

# Introduction

# Buena Park School District

## Board of Education

2017 – 2018

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# Comprehensive School Safety Plan

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# Buena Park School District

## MISSION STATEMENT:

We, the members of the Buena Park School District, along with the Buena Park School District community are dedicated to providing all children with the educational, social, and technological skills needed to successfully experience and contribute to the world around them. We will engage the parents and community members as full partners in helping our children develop the abilities to work with others, make responsible decisions, and continue to learn and grow throughout their lives. Building on our children's talents, our small diverse community will celebrate each child in a safe, healthy, and information-rich environment.

## VISION

- Schools will provide a safe, orderly, and secure environment conducive to learning.
- Schools will create a school environment in which students will attend school regularly and be safe from both physical and social-psychological harm.
- Schools will work collaboratively with the District office and school Board to identify, establish, and use strategies and programs to comply with safety laws.
- Schools will develop a plan to work cooperatively and collaboratively with parents, students, teachers, administrators, counselors, and community agencies (including law enforcement) to provide a safe and orderly school and neighborhood.
- Schools will develop an academic program that will focus on high expectations of student performance and behavior in all aspects of the school experience.
- Schools will work collaboratively with other elementary, junior high schools, and high schools to assist in smooth transition from one school level to another.
- Schools will solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our students, staff, and community.

# BPSD

## DISTRICT SAFETY

### Review of District Safety Related Board Policy (BP) & Administrative Regulations (AR) - Key Points

1. Philosophy & Goals (BP0450)
  - a. Board recognizes that students and staff have the right to a safe and secure campus.
  - b. Board committed to maximizing school safety and creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior and respect for others.
2. School Safety Plan. (BP0450 & AR0450)
  - a. School site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of the school. The plan shall take into account the school's staff, available resources and building design, and factors unique to the site.
  - b. School site council shall consult with local law enforcement in development of the plan.
  - c. School site council may delegate responsibility for developing the plan to a school safety planning committee composed of (1) the principal, (2) a BPTA representative, (3) a parent/guardian whose child attends the school, (4) a CSEA representative and (5) other members, if desired.
  - d. Before adopting its safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)
  - e. The district wide and school site plans shall be submitted to the Governing Board for review not later than October 15 of each year.
  - f. Each school shall forward the safety plan to the Governing Board for approval. (Education Code 32288)
  - g. The plan shall be approved at a regularly scheduled meeting of the Board.
3. Media Relations (BP1112)
  - a. During a disturbance or crisis, the first priority of school staff is to address the situation.
  - b. Media inquiries shall be routed to the Superintendent.
4. Policies/Procedures related to Visitors/Outsiders (BP1250)
  - a. To ensure the safety of students and staff, all visitors shall register immediately upon entering any school building or grounds when school is in session.
  - b. For purposes of school safety and security, the Superintendent may design a visible means of identification for visitors while on school premises.
  - c. In accordance with Penal Code 626.7, the principal or designee may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.
5. Relationships with Other Agencies (BP1400)
  - a. The Governing Board recognizes that agencies at all levels of government share its concern and responsibility for the welfare and safety of youth. District staff shall take every opportunity to work with these agencies for the benefit of our students.
6. Campus Security (BP & AR 3515)
  - a. Campus security procedures will be developed which are consistent with the goals and objectives of the district's comprehensive safety plan and site-level safety plans.
  - b. These procedures shall include strategies and methods to:
    - i. Secure the campus perimeter and school facilities to prevent criminal activity.

- ii. Secure buildings from outsiders and discourage trespassing. These procedures may include requiring visitor registration, requiring staff and student identification tags, and patrolling places used for congregating and loitering.
  - c. All staff shall receive training in building and grounds security procedures. (Follow-up on this area)
  - d. Surveillance cameras
    - i. The Board believes that reasonable use of surveillance cameras will help the district achieve its goals for campus security.
    - ii. Any audio capability on the district's surveillance equipment shall be disabled so that sounds are not recorded.
  - e. All front office reception areas, and principals offices shall have an emergency panic button that shall activate a silent alarm for immediate police dispatch through Districts alarm monitoring company.
  - f. Each school site completed a site survey/assessment by Buena Park Police Department and BPSD administration staff to evaluate campus security. Recommendations from this survey have been implemented. Additionally District office administrators have participated in safety exercises (including active shooter scenarios) and have provided feedback/recommendations for improvement.
- 7. Gun Free School Zone (AR3515.2)
  - a. Possession of unauthorized firearms, weapons, or other dangerous instruments is prohibited within 1000 feet of school grounds.
- 8. Emergencies & Disaster Preparedness Plan (BP/AR 3516 unless noted otherwise)
  - a. In order to save lives and protect property, all district staff and students must be prepared to respond quickly and responsibly to emergencies.
  - b. District procedures shall include strategies and actions for prevention/mitigation, including, but not limited to the following:
    - i. Regular inspection of school facilities and equipment and identification of risks
    - ii. Instruction and practice for students and employees regarding emergency plans
    - iii. The roles and responsibilities of staff during a disaster or other emergency
    - iv. Personal safety and security, including the supervision, evacuation, and release of students, the administration of first aid, and school closure (if necessary)
    - v. Communications among staff parents/guardians, the Governing board, other governmental agencies, and the media during an emergency
    - vi. Cooperation with other agencies, including guidelines for law enforcement involvement and intervention
    - vii. Steps to be taken following a disaster/emergency, including inspection of facilities & provision of mental health services for students/staff as needed
  - c. The Board encourages all employees to become proficient in first aid and CPR. District shall ascertain that at least one staff member at each school holds a valid certificate in these areas. District shall offer CPR training at least annually for staff.
  - d. Role of Staff
    - i. All individuals supervising students must remain alert in spotting dangerous conditions and promptly report such conditions to the principal. (AR5142)
    - ii. District shall ensure that teachers, teacher aides, noon-duty aides and volunteers who supervise students receive training in safety practices and in supervisory techniques to forestall problems and resolve conflicts. Supervisors' training shall be documented and kept on file. (AR5142) (Follow-up on this area)

- iii. Site Administrator
      - 1. Direct evacuation of buildings
      - 2. Arrange transfer of students when their safety is threatened
      - 3. Inform Superintendent of emergency actions taken as soon as possible
      - 4. Schedule periodic fire drills and other disaster preparedness exercises and keep appropriate records
      - 5. Post directions for fire drills and civil defense drills in classrooms, multipurpose rooms, etc.
    - iv. Teachers
      - 1. Direct evacuation of students in their charge in accordance with the Principal's instruction
      - 2. Take attendance, stay with the students and provide supervision
      - 3. Report missing students to the Principal
      - 4. Send students in need of first aid to school nurse or a person trained in first aid
    - v. Custodians
      - 1. Survey and report damage to the Principal
      - 2. Direct rescue operations as required
      - 3. Direct fire-fighting efforts until regular fire-fighting personnel take over
      - 4. Control main shutoff valves for gas, water and electricity and ascertain no hazard results from broken gas, water mains or fallen electrical lines
      - 5. Disburse supplies and equipment as needed
    - vi. School Secretary & other office staff
      - 1. Report fire or disaster to appropriate authorities
      - 2. Answer telephones and monitor radio emergency broadcasts
      - 3. Provide for the safety of essential school records and documents
      - 4. Assist the Principal as needed
    - vii. School Nurse/Health Clerk
      - 1. Administer first aid
      - 2. Supervise administration of first aid
      - 3. Organize first aid and medical supplies
    - viii. Cafeteria Manager
      - 1. Direct use and preparation of cafeteria supplies and water supply if the feeding of students becomes necessary.
    - ix. Bus Driver
      - 1. Supervise students if a disaster occurs while they are on the bus
      - 2. Issue the DROP command as necessary while students are on the bus
      - 3. Transfer students to a new location if directed by the Principal
- 9. Facilities Inspection (BP3517)
  - a. District shall develop a facilities inspection and maintenance program to ensure that schools are maintained in good repair.
- 10. Employee Safety (BP/AR 4157)
  - a. District shall ensure ready availability of first aid materials at district workplaces and make provisions, in advance, for prompt medical treatment in the event of serious injury or illness.
  - b. Labor/Management Safety & Health Committee

11. Employee Security (BP4158)

- a. District shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students.
- b. Two-Way Communication Devices
  - i. Access to two-way communications devices allows employees to call for assistance from their supervisor or law enforcement in the event of a threat of violence or medical emergency. (Our two-way communication device currently cannot contact law enforcement.)
  - ii. District shall provide such devices in classrooms to the extent possible.

12. Criminal Record Check (AR 4212.5 & AR 4112.5)

- a. All applicants for classified positions, including temporary, substitute and part-time positions, shall be required to submit fingerprint identification cards.
- b. For certified positions, the District shall ensure that no person is hired who has been convicted of a violent or serious felony, unless that person has obtained a certificate of rehabilitation and a pardon.

13. Weapons (BP/AR 5131.7)

- a. The Board prohibits students from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, school grounds, buses, at school-related or school-sponsored activities away from school, or while going to or from school.
- b. Students possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion.
- c. School employees are authorized to confiscate weapons, dangerous instruments, or imitation firearms from any student on school grounds.
- d. In determining whether to take possession of the weapon or dangerous instrument, the employee shall use his/her own judgment as to the dangerousness of the situation.

14. Student Photos (BP/AR 5142)

- a. To ensure student safety, photographs of students will be taken on a timely basis but no later than 4 weeks of a student being enrolled in our district.
- b. Updated photographs will be taken at least annually and stored in the district student information system.

15. Classroom Door locks

- a. All classroom doors have been fitted with locksets that can be locked from the inside without opening the classroom door.

16. Emergency Lock Box

- a. All front offices will maintain lock boxes that will contain pertinent information required by first responders including campus map, emergency contact information, master key sets.



## Assessment of District's Policies, Procedures & Current Situation

- District's BPs & ARs are sound and judicious.
- To maximize student safety, all BPSD sites have a closed campus policy. Only students enrolled at BPSD schools & authorized visitors are permitted on campus during instructional hours.
- Additionally, all sites are fully fenced and gated. (This is not the case for all school districts in Orange County)
- Visitors are required to check in and obtain a visitor's pass from the school office.
- School Safety Plans are developed by each site, approved by their respective school site councils, reviewed by Administrative Services/M&O staff, and accepted by the Board on an annual basis.
- Emergency procedure drills including lock down, fire and earthquake, etc. are held district-wide on a regular basis.
- "Emergency Procedures" booklet
  - The multi-colored "Emergency Procedures" booklet should be posted in every office and classroom. (Sites are being polled to ensure compliance.)
  - Additionally, Spanish & Korean versions of this booklet are available in the school office.
  - English/Spanish/Korean versions of this booklet are posted on-line on our district website at <http://www.bpsd.k12.ca.us/EmergencyProcedures.aspx>
- The District is partnering with Buena Park Police and surrounding school districts to review protocols and to discuss/consider ideas for needed changes/enhancements.

## Next Steps

### • **Short Term Steps**

- Follow-up at district/site level to ensure compliance with all facets of BP & ARs.
- Seek opportunities to further enhance our BP & ARs.
- Strengthen review of School Safety Plans at site, district and Board levels.
- Poll school sites and identify:
  - Opportunities to further secure our campuses and classrooms
    - Create an Emergency Lock Box for the District Office as well.
- Set up emergency alternative location for each site in the event of an emergency
- Designate District Office personnel that will be assigned (and physically report to the site) in the event of emergencies and for training exercises.
- Set up and staff District Office Command Center.
- Set up a main, emergency phone number that the media, parents and the community can contact, (714) 522-8412. Provide updates via our website, Facebook, & Twitter.
- Remind employees of their obligation as a public employee worker to respond to emergencies (i.e. Disaster Service Workers).
  - Reissue "Disaster Service Workers – Did you know?" brochure to staff
- Work with associations and reach consensus on issuance & wearing of staff ID badges to clearly differentiate (to police and other first responders) employees from visitors.
- Training & Professional Development
  - Provide staff professional development in crisis prevention and intervention techniques. (See BP4158)
  - Share excerpts from various articles related to safety (i.e. active shooter and how to respond, findings of a study conducted by the U.S. Secret Service and the U.S. Dept. of Education on safe schools (see addendum for an excerpt of this study), etc.
  - Enhance emergency procedure exercises.
- Continue partnership with Buena Park Police and other gov't agencies to safeguard our schools through their recommendations. The following still needs to be completed:
  - Number all buildings so all emergency agencies responding will have clear view to respond to building number in question.
  - Install Knox locks on all drive through gates so both fire and police have immediate site access.
  - Install Knox box on each campus, that will hold site keys to all walk through gates for site access by responding officers. Each box location shall be determined by the Buena Park Police Department as to place this box in a location safe for responding officers.
- Maintain visible signage on campus and on all school doors directing visitors to the main entrance door. Post notices advising that individuals who do not follow visitation procedures may be charged with trespassing.
- Increase focus and encourage use of WeTip. Stress to students, parents, community members, and staff that their assistance is required to provide advance notice of potential issues. Stress their role as an "advocate" of the district/site and not a "snitch."
  - Per CSBA, the catalyst to the success of safe schools are the students who walk the halls of the schools. These students are on the frontline and need to be part of the solution when developing safe schools.

- Continue to focus on anti-bullying programs. Some important notes:
  - The American School Board Journal reports that following the 1999 Columbine High School shooting that the U.S. Secret Service and the U.S. Dept. of Education examined 37 schools based attacks and interviewed 10 killers. While the report was adamant that no common profile existed among the shooters, the study also reported that three quarter of the attackers felt bullied, attacked, threatened or injured by others. (See addendum for excerpt from this article.)
  - Per CSBA, bullying continues to be a persistent problem with a third of students being reported being bullied at school during the school year.
  - Per CSBA, bullying tends to be more prevalent at the middle grades rather than high school grades. Cyber bullying most frequently occurs at ages 14-17.
  - Per CSBA, 43% of sixth graders have experienced bullying. For Buena Park, per kidsdata.org, for the period 2008-10, 33.3% of the 7<sup>th</sup> graders reported that they were bullied on one or more occasions.
  - Per CSBA, school staff and parents typically believe that bullying is a “mild” to “moderately sever” problem while students consistently report that it is a “severe” problem.
- Re-communicate to students, parents and staff district policies and procedures regarding bullying, harassment and violence, including what to do if they or someone they know is being bullied and the consequences of improper conduct.

- **Intermediate and/or Long Term Steps**

- Explore possibility of hiring an outside consultant to conduct a safety assessment & provide recommendations for improvement
- The Secret Service provides protection utilizing two distinct, yet complementary strategies: (1) physical measures and (2) threat assessment. To enhance the district's threat assessment processes, create a school district planning team to develop or further refine the process and protocol to identify, assess, and manage threatening situations.
- Explore reconfiguring each site's main entrance design so that there is a secondary set of secure doors and all traffic is funneled into the main office before they can gain access into the school.
- Explore possibility of purchasing additional security equipment
  - Additional security cameras.
  - Consider use of an intercom and buzzer at the school main entrance.
  - Install school visitor check in system that conducts sex offender checks, screens for approved student pickup lists, photographs the visitor, etc.
  - Install emergency notification system to alert parents, staff and junior high students via text message, e-mail, etc. (in the event of an emergency).
- Explore utilizing parents or other volunteers to monitor halls, playgrounds and areas surrounding school campuses to improve school climate, increase opportunity for students to interact with responsible adults and to deter violence.
- Work with neighboring school district and other gov't agencies to identify and share resources/personnel in the event of an emergency. For example, we have buses in the event that a district needs to transport their students. Another example, FJUHSD is working to develop social mining tips.....determine if BPSD can participate in this endeavor.

- **Rejected Alternatives**

- Installation of metal detectors
- Increase number of police officers at our campuses (School Resource Officers)
- Hire Community Service Officers (CSOs) that do not carry weapons. CSOs attempt to identify difficult students and develop trusting relationship with them to prevent inappropriate behavior.

## ADDENDUM

- Follow-up at district/site level to ensure compliance with all facets of BP & ARs may be needed in the following areas:
  - Milestone review/approval date of School Safety Plans. (See BP/AR 0450)
  - Determine whether a District level safety plan is required.
  - All staff shall receive training in building and grounds security procedures. (See BP / AR 3515)
  - District shall ensure that teachers, teacher aides, noon-duty aides and volunteers who supervise students receive training in safety practices and in supervisory techniques to forestall problems and resolve conflicts. Supervisors' training shall be documented and kept on file. (AR5142)
  - Use of Labor/Management Safety & Health Committee (See BP / AR 4157)
  - To ensure student safety, photographs of students will be taken on a timely basis but no later than 4 weeks of a student being enrolled in our district. (See BP/AR 5142)
  - Our two-way communications devices (i.e. radios) cannot currently be utilized to contact law enforcement even though BP/AR states that it does (See BP 4158). Work to rectify this issue.
  
- U.S. Secret Service and the U.S. Dept. of Education Study on Safe Schools Findings
  - Finding #1: Incidents of targeted violence at school are rarely sudden, impulsive acts. (Implication: To the extent that information about an attacker's intent and planning is knowable and may be uncovered before an incident, some attacks may be preventable.)
  - Finding #2: Prior to most incidents, other people knew about the attacker's idea and/or plans. In most cases, those who knew were other kids (friends, schoolmates, siblings, etc.) and information rarely made its way to an adult. (Implication: Students are an important part of the prevention efforts. Schools need to encourage students to report this information in part by identifying and breaking down barriers in the school environment that discourages them from coming forward.)
  - Finding #3: Most attackers did not threaten their targets directly prior to the attack. (Implication: Don't wait for a threat before beginning an inquiry.)
  - Finding #4: There is no accurate or useful profile of students who engaged in school violence. Demographics, personality, school history and social characteristics of the attackers varied substantially. (Implication: The use of profiles is ineffective. Any inquiry should focus on the student's behavior and communications.)
  - Finding #5: Most attackers engaged in some behavior, prior to the incident, that caused others concern or indicated a need for help. (Implication: Educators and other students need to learn how to pick up on these signals and make appropriate referrals.)
  - Finding #6: Most attackers had difficulty coping with significant losses or personal failures. Many had considered or attempted suicide. (Implication: If there are concerns that a student may engage in targeted violence, attention should be given to any indication that a student is having difficulty coping with major losses or perceived failures.)
  - Finding #7: Many attackers felt bullied, persecuted, or injured by others prior to the attack. (Implication: The prevalence of bullying found in this and other recent studies strong support ongoing efforts to reduce bullying in schools.)
  - Finding #8: Most attackers had access to and had used weapons prior to the attack. (Implication: Any inquiry should include investigation of and attention to weapons access and use and communications about weapons.)

- Finding #9: In many cases, other students were involved in the attack in some capacity. (Implication: Any investigation of potential targeted school violence should include attention to the role that a student's friends or peers may be playing in either encouraging or discouraging the activity.)
- Finding #10: Despite prompt law enforcement responses, most attacks were stopped by means other than law enforcement intervention and most were brief in duration. Most school-based attacks were stopped through intervention by school administrators, educators and students or by the attacker stopping on his own. Only in a quarter of the case was the incident stopped by law enforcement intervention. (Implication: The short duration of most incidents of targeted school violence argues for the importance of developing preventative measures in addition to any emergency planning for the school.)

## EDUCATION CODE

### SECTION 52850-52863

52850. The provisions of this article shall apply only to school districts and schools which participate in school-based coordinated categorical programs pursuant to this article. No school may operate pursuant to this article unless a newly developed plan or a revision of the previously approved plan has been approved by the local governing board and is retained at the school site. These plans shall be available to the Superintendent of Public Instruction upon request and shall be made available to the public on a reasonable basis pursuant to the provisions of the California Public Records Act, Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code.

52851. (a) A school district and school may apply to receive funds allocated pursuant to Article 4 (commencing with Section 8750) of Chapter 4 of Part 6, Article 5 (commencing with Section 44520) of Chapter 3 and Article 1 (commencing with Section 44670) of Chapter 3.1 of Part 25, Article 15 (commencing with Section 51870) of Chapter 5, Chapter 6 (commencing with Section 52000), Chapter 8 (commencing with Section 52200), and Article 2 (commencing with Section 52340) of Chapter 9 of this part, Chapter 1 (commencing with Section 54000) and Chapter 2 (commencing with Section 54100) of Part 29, and Part 30 (commencing with Section 56000), and Chapter 1 (commencing with Section 500) of Part 2 of Division 2 of the Military and Veterans Code, without complying with the provisions of those statutes or the related California Administrative Code regulations, provided that the school and school district meet the criteria established in this article.

(b) In no event shall subdivision (a) be construed to include bilingual education programs established pursuant to Article 3 (commencing with Section 52160) of Chapter 7 within the provisions of this article.

52852. A schoolsite council shall be established at each school which participates in school-based program coordination. The council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) equal numbers of parents, or other community members selected by parents, and pupils.

At both the elementary and secondary levels, classroom teachers shall comprise the majority of persons represented under category (a).

Existing schoolwide advisory groups or school support groups may be utilized as the schoolsite council if those groups conform to this section.

The Superintendent of Public Instruction shall provide several examples of selection and replacement procedures that may be considered by schoolsite councils.

An employee of a school who is also a parent or guardian of a pupil who attends a school other than the school of the parent's or guardian's employment, is not disqualified by virtue of this employment from serving as a parent representative on the schoolsite council established for the school that his or her child or ward attends.

52852.5. The governing board of each school district shall:

(a) Ensure that the principal of every school receives information covering the provisions of this article, and provides such information to teachers, other school personnel, parents, and, in secondary schools, pupils.

(b) Adopt policies to ensure that, prior to a school beginning to develop a plan pursuant to Section 52853, a school site council as described in Section 52852 is established at the school site to consider whether or not it wishes the local school to participate in the school-based coordination program. The board shall ensure that all interested persons, including, but not limited to, the principal, teachers, other school personnel, parents, and, in secondary schools, pupils have an opportunity to meet in public to establish the council.

(c) Ensure that funds coordinated pursuant to this article are used to supplement, not supplant, existing state and local fiscal efforts and that schools which receive the funds shall have base expenditures comparable to nonparticipating schools.

52853. (a) The schoolsite council shall develop a school plan which shall include all of the following:

(1) Curricula, instructional strategies and materials responsive to the individual needs and learning styles of each pupil.

(2) Instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking pupils, including instruction in a language these pupils understand; educationally disadvantaged pupils; gifted and talented pupils; and pupils with exceptional needs.

(3) A staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs. Staff development programs may include the use of program guidelines that have been developed by the superintendent for specific learning disabilities, including dyslexia, and other related disorders. The strategies included in the guidelines and instructional materials that focus on successful approaches for working with pupils who have been prenatally substance exposed, as well as other at-risk pupils, may also be provided to teachers.

(4) Ongoing evaluation of the educational program of the school.

(5) Other activities and objectives as established by the council.

(6) The proposed expenditures of funds available to the school through the programs described in Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school



through the programs described in Section 52851 shall include, but not be limited to, salaries and staff benefits for persons providing services for those programs.

(7) The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 (IASA) (20 U.S.C. Sec. 6301 et seq.) and its amendments. If the school operates a state-approved schoolwide program pursuant to Section 6314 of Title 20 of the United States Code in a manner consistent with the expenditure of funds available to the school pursuant to Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

(b) The schoolsite council shall annually review the school plan, establish a new budget, and if necessary, make other modifications in the plan to reflect changing needs and priorities.

52855. The school district governing board shall review and approve or disapprove school plans. A school plan shall not be approved unless it was developed and recommended by the school site council. If a plan is not approved by the governing board, specific reasons for that action shall be communicated to the council. Modifications to any school plan shall be developed, recommended and approved or disapproved in the same manner.

52856. If the school district and school choose to include within the provisions of this article funds allocated pursuant to Chapter 6 (commencing with Section 52000), the school district and school shall still be eligible to compete for any expansion funding that is made available for the school improvement program for grades in that school which are not already generating funds.

52857. The district governing board shall determine the portion of the district's grant pursuant to Chapter 8 (commencing with Section 52200) of Part 28 that shall be allocated to the school for inclusion in the school budget developed pursuant to subdivision (f) of Section 52853.

52858. (a) If the school district and school choose to include within the provisions of this article, funds allocated pursuant to Chapter 1 (commencing with Section 54000) of Part 29, the school district shall: (a) if the number of educationally disadvantaged pupils in the school is less than 75 percent of the school's enrollment, ensure that there is state and local funding in the school available for allocation pursuant to subdivision (f) of Section 52853 which is equal to or greater than the per pupil amount allocated to that school per disadvantaged pupil through the economic impact aid program multiplied times 75 percent of the school's enrollment, (b) continue to maintain any school or district advisory committees required pursuant to Chapter 1, and (c) continue to distribute funds to schools in accordance with Sections 54004.3, 54004.5, and 54004.7 and regulations adopted which pertain to those sections.

(b) To the extent permitted by federal law, such that funds

allocated pursuant to Article 1 (commencing with Section 54000) of Chapter 1 of Part 29 are deemed by the United States Department of Education to be comparable to funds allocated pursuant to Chapter I of the Educational Consolidation and Improvement Act, the percentage limitation and multiplier established in subdivision (a) may be decreased to not less than 67 percent.

52858.5. If the school district and school site council choose to include funds allocated pursuant to Chapter 1 (commencing with Section 54000) of Part 29, the school site council shall consult with any school level bilingual advisory committee required by law prior to submitting a school plan pursuant to this article.

If the bilingual advisory committee objects to the plan, written copies of the committee's objections shall be attached to the plan when it is transmitted to the local governing board and the State Board of Education.

However, the school site council and the school district shall make the final determination as to the content of the school plan and the content of any waiver request.

52859. (a) If a school district and school choose to include within the provisions of this article funds allocated pursuant to Chapter 2 (commencing with Section 54100) of Part 29, the school district and school shall annually receive funding at the rate per specialist allocated statewide multiplied times the number of specialists approved for that school at the time it was approved to operate programs pursuant to this article, shall use these funds to employ a reading specialist who meets the criteria established pursuant to Chapter 2 (commencing with Section 54100) of Part 29, and shall comply with Section 54123.

(b) In no event shall funds coordinated pursuant to this article be used to pay for the local share of costs associated with the employment of reading specialists funded pursuant to this section.

52860. If a school district and school choose to include within the provisions of this article funds allocated pursuant to Part 30 (commencing with Section 56000), the school district shall comply with all requirements of that part, with the following exceptions:

(a) Resource specialist program services, designated instruction and services, and team teaching for special day classes, except special day classes operating pursuant to Section 56364.1, may be provided to pupils who have not been identified as individuals with exceptional needs, provided that all identified individuals with exceptional needs are appropriately served and a description of the services is included in the schoolsite plan.

(b) Programs for individuals with exceptional needs shall be under the direction of credentialed special education personnel, but services may be provided entirely by personnel not funded by special education moneys, provided that all services specified in the individualized education program are received by the pupil.

52861. If a school district and school choose to include within the

provisions of this article funds allocated pursuant to Article 4 (commencing with Section 8750) of Chapter 4 of Part 6 of Division 1 of Title 1, Article 5 (commencing with Section 44520) of Chapter 3 of Part 25 of Division 3 of this title, Article 15 (commencing with Section 51870) of Chapter 5 of this part, and Article 2 (commencing with Section 52340) of Chapter 9 of this part, and Chapter 1 (commencing with Section 500) of Part 2 of Division 2 of the Military and Veterans Code, the district shall determine the portion of the district's grants, pursuant to those provisions, which shall be allocated to the school for inclusion in the school budget developed pursuant to subdivision (f) of Section 52853.

52862. School districts and schools that choose to operate programs pursuant to Article 3 (commencing with Section 52850) shall insure compliance with all requirements of federal law.

52863. Any governing board, on behalf of a school site council, may request the State Board of Education to grant a waiver of any provision of this article. The State Board of Education may grant a request when it finds that the failure to do so would hinder the implementation or maintenance of a successful school-based coordinated program.

If the State Board of Education approves a waiver request, the waiver shall apply only to the school or schools which requested the waiver and shall be effective for no more than two years. The State Board of Education may renew a waiver request.

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