education programs, and after school alternative programs. Students and parents may also seek help on their own by contacting the following local agencies that offer recovery/cessation programs:

- Advances in Behavioral Health 1-562-365-2020
- California Smokers' Helpline 1-800-NO-BUTTS
- Smoking Cessation 1-800-QUIT-NOW

DANGERS OF SYNTHETIC DRUGS

EC 48985.5; (BP 5131.6)

Fentanyl is a major contributor to drug overdoses in California, including among youth. Fentanyl is an extremely potent and dangerous synthetic opioid, like heroin and morphine, and is laboratory engineered to be about 50 times stronger than heroin and 100 times stronger than morphine. This means even small amounts can lead to a fatal overdose. Fentanyl is powerful and difficult to detect. People who make or sell drugs sometimes add small amounts of fentanyl – in ways that are not noticeable to the user – to other substances because of its extreme potency, making the drugs cheaper, more powerful, more addictive, and more dangerous.

The U.S. Department of Justice Drug Enforcement Administration has directly connected social media drug sales to overdose deaths. Drug traffickers have turned smartphones into a one-stop shop to market, sell, buy, and deliver deadly, fake prescription pills and other dangerous drugs. These deadly drugs can be purchased and delivered to anyone's

home just like any other good or service. Drug traffickers advertise on social media platforms like Facebook, Instagram, Snapchat, TikTok, Twitter and YouTube. These advertisements are in disappearing, 24-hour stories and in posts, which are promptly posted and removed. Posts and stories are often accompanied by known code words and emojis that are used to market and sell illicit and deadly drugs on social media. These code words and emojis are designed to evade detection by law enforcement and by the preset algorithms used by social media platforms. Social media drug trafficking impacts all age groups, but adolescents and young adults are particularly susceptible given their high rates of social media usage.

Fentanyl misuse may result in an intense, short-term high; temporary feelings of euphoria; slowed respiration and reduced blood pressure, nausea, fainting; seizures or death. Methamphetamine misuse may result in agitation, increased heart rate and blood pressure, increased respiration and body temperature, anxiety, and paranoia. High doses can cause convulsions, cardiovascular collapse, stroke, or death. Overdose may result in stupor, changes in papillary size, cold and clammy skin, cyanosis, coma, and respiratory failure leading to death. The presence of a triad of symptoms such as coma, pinpoint pupils, and respiratory depression are strongly suggestive of opioid poisoning.

With a fentanyl-poisoned drug supply, avoiding drug use is the surest way to prevent an overdose. The only safe medications are ones that come from licensed and accredited medical professionals. For more information, review the [Facts About Fentanyl](#) on the California Department of Public Health website.

SAFE STORAGE OF FIREARMS

EC 48986, 49392; (BP 0450)

Seventy-four percent of children know where their parents' firearms are stored, and 60 percent report that they have handled them. Sadly, over 80 percent of teens who have died by suicide used a firearm that belonged to someone in their home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

Parents are responsible for keeping firearms out of the hands of children and should review this notice and evaluate their own personal practices to assure that every member in the family is in compliance with California law.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent, and

the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others. (PC 25100-25125, 25200-25220)

Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.

- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm. (PC 25100(c))
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, having custody or control, owning, receiving, or purchasing a firearm for 10 years. (PC 29805)
- A parent may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward. (CC 1714.3)
- The county or city where the parent resides may have additional restrictions regarding the safe storage of firearms.

The easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

STUDENT SWIMMING SAFETY

EC 35179.6

The Paramount Unified School District is committed to safety for all our students at planned events and activities, including those around swimming pools. There is already a requirement for pool sport coaches to be fully trained in CPR in case of accidental drowning in the pool. If there is any event on campus or hosted at a swimming pool facility, at least one adult with a valid certification of CPR training will be present throughout the duration of the event.

ASBESTOS MANAGEMENT PLAN

40 CFR 763.84, 763.93; (BP 3514)

Parents have the right to inspect a complete, updated copy of a management plan for asbestos-containing material in school buildings. The asbestos management plan can be made available for inspection, without cost or restriction, in

the district office and school offices during normal business hours. The District may charge a reasonable cost to make copies of the management plan. For further information, contact the Facilities & Operations Department at (562) 602-8088.

PESTICIDE PRODUCTS

EC 17611.5, 17612, 48980.3; (BP 3514.2)

The Paramount Unified School District uses a non-chemical approach first through its Integrated Pest Management (IPM) Plan. A copy of the [PUSD IPM Plan](#) is located on the District's webpage under Facilities and Operations.

If non-chemical methods are ineffective, the District will consider pesticides only after careful monitoring indicates that they are needed according to pre-established action levels and will use pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property and the environment.

The District expects the following pesticide products (with the active ingredient(s) provided in parenthesis) to be applied during the school year:

Classrooms & Offices

- Cadet3 All-weather blox (Cholecalciferol)
- Premise Foam Termiticide (Imidacloprid)
- Suspend Polyzone (Deltamethrin)
- Termidor High Efficiency (Fipronil)
- Tim-Bor (Disodium Octaborate)
- Vikane (Sulfuryl Fluoride)
- Alpine Flea (Dinotefuran, Pyriproxyfen, Prallethrin)

Landscape Maintenance

- Loveland Activator 90
- Gordons Closed speed zone Southern Brodal Leaf
- Corteva Dimension 2EW
- Loveland Liberate
- PBI/Gordo Corporations Q4 Plus Turf Herbicide
- Bayer Cropscience LP Revolver
- Rozol Ground Squirrel Bait
- Liphatech, Inc Rozol Pocket Gopher Bait
- OBU/Gordon Corporation SpeedZone Southern EW Brouleaf
- FMC Corp. Talstar P. Professional Insecticide
- UPL NA Inc Weevil-Cide Tables

Cafeterias & Kitchens

- Nibor D (Disodium Octaborate Tetrahydrate (CAS No. 12280-03-4) 98%; Other ingredient 2%)
- Vendetta (Abamectin B1 0.05%; Pyriproxyfen 0.50%; Other ingredients 99.45%)
- Alpine Gel (Dinotefuran 0.5%; Other ingredients: 99.5%)

A warning sign at each area of the school site where pesticides will be applied will be posted visibly to all persons

entering the treated area. The sign will be posted at least 24 hours prior to the application and will remain posted until 72 hours after the application. When advance posting is not possible due to an emergency condition requiring immediate use of a pesticide to protect the health and safety of students, staff, or other persons or the school site, the warning sign will be posted immediately upon application and will remain posted until 72 hours after the application.

Parents can register at their student's school to receive notification of individual pesticide applications. Notifications will be provided by the Facilities & Operations Department 72 hours before the application, except in emergencies, and will include the product name, the active ingredient(s) in the product, and the intended date of application.

Parents seeking access to information on pesticides and pesticide use reduction developed by the [Department of Pesticide Regulation](#) pursuant to California Food and Agricultural Code 13184, can do so by clicking on the link.

TRANSPORTATION

STUDENT WALKING LIMITS

Students who reside outside the established radius zones will have bussing services available to them. The radius zone is measured by drawing a circular radius from a central location at the school site and around the school within the school's attendance boundary. Radius zones are drawn at a distance of:

- 1 mile from the school site for K–6th
- 1.5 miles from the school site for 7th–8th
- 2 miles from the school site for 9th–12th

BUS-RIDING PRIVILEGES

Any student who violates the bus rules or does not follow instructions from the driver may have their riding privileges suspended or revoked. Authority to suspend or revoke a student's bus riding privileges rests with a site administrator or the Transportation Director. The administrator will notify parents of the students of the suspension and the reasons therefor. All drivers involved will be notified.

Parents or designated people of kindergarten students must be at the bus stop to receive the student, or the student will be taken back to the school. If this happens more than three times during the school year, the student will lose bus riding privileges.

SCHOOL BUS: PASSENGER SAFETY

EC 39831.5; (BP 3543)

All students in pre-kindergarten, kindergarten, and grades 1 to 8, inclusive, who receive home-to-school transportation receive safety instruction that includes, but is not limited to,

proper loading and unloading procedures, including escort by the driver; how to safely cross the street, highway, or private road; instruction on the use of passenger restraint systems; proper passenger conduct; bus evacuation; and location of emergency equipment.

BUS RIDING RULES

School bus rules of conduct, as provided below, are established first and foremost to ensure that all eligible students have a safe ride to and from home. The school bus is an extension of the classroom, and appropriate behavior is always expected. For those unable to follow the established rules, a series of consequences are applied appropriate to the offense.

1. Students must arrive at the assigned pick-up point at least 5 minutes before the bus is due to arrive.
2. Students are required to use their assigned bus stop each day.
3. Students are to respect the property at the bus stop and behave orderly while waiting for the bus. As the bus arrives, students must stand in a single file line, stand at least 12 feet back from the bus door, and not move toward the bus until it has come to a complete stop and the driver has opened the bus door. Student conduct at the bus stop should be the same as required on school grounds. Actions such as littering, spitting, throwing any object, vandalism, pushing, shoving, smoking, and harassment of others will not be tolerated.
4. As required by VC 22112, when students need to cross a street or private road upon which the school bus is stopped, the bus driver will activate the flashing red light system. When safe to do so, the bus driver is required by law to escort students in grades K through 8 across the street using a hand-held stop sign.
5. Students must use seat belts and keep them fastened during the entire bus ride. Students must remain seated with a seatbelt on, while the bus is in motion. No exceptions.
6. The bus driver will determine the order of a student's entrance and seating aboard the bus. Once aboard the bus, students are to find their seats quickly and always remain seated facing front while the bus is in motion.
7. Orderly behavior is required while aboard the bus. Abusive body contact (fighting, slapping, hitting, poking, shoving, etc.) is not permitted. Students are to talk quietly. Shouting, yelling, boisterous behavior, horseplay, profane language, obscene gestures, or any unnecessary noise may distract the attention of the bus driver and therefore is prohibited for the safety of all passengers.
8. Littering, vandalism, or throwing objects inside the bus or from inside the bus is not permitted. Parents may be liable for any damages.
9. Students must keep all body parts inside the bus.

possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed.

GROUNDINGS FOR SUSPENSION AND EXPULSION

EC 48900 et seq.

A student at any grade level may be suspended from school or recommended for expulsion for committing any of the following acts that are related to a school activity or school attendance: (EC 48900, 48900.7)

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon another person, except in self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
4. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco, or products containing tobacco or nicotine products.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm.
14. Committed or attempted to commit a sexual assault or committed a sexual battery.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

17. Engaged in, or attempted to engage in, hazing.
18. Engaged in an act of bullying.
19. Aided or abetted the infliction or attempted infliction of physical injury on another person.
20. Made terrorist threats against school officials and/or school property.

Additional grounds for suspension and expulsion for students in grades 4 through 12 include: (EC 48900.2, 48900.3, 48900.4)

1. Committed sexual harassment.
2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment.

Recommendation to Expel

As required law, a student found to have committed any of the following acts at school or at a school activity off school grounds shall be immediately suspended and recommended for expulsion: (EC 48915(c))

1. Possessing, selling, or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault or committing a sexual battery.
5. Possessing an explosive.

For all other acts committed at school or at a school activity off school grounds, a student may be recommended for expulsion based on a finding of one or both of the following: (EC 48915(b) and (e))

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the student causes a continuing danger to the physical safety of the student or others.

SUSPENSION BY A TEACHER FROM CLASS

EC 35291, 48900.1, 48911; (BP 5144.1)

After other means of correction have failed to bring about proper conduct, a teacher may suspend a student from their class for the remainder of the day and the following day for any act listed under [Grounds for Suspension and Expulsion](#). A teacher may also refer a student to the principal or designee for consideration of suspension from school.

A student suspended from class will not be returned to class during the period of suspension without the approval of the teacher of the class and the principal. During this period of

suspension, the student will not be placed in another regular class; however, if the student is assigned to more than one class per day, the student may be placed in any other regular classes except those held at the same time as the class from which the student was removed. The teacher may require the student to complete any assignments and tests missed during the suspension.

As soon as possible, the teacher will ask the student's parent to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator will attend, if requested by either the parent or teacher.

When suspending a student from class for committing an act of obscenity, habitual profanity or vulgarity, disruption of school activities, and/or willful defiance, the teacher may require any parent who lives with the student to accompany the student for a portion of a school day in the class from which the student has been suspended. A written notice will be sent to the parent regarding the implementation of this requirement.

SUSPENSION FROM SCHOOL

EC 35291, 48911; (BP 5144.1)

A student may not be suspended from school for more than five consecutive school days unless the suspension is extended pending expulsion proceedings. A suspension by the principal or designee will be preceded by an informal conference where the student is informed of the reason for the disciplinary action, including the other means of correction that were attempted, and the evidence against them, and is given the opportunity to present their version and evidence in their own defense. This conference may be omitted if the principal or designee determines that an emergency exists, involving a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent and student will be notified of the student's right to return to school for the purpose of a conference. The conference will be held within two school days unless the student waives their right to it or is physically unable to attend for any reason. In such a case, the conference will be held as soon as the student is physically able to return to school.

At the time of the suspension, a school employee will make a reasonable effort to contact the parent by telephone, by email, or in person. The parent will also be notified in writing of the suspension. The notice will state the specific offense committed by the student and may include the date and time when the student may return to school. School officials may request a meeting with the parent to discuss the causes and duration of the suspension, the school policy involved and any other pertinent matter. The parent of a student who is

suspended must respond without delay to the request for a meeting; however, the student may not be denied readmission solely because the parent failed to attend the meeting.

If a student is also being recommended for expulsion, the Superintendent or designee may extend the period of suspension beyond the five consecutive days if determined, following a meeting in which the student and the student's parent are invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process.

To appeal a suspension, the process for challenging student records will be followed. Parents are encouraged to start by submitting a request to appeal a suspension to the principal.

Note: In the case of a foster child, any discipline-related notification provided to the parent means notification to the foster child's educational rights holder, attorney, and county social worker. For an Indian child, the notification is provided to the Indian child's tribal social worker and, if applicable, county social worker.

ASSIGNMENTS & TESTS DURING SUSPENSION

EC 47606.2, 48913, 48913.5; (BP 5144, BP 5144.1)

The teacher of any class from which a student is suspended may require the suspended student to complete any assignments and tests missed during the suspension. However, a teacher must provide a student that has been suspended from school for two or more days the homework that the student would otherwise have been assigned if the student or the student's parent or other person holding educational rights makes a request to the teacher. Whenever a homework assignment that is requested and turned into the teacher either upon the student's return to school from suspension or by the deadline prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment cannot be included in the calculation of the student's overall grade in class.

LIABILITY OF PARENTS; WITHHOLDING GRADES, DIPLOMAS & TRANSCRIPTS

EC 48904, 48904.3; (BP 3515.4, AR 5125.2, BP 6161.2)

The parent of any minor whose willful misconduct results in injury or death to any student or any person employed by, or performing volunteer services for, a school district or private school or who willfully cuts, defaces, or otherwise injures in any way any property, real or personal, belonging to a school district or private school, or personal property of any school employee, is liable for all damages so caused by the minor. The parent's liability will not exceed ten

thousand dollars (\$10,000). The parent is also liable for the amount of any reward not exceeding ten thousand dollars (\$10,000), adjusted annually for inflation, paid pursuant to GC 53069.5. The parent is liable to a school district or private school for all property belonging to the school district or private school loaned to the minor and not returned upon demand of an employee of the school district or private school authorized to make the demand.

Any school district or private school whose real or personal property has been willfully cut, defaced, or otherwise injured, or whose property is loaned to a student and willfully not returned upon demand of an employee of the school district or private school authorized to make the demand may, after affording the student due process rights, withhold the grades, diploma, and transcripts of the student responsible for the damage until the student or the student's parent has paid for the damages.

The school district or private school will notify the student's parent in writing of the student's alleged misconduct before withholding the student's grades, diploma, or transcripts. When the student and parent are unable to pay for the damages, or to return the property, the school district or private school will provide a program of voluntary work for the student in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades, diploma, and transcripts of will be released.

Upon receiving notice that a school district has withheld a student's grades, diploma, or transcripts, any school district to which the student has transferred will likewise withhold the student's grades, diploma, or transcripts until the time that it receives notice, from the district that initiated the decision to withhold, that the decision has been rescinded.

INVOLVEMENT OF LAW ENFORCEMENT

EC 35291, 44014, 48902; (BP 5144.1)

Whenever any school employee is attacked, assaulted, or physically threatened by a student, the incident must be promptly reported to the appropriate law enforcement

authorities. Additionally, the principal or designee must notify the appropriate law enforcement authorities, within specified timelines, of any acts committed by students occurring on school grounds that involve:

1. Assault with a deadly weapon or instrument
2. Sexual battery or sexual assault
3. Controlled substances, alcoholic beverages, or intoxicants
4. Firearms or explosives
5. Any dirk, dagger, ice pick, knife having a blade longer than 2½ inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun (as defined in PC 244.5(a)), any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, CO2 pressure, or spring action, or any spot marker gun

Whenever the principal or designee reports a criminal act committed by a student with exceptional needs, the principal or designee will ensure that copies of the student's special education and disciplinary records are provided to law enforcement authorities for consideration.

REPORTING THREATS

EC 35291, 48902, 49331, 49393; (BP 3515, BP 5131.7)

Any employee or other school official whose duties bring them in contact on a regular basis with students in any of grades 6-12, as part of a middle or high school, who is alerted to or observes any threat or perceived threat of a homicidal act shall immediately report the threat or perceived threat to law enforcement.

Threat or perceived threat means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual.



SCHOOL SITES

| School | Grade | Address | City | Zip | Phone (562) | Principal |
|-------------------------|-------|-----------------------|------------|-------|-------------|-------------------------------------|
| Harry Wirtz ECE | PK | 8535 Contreras St. | Paramount | 90723 | 602-6908 | Lisa Nunley-Macon Rita Cruz-Wahl |
| Major Lynn Mokler ECE | PK | 8571 E. Flower St. | Paramount | 90723 | 602-6903 | Rita Cruz-Wahl |
| Wesley Gaines ECE | PK | 7340 E. Jackson St. | Paramount | 90723 | 602-6900 | Rita Cruz-Wahl |
| Abraham Lincoln | K-5 | 15324 California Ave. | Paramount | 90723 | 602-8036 | Anastasia Ferrarer-Bias |
| Captain Raymond Collins | K-5 | 6125 Coke Ave. | Long Beach | 90805 | 602-8008 | Margie Domino |
| Howard Tanner | K-5 | 7210 Rosecrans Blvd. | Paramount | 90723 | 602-8060 | Belki McConnell |
| Jefferson | K-5 | 8600 Jefferson St. | Paramount | 90723 | 602-8024 | Kelly Williams |
| Los Cerritos | K-5 | 14626 Gundry Ave. | Paramount | 90723 | 602-8040 | Linh Roberts |
| Major Lynn Mokler | K-5 | 8571 E. Flower St. | Paramount | 90723 | 602-8044 | Andrew Estrada |
| Mark Keppel | K-5 | 6630 Mark Keppel St. | Paramount | 90723 | 602-8028 | TBD |
| Theodore Roosevelt | K-5 | 13451 Merkel Ave. | Paramount | 90723 | 602-8056 | Michelle Soto |
| Wesley Gaines | K-5 | 7340 E. Jackson St. | Paramount | 90723 | 602-6900 | Anna Yasuhara |
| Hollydale | K-8 | 5511 Century Blvd. | South Gate | 90280 | 602-8016 | Hilda Mapp |
| Alondra | 6-8 | 16200 Downey Ave. | Paramount | 90723 | 602-8004 | Andrea Aguilar-Nuno |
| Frank J. Zamboni | 6-8 | 15733 Orange Ave. | Paramount | 90723 | 602-8048 | Nicholas Garcia |
| Leona Jackson | 6-8 | 7220 E. Jackson St. | Paramount | 90723 | 602-8020 | Kelly Anderson |
| Paramount Park | 6-8 | 14608 Paramount Blvd. | Paramount | 90723 | 602-8052 | Peter Loaiza |
| Paramount High—West | 9 | 14708 Paramount Blvd. | Paramount | 90723 | 602-8073 | Elizabeth Salcido |
| Odyssey STEM Academy | 9-12 | 3701 Michelson St. | Lakewood | 90712 | 602-8032 | Alicia Megofna |
| Buena Vista High | 10-12 | 3717 Michelson St. | Lakewood | 90712 | 602-8090 | Ebony Jordan |
| Paramount High—Senior | 10-12 | 14429 Downey Ave. | Paramount | 90723 | 602-6067 | Elizabeth Salcido |
| Adult School | N/A | 14507 Paramount Blvd. | Paramount | 90723 | 602-8080 | Ebony Jordan |

DISTRICT CONTACT INFORMATION

Educational Services..... (562) 602-6017
 Maintenance & Operation..... (562) 602-8088
 Nutrition Services..... (562) 602-6031
 Pupil Services..... (562) 602-6035
 Special Education..... (562) 602-6033
 Technology..... (562) 602-6017
 Transportation..... (562) 602-8095



Paramount Unified School District

15110 California Avenue
 Paramount, CA 90723
 (562) 602-6000

Hours of Operation 7:30 a.m. – 4:30 a.m.