

The trustees of the Napa County Board of Education provide leadership and advocacy in collaboration with the Napa County Office of Education, school districts and the community to strengthen the local education system and champion policies that enhance student achievement.

**Napa County Board of Education Trustees**

Don Huffman (Area 1) • Janna Waldinger (Area 2) • Sindy Biederman (Area 3) • Nadine Wade-Gravett (Area 4)  
Gerald Parrott (Area 5) • Jean Donaldson (Area 6) • Jennifer Kresge (Area 7) • Ernesto Villalvazo Diaz (Student)

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**Napa County Board of Education  
Regular Meeting Agenda**

Tuesday, July 8, 2025, at 3:30 PM

Napa County Office of Education, 2121 Imola Avenue, Napa, CA 94559

<https://napacoe.zoom.us/j/85404848681>

*Members of the public may attend the meeting in-person or virtually.  
Please view Public Participation information below.*

*Board Member will be participating remotely from 372 E. Tropicana Ave., Las Vegas NV 89169  
Board Member will be participating remotely from 320 N. New River Drive, Surf City NC 28445*

**1. ORGANIZATION**

- A. Call to Order
- B. Flag Salute
- C. Public Participation

Members of the public are invited to participate in person or can join by computer, tablet, smartphone, or telephone. Remote access can be achieved by following the instructions below:

**Join from PC, Mac, Linux, iOS or Android:**

You are invited to a Zoom webinar.

When: July 8, 2025, 03:30 PM Pacific Time (US and Canada)

Topic: NCOE July 8 Board Meeting

Join from a PC, Mac, iPad, iPhone or Android device:

Please click the link below to join the webinar:

<https://napacoe.zoom.us/j/85404848681>

Or One tap mobile :

US: +16699006833,,85404848681# or +16694449171,,85404848681#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 669 900 6833 or +1 669 444 9171 or +1 719 359 4580 or +1 253 205 0468 or +1 253 215 8782 or +1 346 248 7799 or +1 309 205 3325 or +1 312 626 6799 or +1 360 209 5623 or +1 386 347 5053 or +1 507 473 4847 or +1 564 217 2000 or +1 646 558 8656 or +1 646 931 3860 or +1 689 278 1000 or +1 301 715 8592 or +1 305 224 1968

Webinar ID: 854 0484 8681

International numbers available: <https://napacoe.zoom.us/j/85404848681>

- D. Welcome to Visitors
- E. Approval of Agenda
- F. Approval of Minutes – June 10, 2025
- G. Public Comment

Members of the public wishing to provide public comment must request to be called upon using one of the following options:

- i. using the chat feature on the web conference to send a request to meeting hosts, or
- ii. using the hand raising feature in the participant panel on the web conference, or hand raising if in-person attendance, or,
- iii. emailing a request to [jmccclure@napacoe.org](mailto:jmccclure@napacoe.org) or [smorris@napacoe.org](mailto:smorris@napacoe.org).

Comments by the Public for Items on the Agenda: Anyone may provide public comment to the Board in support of, or in opposition to, any item being presented to the Board for consideration on the agenda during the Board’s consideration of the item. Individuals shall be allowed up to three minutes for their presentation.

Comments by the Public for Items NOT on the Agenda: Suggestions, comments, and requests may be presented to the Board at this time, for items not on the agenda, on those subjects over which the Board has jurisdiction. Normally, the Board will take no action on any topic at this time. Individuals shall be allowed up to three minutes for their presentations.

## **2. PRESENTATIONS**

- A. Napa County Imagination Library and Napa Early Learning Center Program Progress (Julie McClure, Associate Superintendent)

## **3. CORRESPONDENCE, COMMUNICATONS, AND REPORTS**

The Superintendent and/or Board members may report miscellaneous items for information purposes.

## **4. CONSENT AGENDA ITEMS**

Background information on these items is provided to the Board prior to the meeting. Action is taken by a common motion without discussion unless discussion of an item(s) is requested by a Board member(s).

- A. Temporary County Certificates: Education Code Section 44332 authorizes the issuance of Temporary County Certificates for the purpose of authorizing salary payments to employees whose credential applications are being processed. (Julie McClure, Associate Superintendent)
- B. Approval of Resolution 2025-13: Board Member Compensation. Napa County Board of Education Bylaw 9250(a) provides for compensation to its Board members for attending meetings. The Bylaw further provides for compensation for members who miss meetings of the Board while performing designated services for the county or absent because of illness, jury duty or a hardship deemed acceptable by the Board. (Julie McClure, Associate Superintendent)

**5. ACTION ITEMS**

- A. Board discussion and possible action to appoint current Deputy Napa County Superintendent of Schools to fill vacancy in the office of County Superintendent of Schools. (Janna Waldinger, Board President).
- B. Board discussion and possible action to set the compensation of the appointed County Superintendent. (Janna Waldinger, Board President).
- C. Board Adoption Comprehensive School Safety Plan. The Board will be asked to adopt the 2024-25 Comprehensive School Safety Plan with the addition of the required Instructional Continuity Plan. (Nancy Dempsey, Director, Juvenile Court and Community Schools).

**6. SCHEDULED MATTER**

Discussion, review, and direction regarding:

- A. Possible motion of support of state and federal legislative updates and positions on legislation. (Gerry Parrott, Board Trustee)

**7. INFORMATION ITEMS**

- A. Personnel Activity Report: vacancies, listing of personnel appointments, terminations, transfers, etc. (Julie McClure, Associate Superintendent)
- B. Williams Uniform Complaints Procedures Quarterly Report (Josh Schultz, Deputy Superintendent)
- C. Update new Administration's Executive Orders (Josh Schultz, Deputy Superintendent)
- D. Board members are required to file Form 470 with Elections by July 31. (Julie McClure, Associate Superintendent)

**8. FUTURE AGENDA ITEMS**

**9. NEXT MEETING OF THE NAPA COUNTY BOARD OF EDUCATION**

The regular meeting of the Napa County Board of Education will be held August 5, 2025.

## **10. ADJOURNMENT**

In compliance with the American with Disabilities Act, if special assistance is needed to participate in this meeting, contact the Napa County Office of Education (NCOE) at 253-6810. Notification forty-eight hours prior to the meeting will enable the NCOE to make reasonable arrangements to ensure accessibility to this meeting. I HEREBY CERTIFY THE AGENDA FOR THE STATED MEETING WAS POSTED ON THE NCOE WEBSITE AND IN NCOE'S DISPLAY CASE AT 2121 IMOLA AVENUE, NAPA, CA 94559, and the Napa Preschool site, Thursday, July 3, 2025. Informational material is available for review at the NCOE.

Ellen Sitter, Recording Secretary

NCOE Board of Education

**MEETING OF THE NAPA COUNTY BOARD OF EDUCATION**  
**Tuesday, June 10, 2025**

**Members present**

Jean Donaldson, Don Huffman, Nadine Wade-Gravett, Gerry Parrott, Janna Waldinger, Sindy Biederman, Jennifer Kresge, Ernie Villalvazo Diaz

**1. ORGANIZATION**

**A. CALL TO ORDER**

Vice President Donaldson called the meeting to order at 3:30 p.m.

**B. FLAG SALUTE**

The salute to the Flag was led by Janna Waldinger.

**C. PUBLIC PARTICIPATION**

President Waldinger reviewed the instructions for public participation via teleconference.

**D. WELCOME TO VISITORS**

Visitors were welcomed to the meeting.

**E. APPROVAL OF AGENDA**

On a motion by Mr. Huffman and a second by Mrs. Biederman, the Agenda for the June 10, 2025 meeting was approved. Ayes – Mr. Villalvazo Diaz, Mr. Donaldson, Mrs. Biederman, Mr. Huffman, Mrs. Kresge, Ms. Waldinger, Mr. Parrott, Mrs. Wade-Gravett. Noes – None.

**F. APPROVAL OF MINUTES**

On a motion by Mr. Parrott and a second by Mrs. Wade-Gravett, the Minutes from the regular meeting on June 3, 2025 were approved. Ayes – Mr. Villalvazo Diaz, Mr. Donaldson, Mr. Huffman, Ms. Waldinger, Mrs. Biederman, Mr. Parrott, Mrs. Wade-Gravett. Noes – None. Abstained – Mrs. Kresge.

**G.** Public comment was given.

**2. CORRESPONDENCE, COMMUNICATIONS, AND REPORTS**

- Mr. Huffman reported that he attended the annual Staff Appreciation luncheon at the NCOE.
- Mr. Huffman reported that he attended the Camille Creek graduation and recommended exploring the option of a transcribed translation for Spanish-speaking attendees.
- Mrs. Biederman reported that she attended the CSBA MIG workshop in April and particularly appreciated a presentation by Madera County.
- Mrs. Biederman reported that she attended the annual Staff Appreciation luncheon at the NCOE.

- Mrs. Biederman reported that she recently attended the Region 3 County Delegate Assembly meeting.
- Mrs. Biederman reported that she attended the American Canyon Middle School play, *Happy Birthday, Grandpa*, in which her granddaughter performed.
- Mrs. Biederman reported that she attended the American Canyon Middle School graduation with Dr. Nemko who received an honorable mention.
- Mrs. Kresge announced that the ACCBE will be holding a Zoom meeting on June 25 and that she will forward the meeting link to Ellen Sitter for distribution to the Board.
- Ms. Waldinger reported that she attended the Mayacamas Charter Middle School graduation.
- Dr. Nemko reported that a Camille Creek student will be meeting with Chief of Police Fabio Rodriguez at the police station tomorrow as part of the student's interest in pursuing a career in law enforcement.
- Dr. Nemko reported that we are having a soft launch of the Dollywood Imagination Library on June 18 at 1:30 at the Napa Preschool, following the preschool graduation at 12:00 noon. Refreshments and a book launch will follow.
- Dr. Nemko reported that a fund-raising event is being planned at Jessel Gallery to raise money for the Dollywood project.
- Dr. Nemko reported that she plans to attend the "*Meet Me in the Street*" event tomorrow at 5:00 in American Canyon.

### **3. ACTION ITEMS**

- A. On a motion by Mrs. Kresge and a second by Mr. Parrott, the Board approved the Local Control and Accountability Plan (LCAP) for 2025-26 through 2027-28. *Ayes* – Mr. Villalvazo Diaz, Mr. Donaldson, Mrs. Biederman, Mr. Huffman, Mrs. Kresge, Ms. Waldinger, Mr. Parrott, Mrs. Wade-Gravett. *Noes* – None.
- B. On a motion by Mrs. Biederman and a second by Mr. Donaldson, the Board adopted the Final 2025-2026 Budget. *Ayes* – Mr. Villalvazo Diaz, Mr. Donaldson, Mrs. Biederman, Mrs. Kresge, Mr. Parrott, Mrs. Wade-Gravett, Ms. Waldinger, Mr. Huffman. *Noes* – None.
- C. On a motion by Mr. Huffman and a second by Mr. Parrott, the Board approved the Golden Bell Nominations: Lead to Literacy Program; and Explore NCOE Program. *Ayes* – Mr. Villalvazo Diaz, Mr. Donaldson, Mrs. Wade-Gravett, Mrs. Biederman, Mrs. Kresge, Ms. Waldinger, Mr. Huffman, Mr. Parrott. *Noes* – None.

### **4. INFORMATION ITEMS**

- A. Mr. Huffman reported that the Ad Hoc Committee has initiated a compensation plan for the newly appointed Superintendent and is ready to incorporate it into a broader plan outlining the next steps in the superintendent selection process. The

Ad Hoc Committee's recommendation will be presented to the Board for a vote at the July 8 meeting.

- B. Dr. Lucy Edwards provided an update on the Napa COE 2025-2026 District Support Summary Report.
- C. Dr. Lucy Edwards and Nancy Dempsey provided the annual report on LCFF Local Indicators.

Public comment was given.

- 5. FUTURE AGENDA ITEMS:** 1) Ad Hoc Committee to meet and finalize the compensation package for the Interim Superintendent; 2) Board to vote on appointing Josh Schultz as Interim Superintendent; 3) Mr. Schultz to prepare a brief information update on the adopted state budget; and, 4) Board members to inform Ellen Sitter if they plan to attend the September 5-7 County Board Conference in Monterey.

**6. NEXT MEETING OF THE NAPA COUNTY BOARD OF EDUCATION**

The next regular meeting of the Napa County Board of Education will be held Tuesday, July 8, 2025.

**7. ADJOURNMENT**

There being no further business, the meeting was adjourned at 5:33p.m.

Respectfully submitted,  
Barbara Nemko, Secretary  
es

Approved \_\_\_\_\_ Date \_\_\_\_\_

**MEETING OF THE NAPA COUNTY BOARD OF EDUCATION**  
**Tuesday, June 3, 2025**

**Members present**

Jean Donaldson, Don Huffman, Nadine Wade-Gravett, Gerry Parrott, Janna Waldinger, Sindy Biederman, Ernie Villalvazo Diaz  
Absent: Jennifer Kresge

**1. ORGANIZATION**

**A. CALL TO ORDER**

Vice President Donaldson called the meeting to order at 3:30 p.m.

**B. FLAG SALUTE**

The salute to the Flag was led by Barbara Nemko.

**C. PUBLIC PARTICIPATION**

Vice President Donaldson reviewed the instructions for public participation via teleconference.

**D. WELCOME TO VISITORS**

Visitors were welcomed to the meeting.

**E. APPROVAL OF AGENDA**

On a motion by Mrs. Wade-Gravett and a second by Mrs. Biederman, the Agenda for the June 3, 2025 meeting was approved. Ayes – Mr. Villalvazo Diaz, Mr. Donaldson, Mrs. Biederman, Mr. Huffman, Mr. Parrott Wade-Gravett. Noes – None. Ms. Waldinger not present to vote.

**F. APPROVAL OF MINUTES**

On a motion by Mr. Huffman and a second by Mrs. Kresge, the Minutes from the regular meeting on May 6, 2025 were amended to correct Item 2. Correspondence, Communications, and Reports, to reflect that Mr. Huffman's daughter is the Art teacher for the entire school at Browns Valley Elementary. Ayes – Mr. Villalvazo Diaz, Mr. Donaldson, Mr. Huffman, Mrs. Wade-Gravett. Noes – None. Abstained – Mr. Parrott, Mrs. Biederman. Ms. Waldinger not present to vote.

**G.** There were no comments from the public.

**2. PRESENTATIONS**

- A. Dr. Nemko welcomed guests to the 2025 NCOE Teacher of the Year, Classified School Employees of the Year, and Early Childhood Educator of the Year.

The following staff were honored:

**NCOE Teacher of the Year:** Anne Marie Carter, Juvenile Hall Crossroads Academy

**NCOE Early Childhood Support Staff of the Year:** Maite Bernabeu, Early Childhood Special Education (also Napa County honoree)

**NCOE Classified School Employees of the Year:**

**Clerical & Administrative Services** – Kasey Randle, Juvenile Court & Community Schools

**Food & Nutrition Services** – Cristina Uribe, Early Learning Services (also Napa County honoree)

**Paraprofessional Services** – Pamela Riddle, Camille Creek Community School

- B. Tammy Lee, Teacher, American Canyon Middle School, and her students presented their *From Something to Nothing* projects, which were created using scrap wood and various other materials generously donated by Bill Kreysler, Kreysler & Associates.

The Board paused briefly to celebrate the American Canyon Middle School students.

- C. Nancy Dempsey, Director, Juvenile Court and Community Schools, recognized Camille Creek Student of the Month, Lester Carrera Alegria.
- D. Dr. Carolynne Beno and Roslynne Manansala-Smith, Fiscal Crisis Management Assistance Team (FCMAT), provided a review of Mayacamas Charter Middle School's 2024-25 Second Interim Report.

Public comment was given.

Dr. Lucy Edwards, Assistant Superintendent, Continuous Improvement and Academic Support, updated the Board on the professional development assistance she has provided for Mayacamas Charter Middle School.

- E. A Public Hearing was opened at 5:23 p.m. on the proposed Local Control and Accountability Plan (LCAP). The proposed LCAP is presented for the purpose of accepting public input prior to the adoption of the final budget at the June 10, 2025 Board meeting.

Public comment was given.

The Public Hearing elicited no comments from the public and was closed at 6:00 p.m.

- F. A Public Hearing was opened at 6:07 p.m. on the Napa County Office of Education's proposed 2025-2026 budget. The proposed budget is presented for the purpose of accepting public input prior to the adoption of the final budget at the June 10, 2025 Board meeting.

There were no comments from the public.

The Public Hearing elicited no comments from the public and was closed at 6:30 p.m.

- G. Thanh Tran, County Coordinator – Foster & McKinney-Vento and Sara Sitch, Director, Community Programs, presented on Youth Outreach Services for children experiencing homelessness.

### **3. CORRESPONDENCE, COMMUNICATIONS, AND REPORTS**

- Ernie Villalvazo Diaz reported that Camille Creek students are working on the yearbook.
- Mrs. Biederman distributed a flyer for the Viet Nam War Memorial exhibit taking place in Community Park in American Canyon from October 16-19.
- Mr. Donaldson reported that he recently volunteered to read to 3<sup>rd</sup> graders at the Napa Valley Language Academy along with other Rotarians.
- Ms. Waldinger reported that she attended the NCOE Pride flag raising ceremony at the NCOE on Monday.
- Dr. Nemko reminded the Board that Howell Mountain Elementary School's graduation is Wednesday, June 4 at 5:30 p.m.
- Dr. Nemko reminded the Board that Camille Creek's graduation is Friday, June 6 at 12:00 p.m.
- Dr. Nemko reminded the Board that Mayacamas Charter Middle School's graduation is Thursday, June 5 at 2:00 p.m.
- Dr. Nemko reported that Camille Creek was awarded \$13,000 from Community Foundation for our welding program.
- Dr. Nemko reported on the Superintendent's Summer Reading Challenge, and the reading champions who complete a four-week course will be recognized at the August Board meeting.
- Dr. Nemko reported that she is working with Wonder Media to have a summer program at Unidos Middle School.
- Dr. Nemko reported that Ellyn Elson, who is sponsoring the Reading Champions initiative, is seeking 100 volunteers. The current volunteers have requested additional training, and Kelsey Petithomme, Director, SELPA, has offered to provide it.
- Dr. Nemko reminded the Board that *Counting Out for Math* will be held in the St. Helena board room on August 7 and 8, and a documentary will be shown to the public on August 8.
- Dr. Nemko reported that the preschool students are graduating on June 18 at 1:30 p.m.
- Dr. Nemko reported that the Dollywood book distribution will begin with a soft launch on June 18.

### **4. CONSENT AGENDA ITEMS**

A. On a motion by Mr. Huffman and a second by Mr. Parrott, the Board approved Consent Agenda Item 4.A. Temporary County Certificates. Ayes – Mr. Villalvazo Diaz, Mr. Donaldson, Mr. Parrott, Mrs. Wade-Gravett, Mrs. Biederman, Mr. Huffman, Ms. Waldinger. Noes – None.

B. On a motion by Mr. Huffman and a second by Mr. Parrott, the Board approved Consent Agenda Item 4.B. (Board Member Compensation) for Mrs. Kresge. Ayes

– Mr. Villalvazo Diaz, Mr. Donaldson, Mrs. Wade-Gravett, Ms. Waldinger, Mrs. Biederman, Mr. Parrott, Mr. Huffman. *Noes – None.*

**5. ACTION ITEMS**

A. On a motion by Mr. Donaldson and a second by Mr. Parrott, the Board approved the Consolidated Application and Reporting system (CARS) 2025-2026 Protected Prayer Certification. *Ayes - Mr. Villalvazo Diaz, Mr. Donaldson, Mrs. Wade-Gravett, Mrs. Biederman, Mr. Parrott, Mr. Huffman, Ms. Waldinger. Noes – None.*

**6. SCHEDULED MATTER**

Mr. Parrott updated the Board on the following bills: AB 49 School Sites: Immigration Enforcement; AB 419 Education Equity: Immigration Enforcement; and, AB 281 Amending section 51938 of Education Code relating to pupil instruction. Mr. Parrott further reported that the court blocked Temecula Valley Unified School District from enforcing its ban on teaching CRT (Critical Race Theory).

**7. INFORMATION ITEMS**

- A. The Personnel Activity Report was presented.
- B. Ms. Waldinger appointed an ad hoc committee to review the process for appointing a Superintendent.
- C. Mr. Schultz did not have any updates on the new Administration’s Executive Orders.
- D. Ms. McClure reviewed details for the Staff Appreciation Luncheon on June 5, 2025 at the NCOE.

**8. FUTURE AGENDA ITEMS:** 1) Year-end review of Mayacamas fiscal position – July 8 meeting.

**9. NEXT MEETING OF THE NAPA COUNTY BOARD OF EDUCATION**

The next regular meeting of the Napa County Board of Education will be held Tuesday, June 10, 2025.

**10. ADJOURNMENT**

There being no further business, the meeting was adjourned at 7:54p.m.

Respectfully submitted,  
Barbara Nemko, Secretary  
es

Approved \_\_\_\_\_ Date \_\_\_\_\_

# INSPIRE a LOVE of READING



**Join us for the launch event!**

June 18, 2025 @ 1:30pm

Napa Early Learning Center

74 Wintun Court, Napa

**Enroll your child in Dolly Parton's Imagination Library and get a FREE BOOK every month until their fifth birthday.**

*Bilingual English/Spanish book language option now available.*

**INSPIREN EL AMOR POR LA LECTURA**

**Inscriban a su hijo o hija en la Biblioteca Imaginaria de Dolly Parton y reciban un LIBRO GRATIS cada mes hasta que cumpla cinco años.**

*Ahora disponible la opción de libros bilingües en inglés y español.*

**Dolly Parton's Imagination Library is expanding to Napa County.**

The Napa County Imagination Library is dedicated to inspiring a love of reading by gifting books free of charge to children from birth to age five. Learn more and enroll now by visiting [napaimaginationlibrary.org](http://napaimaginationlibrary.org)

**La Biblioteca Imaginaria de Dolly Parton se está expandiendo al condado de Napa.**

La Biblioteca Imaginaria del condado de Napa se dedica a inspirar el amor por la lectura regalando libros a niños y niñas desde su nacimiento hasta los cinco años. Obtengan más información e inscríbanse ahora en [napaimaginationlibrary.org](http://napaimaginationlibrary.org).

**[napaimaginationlibrary.org](http://napaimaginationlibrary.org)**



**ncoe**  
foundation

# INSPIRE a **LOVE** of **READING**



**¡Únete a nosotros para el evento de lanzamiento!**  
18 de junio de 2025 a la 1:30 p.m.  
Centro de Aprendizaje Temprano de Napa 74  
Wintun Court, Napa

**Enroll your child in Dolly Parton's Imagination Library and get a FREE BOOK every month until their fifth birthday.**

*Bilingual English/Spanish book language option now available.*

## **INSPIREN EL AMOR POR LA LECTURA**

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### **La Biblioteca Imaginaria de Dolly Parton se está expandiendo al condado de Napa.**

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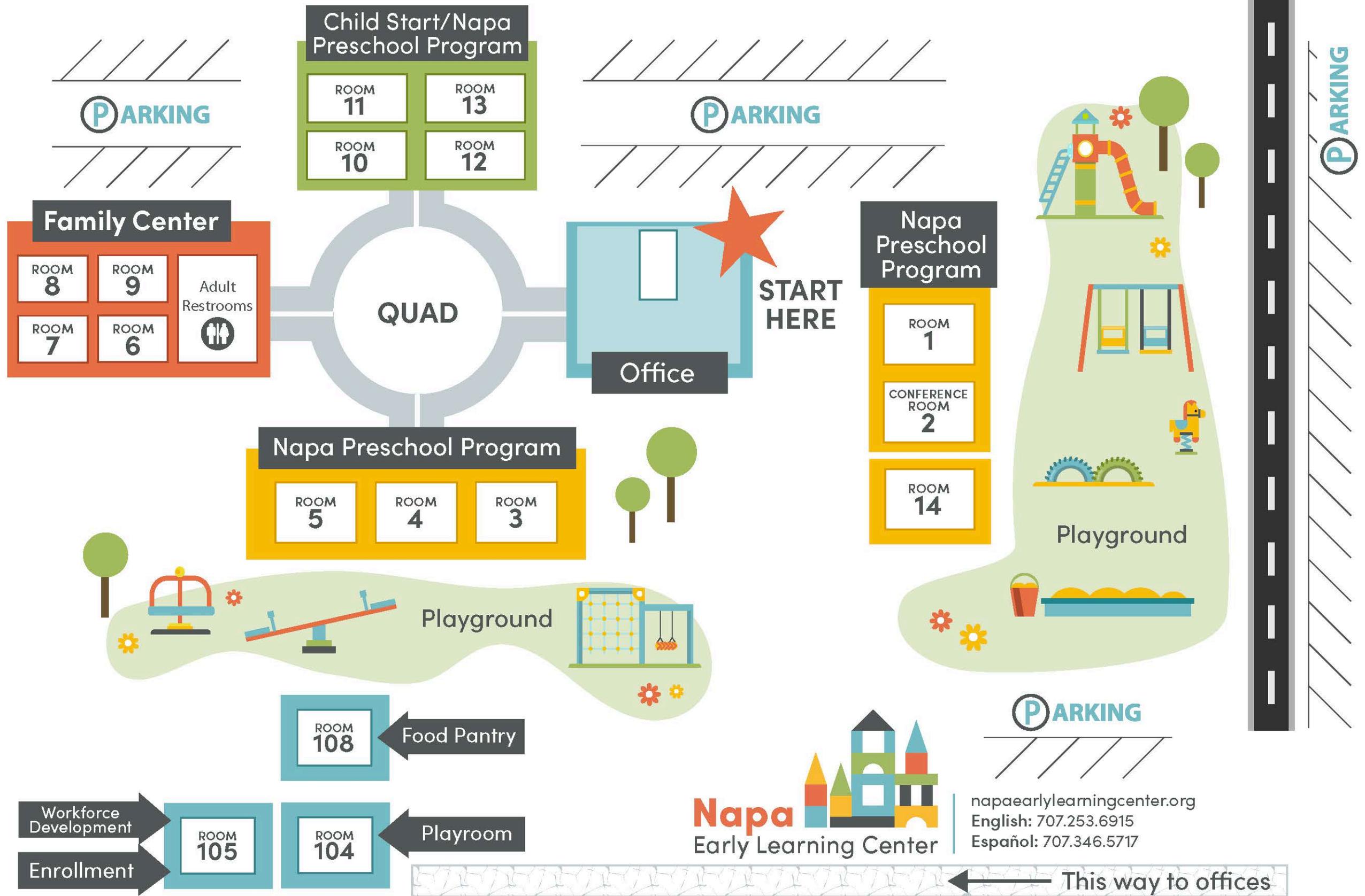
**[napaimaginationlibrary.org](http://napaimaginationlibrary.org)**



**nco**e  
foundation

# Napa Early Learning Center

Imola Avenue



**Napa** Early Learning Center

napaearlylearningcenter.org  
English: 707.253.6915  
Español: 707.346.5717

← This way to offices

**NAPA COUNTY OFFICE OF EDUCATION**  
**Barbara Nemko, Ph.D.**

**Item 4-A**  
**July 8, 2025**

**TITLE:**

Temporary County Certificates

**HISTORY:**

Education Code Section 44332 authorizes the issuance of Temporary County Certificates for the purpose of authorizing salary payments to certificated employees whose credential applications are being processed. The applicant must make a statement under oath that he or she has duly filed an application for a credential and that to the best of his or her knowledge no reason exists why a certificate should not be issued.

**CURRENT PROPOSAL:**

Consider approval of Temporary County Certificates. Such a certificate shall be valid for not more than one calendar year from the date of issuance. In no event shall a Temporary Certificate be valid beyond the time that the commission either issues or denies the originally requested credential or permit. Therefore, it is necessary to process these certificates in a timely manner. This authorization extends to all public-school districts under the Napa County Office of Education jurisdiction.

**FUNDING SOURCE:**

Not Applicable

**RECOMMENDATION:**

It is recommended that the Napa County Board of Education approve the issuance of the Temporary County Certificates presented at this July 8, 2025, meeting.

**Prepared by:** Sarah White, Credentials Analyst  
**07/03/2025**

**NAPA COUNTY OFFICE OF EDUCATION  
Barbara Nemko Ph.D.**

**TO: Napa County Board of Education**  
**FROM: Sarah White, Credentials Analyst**

**DATE: July 8, 2025**  
**Item 4-A**

**NAPA COUNTY OFFICE OF EDUCATION**

<b><u>NAME</u></b>	<b><u>TYPE</u></b>	<b><u>DOJ CLEARED</u></b>
Haddad, Rima	Associate Child Dev Permit	1/14/2010

**NAPA VALLEY UNIFIED SCHOOL DISTRICT**

<b><u>NAME</u></b>	<b><u>TYPE</u></b>	<b><u>DOJ CLEARED</u></b>
Johnson, Keith	Sup Auth Mathematics	1/29/2008

**Josh Schultz**

**Maintaining Continuity of Culture and Values**

NCOE's robust internal culture allows the organization to deliver on our mission to provide exceptional services and support to children, families, staff, districts and other external partners. That culture is embodied by our core values, and it is evident in the positive and respectful working relationships among staff throughout NCOE. There is a reason why so many employees stay with NCOE for their full careers, and why external entities locally and statewide continue to seek to partner with NCOE.

As a member of NCOE's senior leadership for the past seventeen plus years, I have been privileged to help build and foster NCOE's culture and values. I believe it is incumbent upon the next county superintendent to continue to sustain that culture with integrity and care, and to model the values of the organization internally and externally.

**Building on NCOE's Entrepreneurial and Innovative Strengths**

NCOE is an incredibly entrepreneurial and innovative organization. These strengths yield a creative approach to program design in the service of our mission to provide exceptional academic and social-emotional services to children and families.

To provide just a few recent examples, NCOE has launched significant new initiatives to promote early literacy, expand mental health services, and develop a one-stop early learning center. Over the years, NCOE has built the infrastructure and capacity to secure new sources of funding, build partnerships, and design and implement impactful programs. As the Board may recall, I was first recruited to NCOE in 2008 because of the expertise I developed in securing and managing grants and contracts as the Director of the Office of Research and Sponsored Programs at Sonoma State University. Ensuring the success and sustainability of our programs to benefit students has been embedded in my work at NCOE from the start.

Due to a variety of factors, NCOE has lost substantial direct service programs in recent years, and while some programs like Expanded Learning and State Preschool have grown, the trend of districts "taking back" direct service programs is playing out across the state. However, NCOE has the potential to continue to expand professional development and technical assistance services to improve educational outcomes locally, regionally and statewide. Every time we take on a new statewide initiative, the resulting work has not only helped the state, but the projects

also bring expanded capacity and expertise to NCOE that directly benefits the students of Napa County.

In addition to our work in early literacy and mental health mentioned above, areas of potential growth include Career Technical Education (CTE), inclusion, and emergency preparedness among others. While NCOE no longer supervises CTE teachers on district campuses, the training and technical assistance work of the College and Career Readiness team continues to expand regionally and statewide. As California expands its mandate for the inclusion of children with disabilities in State Preschool programs, the teams on the DR Access and PEPTI projects at RPDC are the state's preferred technical assistance providers.

In emergency preparedness, we have used federal school safety funding to build collaboration between our districts and first responders to develop common response protocols for all Napa County schools, and there is clearly a need for increased training and technical assistance in this area. The California County Superintendents are launching a new independent non-profit to respond to this need, the California Student Emergency Response Network (CSERN), and (if the Board chooses to appoint me) the Region 4 County Superintendents have asked me to be their representative on the CSERN Leadership Council.

### **Driving Continuous Improvement to Support Students**

The state mandated responsibilities of county offices were greatly expanded with the advent of the Local Control Funding Formula (LCFF), the Local Control and Accountability Plan (LCAP), and the Statewide System of Support. I was a direct participant at the state level in the policy discussions that led to these reforms from the outset, and I have been a key contributor to implementing these policy reforms across the state. My policy background, along with my business training and experience, give me an understanding of the principles of continuous improvement that is regrettably still uncommon among educators.

A central role of county offices in the System of Support is to help districts and charter schools drive continuous improvement in outcomes for students. While I am frustrated by some of the decisions the state has made that have increased the complexity of the LCAP to a level that makes the documents incomprehensible to many constituents, I am a firm believer in the guiding principles of LCFF – prioritizing equitable outcomes for all students, sharing data in a transparent manner and allocating resources to address inequitable outcomes, implementing improvement efforts informed by feedback from students, parents, staff, and community partners, and continuously monitoring those improvement efforts to insure they are producing the desired results.

Too often leaders in education latch on the latest shiny “innovation” and deploy it at scale without ever defining criteria for success or taking accountability when it fails to produce improvements ([LAUSD’s AI Disaster is just one recent example](#)). As superintendent I will guide our team to apply the principles of continuous improvement to any new initiative NCOE launches to determine at the outset what the criteria for success will be, how it will be measured, and when we will make changes or cease the initiative if the success criteria are not met. Over the last ten years NCOE has made considerable progress in building our capacity to help districts implement continuous improvement programs. The Continuous Improvement and Academic Support (CIAS) team leads this work with the Napa County districts, and internally we are embedding the principles of continuous improvement across NCOE’s departments and programs. One example of this work is the practice NCOE started two years ago of having every Education Services department prepare an annual presentation for each Napa district demonstrating with data how the department’s programs support each district’s LCAP goals for improving student outcomes. My vision moving forward is for NCOE to build on these efforts to become a state model of how to drive continuous improvement in outcomes for students.

Building this mindset into all of NCOE’s activities will yield three key benefits: 1) it will help direct the office’s finite financial and human resources toward the areas of greatest impact, 2) it will build capacity across the organization to support districts in improving outcomes, and 3) it will help to concretely demonstrate the impact of NCOE’s programs and services to our external partners, clients, and the community at large.

### **Strengthening Relationships and Collaboration**

NCOE has leveraged a culture of building relationships both inside and outside of Napa County to the benefit of students and the community. Education is a relationship business, and NCOE cannot successfully execute its missions without strong relationships. As a senior member of NCOE’s leadership team, I have helped the organization build and maintain these connections over the years.

I have developed excellent working partnerships with the districts in Napa County. I hold a monthly meeting with all the districts to discuss school business matters, and I get frequent calls from the Chief Business Officials or superintendents seeking my guidance. I know many of the district board members and over the years I have presented to the boards of all five Napa districts. I also helped form and participated in NCOE’s Professional Learning Network (PLN) with all of the district’s instructional leaders. I will continue to work diligently to strengthen NCOE’s relationships with all local partners to support the achievement of students across the county.

I have strong relationships with leadership in the County of Napa (e.g. Supervisor Ramos is a former student of mine at St. Helena High School). I serve on the County Treasurer's Treasury Oversight Committee, I have worked closely with the Auditor/Controller and the Registrar/Assessor/Clerk for many years, and I represent NCOE at the Office of Emergency Services' regular Operational Area Cooperators meetings and in the County's hazard mitigation planning processes. I also have connections within the City of Napa, having served on the Napa Redevelopment Successor Agency Oversight Board for many years (many as board chair) with the former mayor and other city staff in City Hall. I am a graduate of Leadership Napa Valley, and I have remained active in LNV (Program Director Mary Rezek was on my practicum team).

I have also developed strong connections statewide including with leaders in the California Department of Education (CDE), the State Board of Education staff, the California Department of Finance, the California Collaborative for Educational Excellence (CCEE), and the Fiscal Crisis Management Assistance Team (FCMAT). I'm deeply engaged in the work of the California County Superintendents Association, having served as chair of the Business and Administrative Service Committee (BASC), the Common Message committee, and the LCAP Approval Manual committee. The association's staff frequently call on me for my expertise in all areas of county office operations, and they have asked me to meet with legislative staff, help draft legislation, and offer input to the State Board of Education on numerous occasions. In addition, I have close relationships with leaders in practically all of the other county offices of education. I also have good contacts within many school districts across the state. My participation in the [African American Student Success Network](#) with the California Association of African American Superintendents and Administrators (CAAASA) and the CCEE is just one example of how I have developed connections with district leaders throughout California.

Going forward I see NCOE expanding and building on these relationships to the benefit of children, families, staff and the organization. For NCOE to fully deliver on our mission statement and embody the values of collaboration, service and equity, it will be critical to build and maintain productive working relationships with all educational partners.

### **Embracing our Values to Promote the Success of our Students, Families, Educators and Partners**

If given the honor of serving as the Napa County Superintendent of Schools, I will guide our dedicated staff to focus our efforts on delivering on our vision of an educated, equitable and thriving community of learners. The work that we do will be measured for success in terms of improved outcomes for children and families, and by demonstrating that success we will continue to build and maintain strong collaborative partnerships. I believe that my more than

three decades in education as a teacher, administrator and senior leader, combined with my education and experience in the “business” of schools, make me uniquely positioned to lead this organization into the future.

# Joshua Schultz, MBA, CFA

## Experience

### **Napa County Office of Education (NCOE)**

#### **Deputy Superintendent / CBO**

**July 2014 – Present**

Operational responsibility for all NCOE programs, along with all responsibilities of the Chief Business Official below.

#### **Chief Business Official**

**February 2009 – June 2013**

Overall responsibility for all business functions of NCOE. Lead negotiator for collective bargaining. Oversight of a \$60 million operating budget including approximately \$20,000,000 per year of competitively awarded grant and contract funded projects. Responsible for fiscal oversight functions for all Napa County school districts. Represent NCOE in fiscal negotiations with state and local government agencies, school districts, and non-profits.

#### **Director of Development and Compliance**

**January 2008 – January 2009**

Overall responsibility for development and compliance activities for federal, state, local, and private grants and contracts. Oversight of all competitively awarded grant and contract activity.

### **Sonoma State University, Office of Research and Sponsored Programs**

#### **Director**

**July 2005 – January 2008**

Manage all aspects of the office's functions including research, grant development support, internal awards, and special projects.

#### **Program Development Manager**

**July 2004 – June 2005**

#### **Grants Specialist**

**June 2002 – July 2004**

### **Social Science Teacher, St. Helena High School**

**1993–2000**

## Education and Credentials

- Leadership Napa Valley, 2019-20
- Clear Administrative Services Credential (CPACE, December 2015)
- CFA Charterholder (CFA Institute) since September 2005.
- MBA University of San Francisco, Highest Honors, Beta Gamma Sigma, McGowan Scholar, 2002.
- Single Subject Social Studies Teaching Credential, Dominican College of San Rafael, 1993.
- BA, University of California, Berkeley, 1990.

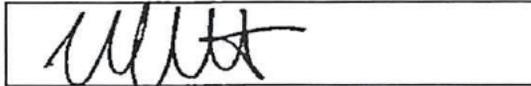
## Boards and Committees

- California County Superintendents Association, Business and Administration Steering Committee (BASC) (Past Chair, Star Award Winner)
- State Board of Education's LCFF Rubric (CA Dashboard) Design Committee (Governor Brown appointee)
- California Department of Education's LCAP Advisory Group
- Napa Redevelopment Successor Agency Oversight Board (Past Chair)
- Napa County Treasury Oversight Committee (Alternate)
- North Bay Schools Insurance Authority
- School Self Insurance of Contra Costa County (Past Chair)
- Goodwill Industries of the Redwood Empire (Past Chair)
- M.S. Grumbacher Foundation (Chair)
- Scaling Student Success Advisory Board
- African American Student Success Network with CAAASA and CCEE

# CERTIFICATION

STATE OF CALIFORNIA }  
COUNTY OF NAPA } SS.

I, John Tuteur, Napa County Clerk, in the County and State aforesaid, and keeper of the records and files thereof, do hereby certify that the following is a true and correct certification of the registration record of:

▶   
Voter Signature Date Sign

Important! To vote in the next election, you must r

Facsimile Signature of Voter

## VOTER INFORMATION

**Joshua G Schultz**

Address:  Patton Ave  
Napa, CA 94559

Mail Address:

Township:

Precinct: 5312441

Birth Date: 03/06/1967

Party: Democratic

Voter Status: Active

Most Recent Date Registered: 02/01/2016

Original Date Registered: 02/01/2016

## ELECTION INFORMATION - Most recent displayed -

Total Elections Voted: 10

11/05/2024	General Election		11/08/2016	General Election	
03/05/2024	Presidential Primary Election	Democratic	06/07/2016	2016 Presidential Primary Election	Democratic
11/08/2022	GENERAL ELECTION				
06/07/2022	STATEWIDE PRIMARY				
09/14/2021	California gubernatorial Recall Election				
11/03/2020	General Election				
03/03/2020	2020 Presidential Primary Election	Democratic			
11/06/2018	General Election				

I do hereby certify the above to be a true and accurate copy of records on file in the office of the Napa County Clerk. Certification is not valid unless the seal of Napa County, California is affixed.

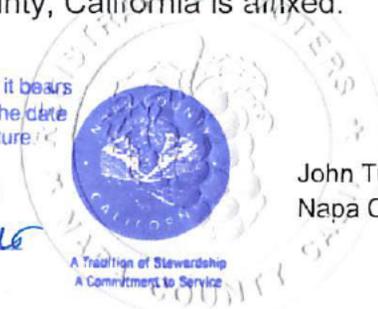
JUN 16 2025

Date

This is a true copy of the record if it bears the seal, imprinted in purple ink, the date of issuance and an original signature.

Dated: JUN 16 2025

Deputy:   
Napa County Election Division  
Napa County, California



John Tuteur  
Napa County Clerk



# California Commission on Teacher Credentialing

*By virtue of the authority vested in the Commission on Teacher Credentialing and in recognition of preparation for service in California Public schools*

**JOSHUA SCHULTZ**

*is hereby awarded the*

**Administrative Services Credential**

*together with all the rights, privileges, and responsibilities appertaining thereto*

**valid: 10/01/2023 to 10/01/2028**

**Document Number: 230127325**



---

*Marquita Grenot-Scheyer  
Chair, Commission on  
Teacher Credentialing*



---

*Mary Vicie Sandy  
Executive Director,  
Commission on Teacher  
Credentialing*

**NAPA COUNTY OFFICE OF EDUCATION**  
**Barbara Nemko, Ph.D., Superintendent**

Item 5.C

July 8, 2025

**TITLE:** Comprehensive School Safety Plan

**HISTORY:** Each year in March, schools are required to submit their updated comprehensive school safety plan to the Board of Trustees for approval.

**CURRENT PROPOSAL:**

The Board will be asked to adopt the 2024-25 Comprehensive School Safety Plan with the addition of the required Instructional Continuity Plan.

The Instructional Continuity Plan (ICP) requirement is contained in the California Education Code (*EC*) Section 32282(a)(3)(A) through (D). It makes an ICP an additional element for inclusion in a Comprehensive School Safety Plan (CSSP) by July 1, 2025. It applies to school districts, county offices of education, and charter schools (*EC* Section 32282[a][3][D]). The ICP requirement was added to the existing *EC* article governing CSSPs (*EC* sections 32280 et seq.), which contains other provisions regarding the content, development, and adoption of CSSPs.

**FUNDING SOURCE:** None

**SPECIFIC RECOMMENDATION:** Board Approval Comprehensive School Safety Plan. The Board will be asked to adopt the 2024-25 Comprehensive School Safety Plan with the addition of the required Instructional Continuity Plan (pg. 37-42). (Nancy Dempsey, Director, Juvenile Court and Community Schools).

Prepared by: Nancy Dempsey  
June 25<sup>th</sup>, 2025

# Comprehensive School Safety Plan SB 187 Compliance Document

**2024-25  
School Year**

**School:** Camille Creek Community School  
**CDS Code:** 28102800000000  
**District:** Napa County Office of Education  
**Address:** 2097 Imola Ave  
Napa CA 94559  
**Date of Adoption:**

**Approved by:**

Name	Title	Signature	Date
Barbara Nemko	County Superintendent of Schools		
Don Huffman	Board Trustee		
Janna Waldinger	Board Trustee (President)		
Sindy Biederman	Board Trustee		
Nadine Wade Gravett	Board Trustee		
Gerald Parrot	Board Trustee		
Jean Donaldson	Board Trustee		
Jennifer Kresge	Board Trustee		

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## **Senate Bill 187: Comprehensive School Safety Plan Purpose**

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Camille Creek Community School offices at 2097 Imola Ave. Napa, CA..

### **Safety Plan Vision**

Students and staff will have a safe and secure campus where they are free from physical and psychological harm.

The director and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

## **Components of the Comprehensive School Safety Plan (EC 32281)**

### **Camille Creek Community School Safety Committee**

Nancy Dempsey (Principal), Angela Higdon (Assistant Principal), Deputy Sheriff Andrew Moyeda (SRO), Greg Marshall (Facilities), Gerid Eastham (Teacher), and Pam Riddle (Classified), William Jones (Probation Officer)

### **Assessment of School Safety**

We conduct regular safety check-ins with school SRO and on-site Probation officer to review safety policies and procedures and identify any potential safety risks. Safety committee meetings are held to review updates to the safety plan each year and as needed if changes arise throughout the year. Additionally, our General Services department is working on scheduling a threat assessment in the Spring.

### **Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)**

School-wide discipline plan

Universal mental health screening

School Social Worker

Interventions Coordinator

School Resource Officer

One probation officer assigned to school

Metal detector upon entry

Audio and video cameras

Scheduled safety drills

High adult to student ratio (~1:5)

Instructional aides supporting classroom teachers

Small class sizes (~15-20)

After-school program offered daily

Professional Development for up-to-date policies, procedures and practice to build a positive community and safe campus

Wellness Center - calm, quiet, comfortable setting for students to self-regulate in supervised setting

### **(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)**

All school staff must complete a yearly mandated reporting training online through Target Solutions.

Definition:

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child as defined in Penal Code 11165.1
3. Neglect as defined in Penal Code 11165.2
4. Willful cruelty or unjustifiable punishment of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury resulting in a traumatic condition as defined in Penal Code 11165.4

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 his/her training and experience, to suspect child abuse or neglect. (Penal Code 11166)

Reporting:

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that mental suffering has been inflicted upon a child, or that the child's emotional well-being is endangered in any other way, may report the known or suspected instance of child abuse or neglect to the appropriate agency designated below. (Penal Code 11166.05)

Instances that indicate that the emotional well-being of a child might be endangered include, but are not limited to, evidence that the child is suffering from emotional damage, such as severe anxiety, depression, withdrawal, or untoward aggressive behavior towards self or others.

Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14. (Penal Code 152.3, 288)

#### Responsibility for Reporting:

The reporting duties are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

If NCOE receives a report of child abuse or neglect from a non-mandated reporter, the agency will ask the reporter to provide specified information in the report, including their name, telephone number, and information that gave rise to the suspicion of child abuse or neglect.

#### Reporting Procedures:

All staff members are considered 'mandated reporters' and are required, as required by law, to contact County Child Protective Services (Local Calls: (707) 253-4261

Toll Free: (800) 464-4216) when child abuse is suspected.

Effective January 1, 2015, Assembly Bill 1432 (D-Gatto) requires all local educational agencies (LEAs) to train all employees each year on what they need to know in order to identify and report suspected cases of child abuse and neglect. "All employees" includes anybody working on the LEA's behalf, such as teachers, teacher's aides, classified employees, and any other employees whose duties bring them into direct contact and supervision of students. LEAs must also develop a process to provide proof that employees received training. Our school administers Target Solutions – "Child Abuse: Mandated Reporter Training" (EDU) to all staff. Human Resources monitors compliance.

Effective January 1, 2024, Assembly Bill 1371 prohibits a person who is 21 years or older, and who is convicted of statutory rape with a minor under 16 years of age, from completing community service imposed as a condition of probation at a school or location which student congregate.

#### Student Work Based Learning

SB 531 exempts an entity that partners with an LEA to provide student work experience from the requirement to have a valid criminal background check for all employees if the following conditions are met:

1. At least one adult employee in the workplace during the pupil's work hours, who has direct contact with the pupil and has been designated by the employer as the employee of record who is responsible for the safety of the pupil, has a valid criminal records summary.
2. A staff representative of the LEA makes at least one visitation every three weeks to consult with the pupil's workplace liaison, observe the pupil at the workplace, and check in with the pupil to ensure the pupil's health, safety, and welfare, including addressing any concerns the pupil has raised.
3. The parent or guardian of the pupil has signed a consent form regarding the pupil's work placement, attesting that the parent or guardian understands the duties assigned to the pupil and the nature of the workplace environment.

### **(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)**

#### **Disaster Plan (See Appendix C-F)**

Fall Drills 2025

9/25: Fire drill and staff debrief

10/16: Earthquake drill & staff debrief

12/11: Active Shooter/Lockdown & staff debrief

## Spring Drills 2025

3/12: Fire Drill and staff debrief

4/16: Active Shooter/Lockdown

We will ensure active shooter drills are trauma-informed and developed with the input of school personnel, including school-based mental health professionals, and that the drills use age and developmentally-appropriate content and terminology.

All parents and guardians of students will be notified no more than 1 week and no less than 24-hours in advance that a drill will be taking place and of the expected length of the drill. Parents or guardians will be allowed to opt their child or children out of the drills.

All parents and guardians will also be notified after the drill has concluded.

All teachers, administrators, and school personnel will be notified in advance that the drill will be taking place and of the expected length of the drill.

Administration will announce the drill to students and educators immediately before the start of the drill, and immediately after the drill has concluded.

### **Adaptations for Students with Disabilities**

To ensure the safety and inclusion of all students, our school is committed to providing appropriate accommodations for students with disabilities during all emergency drills, including but not limited to fire drills, lockdowns, shelter-in-place, and evacuation procedures.

#### **1. Individualized Emergency Planning:**

Each student with a disability who may require assistance during an emergency will have a personalized emergency response plan developed in coordination with their IEP or 504 Plan team. This plan will outline specific supports, equipment, or personnel required to ensure their safe participation in drills and actual emergencies.

#### **2. Staff Assignments:**

Designated staff members will be assigned to assist students with disabilities during drills. These staff will be trained on how to provide safe, effective support and will remain with the student for the duration of the drill or emergency.

#### **3. Accessible Routes and Locations:**

All evacuation routes and safe areas will be reviewed for accessibility. Alternate routes or locations will be identified as needed to ensure students using mobility devices or requiring other accommodations can evacuate safely.

#### **4. Communication Support:**

For students with communication needs, including those who are deaf, hard of hearing, or non-verbal, emergency instructions will be provided in accessible formats (e.g., visual cues, written instructions, sign language interpretation, augmentative devices).

#### **5. Practice and Preparation:**

Students with disabilities will be included in all emergency drills to the greatest extent appropriate, with accommodations in place. Staff will pre-teach drill procedures and provide social stories, visuals, or additional support to help prepare students for what to expect.

#### **6. Continuous Review and Improvement:**

After each drill, school teams will review the effectiveness of accommodations and update individual emergency plans as needed. Feedback from students, families, and staff will be considered to ensure continuous improvement.

### **Public Agency Use of School Buildings for Emergency Shelters**

As directed by incident command.

**(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

### Office referral

Depending on the issue at hand and the needs of the student, students may be invited to check in with administrative staff. From there, we offer a variety of interventions: students may discuss an incident or any issues, access a variety of resources to self-regulate, write a statement, and/or come up with a plan to prevent negative behaviors/incidents and strategies for positive behavior.

### Wellness Center

In collaboration with NCOE Mental Health/Wellness Dept., staff redesigned the Wellness Center to be more trauma-informed and restorative. This space is staffed/supervised by a Certified Wellness Coach and offers an option for students to take a "brain break," access supports, and practice well-being and regulation.

### Suspensions

Students are suspended when behavior escalates to a level of becoming unsafe to themselves or others, when a student is out of any adult's control, or when a student commits a crime. Depending on the context and severity, suspensions may be in-school or out-of-school. All suspensions are initiated and approved by one of the school's administrators. Parents are notified of the incident/cause, consequence, and restorative next steps upon return to school or classroom to empower the student to learn and make positive choices and to repair any harm. The probation department is notified when a student on probation is suspended, and appropriate entities are notified when a homeless, special education, or other specific needs student is suspended.

### Notice of Regulations

At the beginning of each school year, the program administrator of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension, and expulsion. (Education Code 48900.1, 48980)

### Definitions and Education Code:

Suspension from school means the removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the County Board for students of the same grade level.
2. Referral to a certificated employee designated by the program administrator to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the program administrator or designee as provided in Education Code 48910.

### Expulsions

Expulsion is an action taken by the County Board of Education and the County Superintendent of Schools for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is usually used when there is a history of misconduct; when other forms of discipline, including suspension, have failed to bring about proper conduct, or; when the student's presence causes a continuing danger to other students. (Education Code 48915)

### Grounds for Suspension and Expulsion

A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to Education Code 48900 subdivisions (a) to (r), inclusive, as follows:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900 is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d) but it is an offense for which suspension, or expulsion pursuant to subdivision (e) may be imposed.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.  
 (3) Except as provided in Section 48910, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.  
 (4) Except as provided in Section 48910, commencing July 1, 2024, a pupil enrolled in any of grades 9 to 12, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.  
 (5) (A) A certificated or classified employee may refer a pupil to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in subdivision (b) of Section 48900.5 for any of the acts enumerated in paragraph (1).  
 (B) A school administrator shall, within five business days, document the actions taken pursuant to subparagraph (A) and place that documentation in the pupil's record to be available for access, to the extent permissible under state and federal law, pursuant to Section 49069.7. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
  - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
    - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
    - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
    - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
    - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
  - (2) "Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager of a communication, including, but not limited to, any of the following:
    - (A) A message, text, sound, or image.
    - (B) A post on a social network Internet Web site including, but not limited to.
    - (C) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of causing, attempting to cause, or threatening to cause physical injury to another person.
    - (D) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who

was impersonated.

(E) Creating a false profile for the purpose of causing, attempting to cause, or threatening to cause physical injury to another person. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Education Code 489005.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

In addition to the reasons specified in Education Code 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Education Code 212.5.

For the purposes of this chapter, the conduct described in Education Code 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

#### 48900.3

In addition to the reasons set forth in Education Code 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Education Code 233.

#### 48900.4

In addition to the grounds specified in Education Code 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

#### 48900.7

(a) In addition to the reasons specified in Education Code 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

(b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess

of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

#### 48915 : Expulsion

(a) Except as provided in subdivisions (c) and (e), the principal or the Superintendent of Schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

- (1) Causing serious physical injury to another person, except in self-defense.
- (2) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- (3) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
- (4) Robbery or extortion.
- (5) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(b) Upon recommendation by the principal, superintendent of schools or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Education Code 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Education Code 48900. A decision to expel shall be based on a finding of one or both of the following:

- (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 pupil causes a continuing danger to the physical safety of the pupil or others.

(c) The principal or superintendent of schools shall immediately suspend, pursuant to Education Code 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
- (2) Brandishing a knife at another person.
- (3) Unlawfully selling a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code 11053.
- (4) Committing or attempting to commit a sexual assault as defined in Education Code 48900(n) or committing a sexual battery as defined in Education Code 48900(n).
- (5) Possession of an explosive.

#### Suspension by Superintendent, Program Administrator or Program Administrator's Designee

The County Superintendent, program administrator or program administrator's designee may suspend a student from a school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

The County Superintendent or designee shall immediately suspend any student found at school or at a school activity to be: (Education Code 48915)

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the program administrator or designee's concurrence.
2. Brandishing a knife, as defined in Education Code 48915(g), at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above.
5. Possession of an explosive as defined in 18 USC 921.

Suspension also may be imposed upon a first offense if the County Superintendent, program administrator or designee determines

the student violated items #1-5 listed in "Grounds for Suspension and Expulsion," if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process, or when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

A student may be suspended from school for not more than 20 school days in any school year, unless for purposes of adjustment a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48912)

The County Superintendent or designee may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which a student may be suspended in any school year. (Education Code 48903)

Suspensions shall be initiated according to the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the program administrator, designee or the County Superintendent with the student and, whenever practicable, the teacher, supervisor or school employee who referred the student to the program administrator. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her; the student shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911(b))

This conference may be omitted if the County Superintendent, program administrator, designee or the County Superintendent determines that an emergency situation exists. An emergency situation involves 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/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911(c))

2. Administrative Actions: All requests for student suspension are to be processed by the program administrator or designee of the school in which the student is enrolled at the time of the misbehavior. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the County Superintendent or designee.

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved and any other pertinent matter. (Education Code 48914)

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend. (Education Code 48911)

5. Extension of Suspension: If the County Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the County Superintendent or designee may, in writing, extend the suspension until such time as the County Board has made a decision. (Education Code 48911(g))

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the County Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were 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. (Education Code 48911)

#### Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspension by County Superintendent, Program Administrator or Program Administrator's Designee" above. (Education Code 48912)

When the Board is considering a suspension, disciplinary action or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079.

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by certified mail. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

#### Authority to Expel

A student may be expelled only by the County Board. The Board shall expel, as required by law, any student found to have committed certain offenses listed below under "Mandatory Recommendation and Mandatory Expulsion".

The Board may also order a student expelled for any of the acts listed above under "Grounds for Suspension and Expulsion" upon recommendation by the program administrator, County Superintendent, hearing officer or administrative panel, based on finding either or both of the following: (Education Code 48915(b) and (e))

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

#### Mandatory Recommendation for Expulsion

Unless the program administrator, County Superintendent or designee finds that expulsion is inappropriate due to particular circumstances, the program administrator, County Superintendent or designee shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee.

#### Mandatory Recommendation and Mandatory Expulsion

The program administrator, County Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the program administrator or designee's concurrence.
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above.

5. Possessing an explosive as defined in 18 USC 921.

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

#### Students' Right to Expulsion Hearing

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the program administrator or County Superintendent or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred. (Education Code 48918(a))

The student is entitled to one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the County Board finds it impractical during the school year to comply with these time requirements for conducting an expulsion hearing, the County Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the County Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of County Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

#### Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the County Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five day's notice of his/her scheduled testimony at the hearing.
2. Have up to two adult support persons of his/her choosing present in the hearing at the time he/she testifies.
3. Have a closed hearing during the time he/she testifies.

Whenever any allegation of sexual assault or sexual battery is made, the County Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

#### Written Notice of the Expulsion Hearing

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing.
2. A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules that relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (cf. 5119 - Students Expelled from Other Districts)
5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney advisor. Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California. Non-attorney advisor means an individual who is not an attorney or lawyer, but who is

familiar with the facts of the case, and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.

7. The opportunity to confront and question all witnesses who testify at the hearing.

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

#### Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the County Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c)) Whether the expulsion hearing is held in closed or public session, the County Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the County Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student shall also be allowed to attend the closed session. (Education Code 48918(c)) If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including but not limited to videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g)) In accordance with the Code of Civil Procedure 1987, the subpoena must be served at least 10 days before the time required for attendance unless the court prescribes a shorter time. Unless they are parties to the hearing or are district or government employees, witnesses who appear pursuant to a subpoena receive fees equal to those prescribed for witnesses in civil actions in a superior court, and all witnesses other than the parties to the hearing receive mileage; these fees and mileage must be paid by the party requesting the subpoena.

3. Subpoenas: Before commencing a student expulsion hearing, the County Board may issue subpoenas, at the request of either the student or the County Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to their commendation for expulsion. After the hearing has commenced, the County Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20 (formerly 11525). (Education Code 48918(i)) Any objection raised by the student or the County Superintendent or designee to the issuance of subpoenas may be considered by the County Board in closed session, or in open session if so requested by the student, before the meeting. The County Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i)). If the County Board determines, or if the hearing officer or administrative panel finds and submits to the County Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the County Board to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion".

Findings of fact shall be based solely on the evidence at the hearing. While no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f) and (h)). In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918)

a. Any complaining witness shall be given five day's notice before being called to testify.

b. Any complaining witness shall be entitled to have up to two adult support persons, including but not limited to a parent/guardian

or legal counsel, present during his/her testimony.

c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.

d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.

e. If one or both support persons are also witnesses, the hearing shall be conducted according to Penal Code 868.5.

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a non-threatening environment.

(1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

(3) The person conducting the hearing may:

(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness.

(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

(c) Permit one of the support persons to accompany the complaining witness to the witness stand.

6. Decision within 10 School Days: The County Board's decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

7. Decision within 40 School Days: If the County Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

#### Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the County Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the County Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the County Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d)). A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures as apply to a hearing conducted by the County Board as specified above in "Conduct of Expulsion Hearing". The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the County Board. If expulsion is not recommended, the student shall be immediately reinstated. The County Superintendent or designee shall place the student in a classroom instructional program, any other instructional

program, a rehabilitation program or any combination of these programs after consulting with district staff, including the student's teachers and with the student's parent/guardian. (Education Code 48918(e)).

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the County Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing.

The County Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the County Board may order. (Education Code 48918(f))

In accordance with County Board policy, the hearing officer or administrative panel may recommend that the County Board suspend the enforcement of the expulsion for a period of one year.

The County Board shall make its decision about the student's expulsion within 40 school days after the date of the student's removal from school unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

#### Final Action by the County Board

Whether the expulsion hearing is conducted in closed or public session by the County Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the County Board at a public meeting. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

If the County Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately. The County Superintendent or designee shall place the student in any classroom program or other instructional program, rehabilitation program, or any combination of such programs following consultation with district personnel, including the teacher involved, and with the student's parent/guardian. (Education Code 48918(e))

Upon ordering an expulsion, the County Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for an act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the County Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the County Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review as well as assessment of the student at the time of review for readmission.
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service and other rehabilitative programs.

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

#### Written Notice to Expel

The County Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed in Education Code 48900(a)-(p), Education Code 48900.2-48900.4 and Education Code 48915(c). (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian. (Education Code 48916)
3. Notice of the right to appeal the expulsion to the courts. (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion. (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1. (Education Code 48918)

#### Decision Not to Enforce Expulsion Order

In accordance with County Board policy, when deciding whether to suspend the enforcement of an expulsion, the County Board shall take into account the following criteria:

1. The student's pattern of behavior.
2. The seriousness of the misconduct.
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program.

The suspension of the enforcement of an expulsion shall be governed by the following: (Education Code 48917)

1. The County Board, upon voting to expel a student, may suspend the enforcement of the expulsion order for not more than one calendar year and may, as a condition of the suspension of enforcement, assign the student to a school, class or program appropriate for the student's rehabilitation. This may include recommendations for an alternative independent study setting in which both the student and parent shall be required to meet with the teacher in a setting where other students are not present.
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status.
3. The suspension of the enforcement of an expulsion order may be revoked by the County Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct.
4. When the suspension of the enforcement of an expulsion order is revoked, a student may be expelled under the terms of the

original expulsion order.

5. Upon satisfactory completion of the rehabilitation assignment, the County Board shall reinstate the student in a district school. Upon reinstatement, the County Board may order the expunging of any or all records of the expulsion proceedings.

6. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board of Education. The appeal must be filed within 30 days of the County Board's decision to expel.

7. The County Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall also inform the parent/guardian of the right to appeal the expulsion to the courts. (Education Code 48918(j))

#### Right to Appeal

The student or parent/guardian is entitled to file an appeal of the County Board's decision to the courts. The appeal must be filed within 30 days of the County Board's decision to expel, even if the expulsion action is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the courts. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

#### Post-Expulsion Placements

The County Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems.
2. Not provided at a comprehensive middle, junior or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site.
3. Not housed at the school site attended by the student at the time of suspension.

(cf. 6185 - Community Day School)

When the placement described above is not available, and when the County Superintendent of Schools so certifies, students expelled for acts described in items #6 through #13 and #18 through #20 under "Grounds for Suspension and Expulsion" above may be instead referred to a program of study that is provided at another comprehensive middle, junior, or senior high school, or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades kindergarten through 6 shall not be combined or merged with programs offered to students in any of grades 7 through 12. (Education Code 48916.1)

#### Readmission after Expulsion

Readmission procedures shall be as follows:

1. On the date set by the County Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
2. The County Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the County Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
3. If the readmission is granted, the County Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the County Board's decision regarding readmission.
4. The County Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other program students or employees. (Education Code 48916)
5. If the County Board denies the readmission of a student, the County Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)
6. The County Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the County Board's determination of the educational program that the County Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in

another school district. (Education Code 48916)

#### Maintenance of Records

The County Board shall maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon receipt of a written request by the admitting school. (Education Code 48900.8, 48918(k))

The County Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5125 - Student Records)

#### Notifications to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the program administrator or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The program administrator or designee also shall notify appropriate city or county law enforcement authorities of any student acts that may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the program administrator or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

A principal, the principal's designee, or any other person reporting a known or suspected act described in subdivision (a) or (b) is not civilly or criminally liable as a result of making any report authorized by this article unless it can be proven that a false report was made and that the person knew the report was false or the report was made with reckless disregard for the truth or falsity of the report.

The principal of a school or the principal's designee reporting a criminal act committed by a school age individual with exceptional needs, as defined in Section 56026, shall ensure that copies of the special education and disciplinary records of the pupil are transmitted in keeping with the procedural safeguards described in Section 1415(6)(k) of Title 20 of the United States Code, for consideration by the appropriate authorities to whom he or she reports the criminal act. Any copies of the pupil's special education and disciplinary records may be transmitted only to the extent permissible under the federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g et seq.).

A program administrator, designee, or any other person reporting a known or suspected act described in this section is not civilly or criminally liable as a result of making any report authorized by this article unless it can be proven that a false report was made and that the person knew the report was false or the report was made with reckless disregard for the truth or falsity of the report.

The willful failure to make any report required by this section is an infraction punishable by a fine to be paid by the program administrator or designee who is responsible for the failure of not more than five hundred dollars (\$500).

#### Notice to Parents/Guardian upon Release of a Minor Student to Peace Officer

When a program administrator or other official releases a student to a peace officer in order to remove the minor from school/program premises, the official shall take immediate steps to notify the student's parent/guardian or responsible relative regarding the student's release to the officer and the place to which the student is reportedly being taken except when the student is a victim of suspected child abuse in which case the County office of Education must provide the parent/guardian's address and telephone number to the officer. (Education Code 48906)

#### Suspension And Expulsion/Due Process (Students With Disabilities)

Districts or county office programs receiving funds under the Education of the handicapped Act may not unilaterally exclude a dangerous or disruptive special education student from the classroom if the dangerous

or disruptive behavior is caused by the student's disabling condition. A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) or a student with a Section 504 accommodation plan pursuant to the federal Rehabilitation Act of 1973 (29 USC 794) is subject to the same grounds for suspension and expulsion which apply to students without disabilities.

All the procedural safeguards established by the County office of Education policies and regulations shall be observed in considering the suspension of special education students, including the requirement that, depending on the disruptiveness of the conduct, some form of in-school intervention be used prior to suspension to show that suspension was imposed only when other means of correction failed to bring about proper conduct. (Education Code 48900.5)

(cf. 5144.I - Suspension and Expulsion/Due Process)

(cf. 6159. I - Procedural Safeguards and Complaints for Special Education)

#### Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the County Office program's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the County Office program had knowledge that the student was disabled before the behavior occurred. (20 USC 1415(k)(8))

The County Office program shall be deemed to have knowledge that the student had a disability if one of the following conditions exists: (20 USC 1415(k)(8); 34 CFR 300.527)

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, that the student is in need of special education or related services.
2. The behavior or performance of the student demonstrates the need for such services, in accordance with 34 CFR 300.7.
3. A current parent/guardian request is on file for an evaluation of the student for special education pursuant to 34 CFR 300.530-300.536.

(cf. 6164.4 - Identification of Individuals for Special Education)

4. The teacher of the student or other County Office program personnel has expressed concern about the behavior or performance of the student to the County Office program's director of special education or to other personnel in accordance with the County Office program's established child find or special education referral system. -The County Office program would be deemed to not have knowledge as specified in items #1-4 above if, as a result of receiving such information, the County Office program either conducted an evaluation and determined that the student was not a student with a disability or determined that an evaluation was not necessary and provided notice to the parent/guardian of its determination. (34 CFR 300.527)

If it is determined that the County Office program did not have knowledge that the student was disabled prior to taking disciplinary action against the student, then the student shall be disciplined in accordance with procedures established for students without disabilities. (20 USC 1415(k)(8))

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (34 CFR 300.527)

#### Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) do not constitute a change in placement pursuant to 34 CFR 300.519. (Education Code 48903; 34 CFR 300.520)

Suspending a student for more than ( 10) consecutive days constitutes a change in placement and is prohibited without parental consent or by court order.

#### Suspension and Expulsion/Due Process

(Students with Disabilities)

( 5144.2 (c)

When traditional disciplinary measures such as counseling, study carrels, detention or restriction of privileges fail to diffuse the threat posed by a dangerous handicapped student, school/program officials may use the ten day suspension period to seek parental consent for another placement. The County Office may seek to include in any potentially dangerous special education students Individual Education Plan the parent/guardian's advance approval for an appropriate disciplinary plan to be used in the event that dangerous or disruptive conduct should occur. Clarifying language in the IEP may be used to avoid the need to seek parental consent or court action within ten days of a suspension.

The program director or designee shall monitor the number of days, including portions of days that students with valid individualized education programs (IEP) have been suspended during the school year.

#### Services During Suspension

Students suspended for more than ten school days in a school year shall continue to receive services during the term of the suspension, to the extent necessary to provide the student a free and appropriate public education. (20 USC 1412(a)(1)(A); 34 CFR 300.520) If a student with disabilities is excluded from school bus transportation, the student is entitled to be provided with an alternative form of transportation at no cost to the student or parent/guardian, provided that transportation is specified in the student's IEP. (Education Code 48915.5)  
(cf. 3541 .2 - Transportation for Students with Disabilities)

#### Interim Alternative Placement Due to Dangerous Behavior

A student with a disability may be placed in an appropriate interim alternative educational setting, including home placement, for up to forty-five days when he/she commits one of the following acts: (20 USC 1415(k)(1); 34 CFR 300.520)

1. Carries a weapon to school or to a school function. A weapon refers to a "dangerous weapon" as defined in 18 USC 930 and includes any device that is capable of causing death or serious bodily injury. The term does not include a pocket knife with a blade of less than 2 1/2 inches in length. "Carries a weapon" also covers instances in which the student is found to have a weapon that he or she obtained while at school (34 CFR 300.520)

2. Knowingly possesses or uses illegal drugs while at school or a school function

3. Sells or solicits the sale of a controlled substance while at school or a school activity as identified in 21 USC 812(c), Schedules 1-V  
The student's alternative educational setting shall be determined by the student's IEP team. (20 USC 1415(k)(2)) A hearing officer may order a change in placement of a student with a disability to an appropriate interim educational setting if the hearing officer: (20 USC 1415(k)(2); 34 CFR 300.521, 300.522)

1. Determines that the County Office program has established by substantial evidence, meaning beyond a preponderance of the evidence, that maintaining the current placement of the student is substantially likely to result in injury to the student or others

2. Considers the appropriateness of the student's current placement

3. Considers whether the County Office program has made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services

4. Determines that the interim alternative educational setting proposed by school personnel who have met with the student's special education teacher allows the student to:

a. Progress in the general curriculum and continue to receive those services and modifications, including those described in his/her IEP, to enable the student to meet the goals of the IEP

b. Receive services and modifications designed to address the behavior and ensure that the behavior does not recur

The student may be placed in the interim alternative educational setting for up to forty-five days, or until the conclusion of any due process hearing proceedings requested by the parent/guardian. (20 USC 1415(k)(2))

If in the opinion of school/program officials as special education student is a serious danger to the safety of students and staff and a more structured and closely supervised placement is deemed warranted, and the student's parent/guardian do not agree to a change in placement, the State or Federal Court may be petitioned to order that the student's placement be changed while expulsion proceedings and due process challenges to expulsions take place. (USC 1415(e)(3); Education Code 56505(d))

During court proceedings the County Office has the burden of proving that due process procedures would serve no purpose due to the imminent threat of danger if the student is not quickly removed.

Under truly exigent circumstances, home placement may be requested of the court.

#### Behavioral Assessment and Intervention Plan

Not later than ten business days after a student has been suspended for more than ten school days or placed in an alternative educational setting, the County Office program shall convene an IEP team meeting to conduct

a functional behavior assessment and implement a behavioral intervention plan. If the student already has a behavioral intervention plan, the IEP team shall review the plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1); 34 CFR 300.520)

(cf. 6159 - Individualized Education Program)

(cf. 6159.4- Behavioral Interventions for Special Education Students)

As soon as practicable after developing the behavioral intervention plan and completing the required assessments, the IEP team shall meet to develop appropriate behavioral interventions to address the behavior and shall implement those interventions. (34 CFR 300.520)

#### Procedural Safeguards/Manifestation Determination

The following procedural safeguards shall apply when a student is suspended for more than ten consecutive school days, when disciplinary action is contemplated for a dangerous behavior as described above, or when a change of placement is contemplated:

(20 USC 1415(k)(4); 34 CFR 300.523)

1. The parents/guardians of the student shall be immediately notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504 on the day the decision to take action is made. In no case shall this notice be served less than forty-eight hours before the meeting. If the parent/guardian refuses written permission for the evaluation to proceed, the IEP Team may seek a fair hearing and proceed without such consent if the proposed evaluation is approved as a result of the due process hearing. Parental consent is not required as a condition for expulsion proceedings or the decision to expel. (Education Code 48915.5)

2. Immediately if possible, but in no case later than ten school days after the date of the decision, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action.

3. Unless a parent/guardian has requested a postponement in writing, the meeting may be conducted without the parent/guardian's participation.

4. A parent/guardian's request that the meeting be postponed shall be granted for up to three additional school days. The County Office of Education shall extend any suspension of the student for the period of postponement.

5. At this review, the IEP team and other qualified personnel shall consider, in terms of the behavior subject to the disciplinary action, all relevant information that has been acquired within three years of the date of the alleged misconduct, including: (20 USC 1415(k)(4); 34 CFR 300.523)

a. Evaluation and diagnostic results, including the results or other relevant information supplied by the student's parents/ guardians, including:

(1) A review of the student's school progress and behavior, if available, including, but not limited to, a review of the student's individualized education program, teacher progress reports and comments, school health records, and school discipline records.

(2) A review of the ability of the student to conform his/her behavior to the prescribed standards, and determination of the relationship, if any, between the student's behavior and his/her handicapping condition.

b. Observations of the student

c. The student's IEP and placement

6. In relationship to the behavior subject to the disciplinary action, the team shall then determine whether the IEP and placement were appropriate and whether supplementary aids, services, and behavioral intervention strategies were provided consistent with the student's IEP and placement. The team shall also determine that the student's disability did not impair the ability of the student to understand the impact and consequences of the behavior, nor did it impair his/her ability to control the behavior subject to the disciplinary action. (20 USC 1415(k)(4); 34 CFR 300.523)

7. If the team determines that the student's behavior was a) not a manifestation of his/her disability, and b) the student was appropriately placed at the time misconduct occurred, then the student may be disciplined in accordance with the procedures for students without disabilities, as long as the student continues to receive services to the extent necessary to provide that student a free and appropriate public education. (20 USC 141 S(k)( 4); 34 CFR 300 .524)

If the team determines that the student's behavior was a manifestation of his/her disability, then the student's placement may be changed only via the IEP process. (20 USC 1415(k)(4))

#### Due Process Appeals

If the parent/guardian disagrees with a decision of the IEP Team that the behavior was not a manifestation of the student's disability or with any decision regarding placement, he/she has a right to appeal the decision. (20 USC 1415(k)(6); 34 CFR 300.525)

If the State's special education due process hearing is initiated by the parent/guardian due to a disagreement with the IEP Team recommendation, the County Office of Education shall cooperate with the State

Department of Education toward achieving an expeditious resolution to the disagreement. If the student's parent/guardian initiates a due process hearing to challenge the interim alternative educational

setting or the manifestation determination, the student shall remain in the interim alternative setting pending the decision of the hearing officer or the expiration of the 45-day time period, whichever occurs first, unless:

1. He/she has been suspended. Such suspensions may not exceed five consecutive school days of a single incident of misconduct unless extended by five (5) additional days when the student poses an immediate threat to the safety of others (Education Code 48911)

2. The student and his/her parents/guardians agree to a change in placement (Code 48911, 34 CFR 300.526)

3. A court order has been obtained permitting such a change in placement.

4. The change is a 11minor11 change in program or services rather than a "significant" change in placement.(Doe v. Maher)

If school personnel maintain that it is dangerous for the student to be placed in the current placement (placement prior to removal to the interim alternative education setting), pending the due process

proceedings, the Superintendent or designee may request an expedited due process hearing. (34 CFR 300.526)

### Services During Expulsion

Expelled students shall continue to receive services during the term of the expulsion to the extent necessary to provide the student a free and appropriate public education. Any alternative program must provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP. (20 USC 1412(a)(1)(A); 34 CFR 300.121, 300.520)  
(cf. 6158 - Independent Study)  
(cf. 6185 - Community Day School)

### Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

### Suspension of Expulsion

The Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

### Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the program director or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)  
The program director or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902) Within one school day after a student's suspension or expulsion, the program director or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

### Legal Reference:

#### EDUCATION CODE

35146 Closed sessions re: suspensions  
35291 Rules of governing board  
48203 Reports of severance of attendance of disabled students  
48900-48925 Suspension and expulsion  
49076 Access to student records  
56000 Special education; legislative findings and declarations  
56320 Educational needs; requirements  
56321 Development or revision of individualized education program  
56329 Independent educational assessment  
56340-56347 Individualized education program teams  
56505 State hearing

#### PENAL CODE

245 Assault with deadly weapon  
626.2 Entry upon campus after written notice of suspension or dismissal without permission  
626.9 Gun-Free School Zone Act  
626.10 Dirks, daggers, knives, razors, or stun guns

#### UNITED STATES CODE, TITLE 18

930 Weapons

1365 Serious bodily injury

#### UNITED STATES CODE, TITLE 20

1412 State eligibility

1415 Procedural safeguards

#### UNITED STATES CODE, TITLE 21

812 Controlled substances

#### UNITED STATES CODE, TITLE 29

706 Definitions

794 Rehabilitation Act of 1973, Section 504

CODE OF FEDERAL REGULATIONS, TITLE 34

104.35 Evaluation and placement

104.36 Procedural safeguards

300.1-300.818 Assistance to states for the education of students with disabilities, especially:

300.530-300.537 Discipline procedures

COURT DECISIONS

Schaffer v. Weast, (2005) 546 U.S. 549

Parents of Student W. v. Puyallup School District, (1994 9th Cir.) 31 F.3d 1489

M.P. v. Governing Board of Grossmont Union High School District, (1994) 858 F.Supp. 1044

Honig v. Doe, ( 1988) 484 U.S. 305

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osep>

Regulation NAPA COUNTY OFFICE OF EDUCATION

approved: January 6, 2004 Napa, California

**(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)**

The Superintendent or designee shall inform the teacher of every student who has caused or tried to cause another person serious bodily injury or any physical injury which requires professional medical treatment. This information shall be based upon written district records or records received from a law enforcement agency. Teachers shall receive the information in confidence and shall not disseminate it further. (Education Code 49079)

**(E) Sexual Harassment Policies (EC 212.6 [b])**

The Board of Education is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons otherwise authorized to transact business or perform their acts or services on behalf of the Napa County Office of Education, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation. All school staff are mandated to complete a yearly training in sexual harassment online via Target Solutions.

This policy is intended to supplement, and not replace, any applicable state and federal laws and regulations. Formal complaints under those laws and regulations shall be processed through the procedures established by applicable state and federal agencies.

#### Instruction/Information

The Superintendent or designee shall ensure that all County Office students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender
2. A clear message that students do not have to endure sexual harassment nor any form of sexual conduct or communication because of their actual or perceived sexual orientation, gender identity or expression, gender, or association with a person or group with one or more of these actual or perceived characteristics
3. Encouragement to immediately report observed instances of sexual harassment if they feel they are being harassed or if they witness harassment, even where the victim of the harassment has not complained
4. Information about the person(s) to whom a report of sexual harassment should be made

#### Complaint Process

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher, program supervisor or designee, or any Napa County Office of Education administrator. A County Office of Education employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the program director or designee.

Any County Office of Education employee who observes any incident of sexual harassment involving a student shall report this observation to the program director or designee, whether or not the victim files a complaint. In any case of sexual harassment involving the program director or any other County Office of Education employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.

The program director or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. If a situation involving sexual harassment is not promptly investigated and remedied by the site supervisor or designee or administrator, a complaint of harassment may be filed in accordance with the County Office's uniform complaint procedures or procedures for complaints concerning County Office employees. The County Superintendent or designee shall determine which procedure is appropriate.

Where the program director or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The program director or designee shall also advise the victim of any other remedies that may be available. The program director or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

#### Disciplinary Measures

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall 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) shall be taken into account.

#### Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address and prevent repetitive harassing behavior in its schools.

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

#### Legal Reference:

##### EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

##### CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

##### GOVERNMENT CODE

12950.1 Sexual harassment training

##### CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

##### UNITED STATES CODE, TITLE 20

1681-1688 Title IX, discrimination

##### UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

##### CODE OF FEDERAL REGULATIONS, TITLE 34

106.1-106.71 Nondiscrimination on the basis of sex in education programs

## COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

## CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

## OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Sexual Violence, April 4, 2011

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance, January 2001

## WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

## Policy NAPA COUNTY OFFICE OF EDUCATION

### **(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)**

Camille Creek Community School Student Dress Standard: We want bright futures for all of our students. We want them prepared to meet the demands of life after high school whether in the workforce or pursuing further education. During their time with us, we attempt to offer every opportunity possible for our students to practice the skills that will help them be successful.

#### DRESS CODE IS STRICTLY BUSINESS CASUAL

Students are to arrive at school in the dress code. Students who are not in dress code will be asked to swap out clothing for school-issued clothing or have a parent/guardian bring appropriate clothing to the school. The student will not be allowed to turn the clothing inside out. All students must abide by the dress code policy.

Students should wear shirts of an appropriate size/fit; pants of appropriate fit, size and length; shoes must be worn; skirts and dress shorts may be worn (hem must be as long as extended arm); denim may be worn. Ripped jeans must not have "rips" above the knee. Shirts must cover midriff. Leggings may be worn but must not be see-through.

No garments of any kind may show underneath shirts or pants; no sagging pants; no Dickies; no Ben Davis; no Nike Cortez shoes; no hairnets; no cleavage; no North Face; no Southpole; no slippers as they present a safety hazard. Athletic shoes must be worn for PE.

Jackets, coats or sweatshirts must be of an appropriate size. No blankets or wraps may be worn.

Sunglasses may be used during outdoor activities only.

No red, blue, maroon, or gang-affiliated markings such as numbers, area codes, teams, symbols, designs -- on clothing, shoes or accessories (blue denim is acceptable).

No clothing or accessories that denote hate, violence, bigotry, profanity, prejudice, sex, drugs, alcohol, or negative influences.

T-shirts and athletic shorts may be worn for PE but must adhere to the same rules as above.

It is not possible to list everything that constitutes unacceptable appearance or inappropriate clothing and personal possessions. The California Education Code allows school staff to make decisions regarding clothing or items that are disruptive to the learning environment. We work closely with law enforcement to keep ourselves up to date on gang-related items.

### **(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)**

All visitors must check in at the office.

Students walking to/from school:

In order to keep students and our neighborhoods safe, students must obtain parent/guardian permission in order to walk to/from campus.

Transportation in private vehicles :

Students shall wait in designated areas for transportation.

Students and drivers must drive vehicles safely, obeying all traffic laws.

Students must have parent/guardian permission to ride in any vehicle of someone outside the family.

Student drivers must submit copy of driver's license.

Music in vehicles should be at a low volume.

Bus Stop:

Wait in line patiently

Be aware of others' personal space

Students should be prepared with the right bus fare or pass before coming to or leaving from school.

Use kind words and appropriate language

Keep hands and feet to oneself

Boarding the bus:

Students should enter the bus one at a time, not crowding the door of the bus

Wait in line patiently, no cutting in line

Refrain from profanity at all times

On the bus:

Stay in your seat, do not move while bus is moving.

Keep hands and feet to self.

Refrain from eating or drinking on the bus.

Follow directives of bus driver:

Refrain from negative or derogatory comments on the bus.

Follow all bus rules as per signed contract.

Exiting the bus:

Get off only at your regular stop at the bus station unless pre-approved by parent/guardian.

Exit the bus in an orderly fashion.

Do not push the bar for the bus to stop unless you are exiting the bus at that stop.

Follow directives of the driver.

Skateboards and bicycles:

Walk skateboards and bicycles on campus.

Park bikes in bike rack.

Skateboards and bicycles shall be free of all inappropriate symbols or words.  
Skateboards need to be stored away during school hours.

**(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)**

**Component:**

Culture

**Element:**

To provide a school culture that creates a sense of community and is conducive to learning.

**Opportunity for Improvement:**

The reality of the school we run is that most students who enter are already at a tier 3 level of behavior. The discipline matrix designed for the 2024-2025 school year is made to reflect an equitable manner to keep the school safe and decline the opportunity for repeat suspensions. The discipline plan is constantly being reviewed to reflect more positive, trauma-informed, restorative practices.

In addition to discipline, Camille Creek is committed to building a positive, safe environment by promoting engaging, meaningful learning opportunities for students through electives, CTE pathways, work experience, Mariposa, Leadership, and volunteer opportunities within the community. In the classroom, inclusive practices like Restorative Justice/Circles are being implemented. Therapy and counseling are available on campus directly and through partner relationships with Aldea and other agencies.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide CTE and internship opportunities	Work with CCR and Assistant Principal to increase career preparation offerings. Students currently have access to Welding and Culinary pathways as well as a Digital Media/Tech class and internship opportunities. In addition, employability skills workshops are provided to all CTE students	NCOE/College and Career Department, Napa Valley College, Career Point, community businesses and agencies	Assistant Principal	WASC/LCAP self study
Continue 5 year implementation of Restorative Practices	Train new staff in Restorative Justice practice	Trained teachers/RJ texts	Director	WASC/LCAP self study
Staff trained in RJ, PBIS, Trauma Informed Practices	Continue to employ LCSW/probation officer to act as RJ facilitator, offer staff professional development	Center for Optimal Brain Integration consultant, RJ-related trainings, NCOE, LACOE, Northbay Insurance	Director, Asst. Principal	WASC/LCAP self study
Increase number of behavior and cognitive groups on campus	Men's Group, Mariposa, Cognitive Behavior Groups and Restorative Justice opportunities	Rooms and Group leaders	Director, Assistant Principal, Social Worker, Interventions Coordinator	WASC/LCAP self study
Increase engaging activities such as art, garden, work experience, digital media & food truck enterprise, etc	Continue to provide access to enrichment programs for all students.	Community agencies and businesses	Assistant Principal	WASC/LCAP self study
Study Hall	Continue to staff a study hall room where students referred to administration for disruption in class can go for a class period providing them the opportunity to refocus, regulate and re-engage in learning.	Instructional Support staff	Director, Assistant Principal	

**Component:**

Attendance

**Element:**

Increase attendance rate

**Opportunity for Improvement:**

The majority of our students come to us with significant truancy issues. Our goal is to reach 90% attendance consistently. At this time we are short of that goal as we work through logistics with our FSL team. The school plan is to create home visits with the help of our resources and SRO. We have had limited success with this and hope to increase our home visits in Spring 2025.

For the 24/25 school year, we are offering weekly incentives (Fun Friday) to every student who achieves perfect attendance that week which allows students to reach short-term success on a regular basis.

The family liaison team meets weekly and calls home daily for absent students to confirm reasons and connect families to support and resources. Camille Creek will monitor how their efforts impact attendance in addition to other strategies.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Target chronic truants and intervene to support greater success in attendance.	Schedule meeting with support staff for all truants. Define ways to support family and student.	Interventions Coordinator, SARB, Truancy Court, parent classes and other supports	Interventions Coordinator, Director	WASC/LCAP self study
Incentivize student attendance.	Provide fun school activities, engaging curriculum, nurturing environment. Fun Friday treats for all students who achieve perfect attendance during that week.	Arts, CTE, Leadership plans, all staff	Director, Interventions Coordinator	WASC/LCAP self study
Increase opportunities for learning that engage students outside of the classroom.	Provide career exploration activities, worksite tours, internship & job opportunities, student-run enterprise (Food Truck), enrichment activities, and community service.	CTE pathways, Arts, Restorative Justice training, Food Truck, community and industry partners	Director, Assistant Principal, Teachers	WASC/LCAP self study
Increase school-family connections.	Conduct home visits; weekly calls to parents/guardians. Family events held on campus.	Parent Liaisons, Social Worker, Interventions Coordinator	Director/FSL Team	WASC/LCAP

**Component:**

**Element:**

**Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation

## **(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**

### **Camille Creek Community School Student Conduct Code**

Accountability Plan - The accountability plan can be found posted in all classrooms.

#### Principles and Beliefs

Mistakes are a part of life - We shouldn't be made to feel stupid  
We will not react with anger or shame our students  
We must hold students accountable for their mistakes so that they can learn self-regulation  
We will support our students in learning from their mistakes  
Restorative practices  
We will not be punitive  
We will not react with anger or shame  
We will not belittle or demean  
Children need consistency to learn limits and to become self-regulating  
Children learn best from the people with whom they have strong and positive relationships  
Schools and classrooms should be positive and emotionally safe places  
Students are empowered when we believe in them without reservation  
As educators, it is our job to handle discipline before probation referral  
All student matters should be filtered through Administration.

#### Camille Creek Agreements

Unconditional respect  
Use kindness and a positive tone  
Be sensitive and receptive to others  
Work through issues with others privately and respectfully  
Be patient  
Check for clarity and follow-up  
Be inclusive  
Be compassionate  
Be timely and punctual  
When faced with a challenge, be resourceful to solve it  
Own your own actions, especially your mistakes, without justification or blame of self and others

#### **Conduct Code Procedures**

Common behavior incidents  
Tardiness  
Violation of Dress Code  
Inadvertent Swearing  
Out of seat without permission  
Disruptive or distracting behavior  
Throwing things  
Work or directive refusal  
Sleeping  
Disrespectful comment or conversation  
Out of class/ wandering without permission  
Swearing in anger  
Threatening words or actions  
Bullying  
Roughhousing/possible harm to self or others  
Destruction of property

Teachers can use a verbal or physical cue as a warning for first time, and/or use discretion for office referral/administration support if unable to correct/promote positive behavior within classroom. Incidents are recorded in Powerschool.

Staff and administration will communicate consequences to students and families with consistency, kindness and an objective of repairing harm / promoting positive behavior / preventing future incidents. Consequences may include (but are not limited to): restorative / mediated conflict resolution, service projects, campus beautification, after-school hours, vaping cessation class, academic/learning activities related to hate speech or other issues, Restorative Workshops, loss of privileges, etc.

#### **(J) Hate Crime Reporting Procedures and Policies**

48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

NCOE strictly adheres to a no-tolerance policy regarding hate crimes on campus. Hate crimes are immediately reported to law enforcement and charges filed if appropriate. This information is included in the student orientation process.

#### **Opioid Prevention and Life-Saving Response Procedures**

The Napa County Office of Education will provides parent and student education about the dangers of synthetic drugs, including Fentanyl, by sharing materials with parents via Parent messaging system, posting information on the NCOE website, and hosting informational speakers at the school. Staff are trained yearly as to the dangers of synthetic drugs, identifying students who may be under the influence, and responding in the case of an emergency situation.

Step 1: Identify overdose. Suspected overdose signs include a person who is unresponsive and not breathing, struggling to breathe, or making a snoring sound. The person does not wake up if you shake them or call their name, their skin may be pale or blue, and pupils of eyes small.

Step 2: Call 9-1-1 and alert them of possible overdose. Use Walkie Talkie to alert administration and law enforcement.

Step 3: Administer NARCAN nasal spray: Give 1st dose in the nose

HOLD the nasal spray devise with your thumb on the bottom of the plunger

INSERT the nozzle into either NOSTRIL

PRESS the plunger firmly to give the 1st dose

1 nasal spray device contains 1 dose

Step 4: WAIT 2-3 minutes after the 1st dose to give the medicine time to work

if the person wakes up: Go to Step 5

if the person does not wake up: Administer CPR

Continue to give doses 2-3 minutes until the person wakes up

It is safe to keep giving doses

Step 5: Stay

PLACE victim on their side in the recovery position

STAY until ambulance arrives: even if the person wakes up

GIVE another dose if the person becomes very sleepy again

## **Response Procedures for Dangerous, Violent, or Unlawful Activities**

Our school is committed to ensuring a safe environment for all students, staff, and visitors. The following procedures will be followed in the event of dangerous, violent, or unlawful activities occurring on or near school grounds:

### **1. Immediate Response and Reporting**

Staff members are required to report any dangerous, violent, or unlawful behavior to school administration or school resource officer immediately. All emergencies must be reported to 9-1-1 first, followed by notification to site administration. The site administrator or designee will assess the situation and initiate appropriate emergency protocols (e.g., lockdown, shelter-in-place, evacuation).

### **2. Lockdown Procedures**

If an immediate threat to safety is identified, a school-wide lockdown will be initiated. All students and staff are to remain inside locked rooms away from doors and windows until someone from law enforcement keys the door.

### **3. Law Enforcement Involvement**

School administration will contact local law enforcement when criminal activity, weapons, or physical threats are reported. Coordination with police is essential to ensure the safety of the school community.

### **4. Communication**

The school will notify district officials, law enforcement, and parents/guardians as appropriate, depending on the severity of the incident. Communication may occur via phone calls, emails, automated messages, or in-person briefings.

### **5. Investigation and Follow-Up**

A full investigation will follow any violent or unlawful incident. Disciplinary actions will be taken in accordance with district policies and the Education Code. Counseling and support services will be offered to those affected.

### **6. Prevention and Training**

Staff receive annual training on emergency response procedures. Students participate in regular safety drills and are encouraged to report suspicious behavior through established anonymous reporting systems.

## Instructional Continuity Plan

### Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 25, 2025 and adopted by Camille Creek Community School on to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

### Engagement with Pupils and Families

#### Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Camille Creek Community School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

#### Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

#### Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Camille Creek Community School will maintain multiple methods of communication to ensure continuity during unforeseen events. In the event of infrastructure failure, communication will shift to cellular-based platforms such as ParentSquare text messaging, and voice calls. Staff and families will be trained in advance on these alternative systems. Emergency updates will also be posted on the school website and social media channels when possible. Paper-based communication will be used as a last resort if all digital communication is unavailable.

#### Support for Special Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Student well-being is a priority. Staff will continue to monitor student needs via regular virtual check-ins, phone calls, or in-person home visits when possible. Our school counselor and mental health professionals will offer telehealth services, and students with pre-identified needs will receive individualized outreach. Academic supports such as tutoring, accommodations, and modified assignments will be implemented as needed.

#### Access to Instruction

### **Timeline for Access to Instruction**

Timeline for access to instruction.

As required, Camille Creek Community School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Camille Creek Community School will provide access to in-person or remote instruction as soon as practicable, but no more than 10 instructional days following the emergency. In-person instruction will resume once it is deemed safe by public health and emergency management authorities. If the school site is unusable, students may be temporarily reassigned to alternate locations such as nearby schools, community centers, or county facilities.

### **Access to In-Person Instruction**

Conditions under which in-person instruction will resume and any alternative sites or arrangements.

As required, Camille Creek Community School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Camille Creek Community School will provide access to in-person or remote instruction as soon as practicable, but no more than 10 instructional days following the emergency. In-person instruction will resume once it is deemed safe by public health and emergency management authorities. If the school site is unusable, students may be temporarily reassigned to alternate locations such as nearby schools, community centers, or county facilities.

### **Remote Instruction**

Plans for remote instruction.

As required, Camille Creek Community School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Camille Creek Community School will provide remote instruction, ensuring all students have access to a working device with connectivity. Lessons will be delivered via a mix of synchronous and asynchronous instruction, ensuring academic rigor and student engagement comparable to independent study learning.

### **Access to Instructional Materials**

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Instructional materials will be provided through digital platforms such as Google Classroom or printed packets delivered or mailed to students. Students will also have access to online textbooks, learning apps, and teacher-created videos. Students who do not have a device will have one distributed in advance or within five days of a shift to remote learning.

### **Access to Schoolwork**

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Students will use Google Classroom and email to access and submit assignments. For students without internet access, printed assignments will be picked up and dropped off at designated community locations or delivered by staff. Timely feedback will be provided digitally or via phone calls. Parent liaison will deliver progress for each student and gain feedback from each family every week.

### **Temporary Reassignment**

Procedures and agreements for temporary reassignment with neighboring LEAs.

Camille Creek Community School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

If relocation is necessary, Camille Creek Community School will work in coordination with the Napa County Office of Education and

local LEAs to ensure student placement. Agreements are in place to facilitate temporary enrollment or shared use of facilities, and academic records will be transferred promptly.

### **Instructional Continuity Communication Protocols**

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Families, students, and staff will receive weekly updates via email, phone blasts, and the school website. Emergency updates will be provided as needed, and communication will be available in various languages as needed. Designated staff members will coordinate outreach.

### **Technological Readiness**

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Prior to any disruption, the school will maintain a current inventory of student and teacher devices, ensure access to digital platforms, and secure emergency mobile hotspots. Written agreements for Independent Study will be pre-approved for students and accessible digitally or in hard copy.

### **Instruction and Assessment**

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

#### **1. Instructional Delivery**

Core Content Focus: Instruction will center on English Language Arts, Mathematics, Science, and Social Studies, aligned with California State Standards. Digital Platforms: Lessons and assignments will be delivered through Google Classroom/Canvas/Bright Thinker, ensuring consistent access to materials. Flexible Learning: Recognizing students' diverse needs, teachers will provide asynchronous lessons (recorded video, posted materials) alongside optional synchronous sessions (live Zoom or Google Meet classes).

#### **2. Clear Learning Objectives**

Weekly learning goals will be posted on the school's learning platform. Each assignment will include a clear standard-based objective and rubric for student success.

#### **3. Monitoring and Feedback**

Teachers will use formative assessments such as exit tickets, short quizzes, journal reflections, or discussion posts to monitor understanding. Student progress will be tracked weekly, with personalized check-ins for those in need.

#### **4. Academic Support**

Virtual Office Hours: Teachers will offer scheduled online office hours 2–3 times per week for one-on-one support. Tutoring: Targeted virtual or phone-based tutoring will be arranged for students needing additional help, especially in math and reading. Progress Reports: Families will receive weekly updates via email, phone, or parent portal to keep them informed.

#### **5. Equity and Access**

Students will be provided with Chromebooks and internet hotspots if needed. Packets will be prepared for students with limited internet access, with scheduled drop-off/pick-up options.

### **Access (Equity, Accessibility, and Inclusion)**

## Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Our alternative education school is committed to ensuring that all students, including English learners, students with disabilities, foster youth, and students experiencing homelessness, receive the support they need to access instruction and succeed during a school closure. Recognizing the unique challenges faced by these student populations, we will implement the following strategies:

### 1. Technology Access

All students will be provided with Chromebooks with connectivity or internet hotspots as needed to ensure consistent access to online learning platforms. For students who are unable to participate virtually, printed instructional materials and assignments will be made available, with regular scheduled pickup/drop-off times. Technical support will be offered through dedicated school staff or the district help desk to resolve any connectivity or device issues.

### 2. Individualized Instruction and Support

Teachers will adapt instruction to meet students' Individualized Education Programs (IEPs), 504 Plans, and English Language Development (ELD) needs. Students with IEPs will receive virtual or phone-based support from their case manager and specialized academic instructors. English learners will receive designated ELD instruction and scaffolding strategies embedded in core content lessons. Small group and one-on-one sessions will be scheduled for students needing targeted support.

### 3. Translation and Language Access

All communication with families will be provided in their home language through translation services or bilingual staff. Parent meetings, virtual conferences, and support materials will be made available in multiple languages.

### 4. Designated Case Management and Outreach

Each student in a high-needs group (e.g., foster youth, students experiencing homelessness) will be assigned weekly check-ins with a member of the family service team. Case managers will coordinate academic and non-academic support, including food access, transportation (when applicable), mental health referrals, and connection to community resources. The family service team will maintain regular contact to support student well-being and identify barriers to learning.

### 5. Collaboration with Outside Agencies

The school will continue partnerships with county and community-based organizations (e.g., child welfare, mental health providers, housing support services) to provide wraparound support.

When needed, referrals will be made to ensure students have access to physical and mental health services, counseling, and essential supplies.

## Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Special education services will continue remotely through virtual IEP meetings, online sessions with service providers, and delivery of modified materials. Compliance with federal IDEA requirements will be maintained.

## English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

English learners will receive designated and integrated ELD instruction in accordance with the California EL Roadmap Policy. Bilingual support staff will continue virtual check-ins and targeted instruction

## Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Teachers and staff will receive ongoing training in trauma-informed practices, online instruction tools, and accessibility strategies.

Professional development will be provided during online staff meetings and asynchronous modules.

### **Well-Being and Support Services**

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Students and families will have access to mental health providers, nurses, and social workers via telehealth. Bilingual support staff will be available to facilitate communication and service access in multiple languages.

Plans to provide access back-up, water and medicines in the event of an emergency.

Napa County Office of Education will coordinate with county services to provide basic necessities to our families.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Counseling and academic support will be provided via Zoom or phone. Food services will be maintained through meal pickups or delivery. After-school programs will be adapted for online formats where possible, and special education will continue as outlined in students' IEPs.

### **Site-Based Collaboration**

How administrators, faculty, information technology staff, students, and parents in the development and implementation of this ICP.

This plan is developed collaboratively with feedback from staff, students, and parents via surveys, SSC meetings, and staff PD sessions. IT staff and instructional leaders contribute technical and academic input to ensure feasibility and alignment with student needs.

### **Return to Site-Based Learning**

Conditions that must be met prior to returning from disruption including reopening sites.

Return to in-person learning will occur when local and state agencies declare it safe. The school will follow public health guidance, conduct safety inspections, and communicate reopening plans to families at least five days in advance.

### **Integration with Comprehensive School Safety Plan (CSSP)**

Integration of this Instructional Continuity Plan (ICP) into Camille Creek Community School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Camille Creek Community School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

This ICP will be incorporated into the CSSP by July 1, 2025, in compliance with SB 153. It will align with safety protocols and be referenced in emergency operations procedures and staff training.

### **Review and Updates of this Instructional Continuity Plan (ICP)**

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

The ICP will be reviewed annually by Camille Creek's leadership team in partnership with students, families, and community stakeholders. Feedback from drills, remote learning implementation, and post-emergency debriefs will inform all updates.

**Safety Plan Review, Evaluation and Amendment Procedures**

The safety plan is reviewed yearly by the safety committee, updated as necessary, and sent to the board for review and approval.

## Safety Plan Appendices

## Emergency Contact Numbers

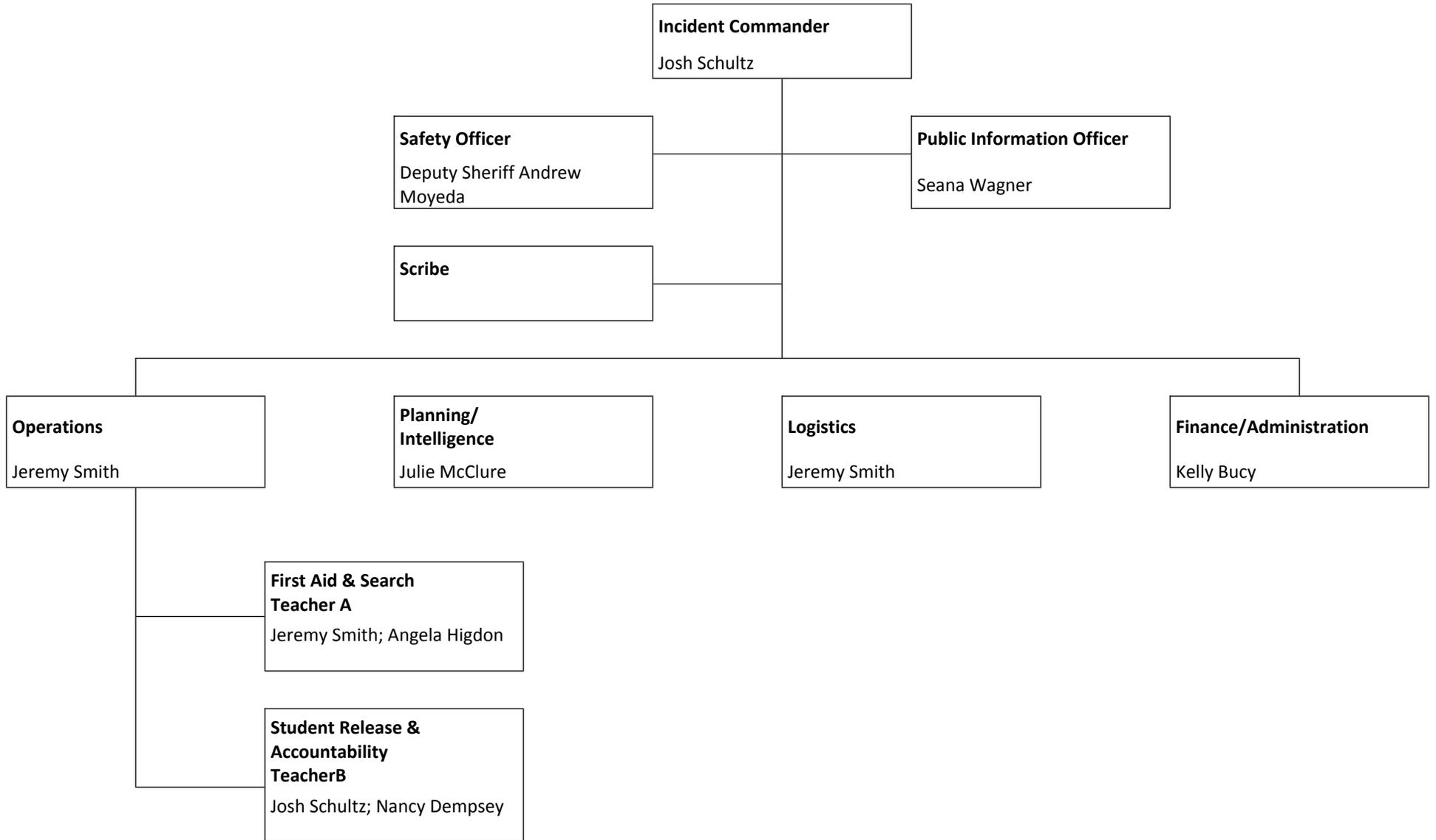
### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Emergencies	911	
Other	24-hours Mental Health	707-253-4711	
City Services	Animal Control Services	707-253-4452	
Emergency Services	Child Protective Services	707-253-4744	
Law Enforcement/Fire/Paramedic	Napa County Sheriff	707-253-4451	
Law Enforcement/Fire/Paramedic	Napa Police Department	707-257-9223	
Public Utilities	Napa Water Division	707-257-9544	
Public Utilities	PG&E	800-743-5000	
Emergency Services	Poison Control	800-222-1222	
Local Hospitals	Queen of the Valley Medical Center	707-252-4411	

### Safety Plan Review, Evaluation and Amendment Procedures

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
Meeting with school site safety team to review	1/16/2025 2:15pm	
Meeting with law enforcement and administrators	1/16/2025 2:15pm	
Administrative Review	1/17/2025 9am	
NCOE Board of Directors Review	2/4/2025 4pm	

**Camille Creek Community School Incident Command System**



## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

#### **Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

#### **Planning & Intelligence**

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

#### **Operations**

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

#### **Logistics**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

#### **Finance & Administration**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

## **Emergency Response Guidelines**

### **Step One: Identify the Type of Emergency**

When you see something, report it. For all staff, students, and teachers. If incident or threatened activity is dangerous, violent, or unlawful, immediately use Walkie Talkie to call for assistance.

### **Step Two: Identify the Level of Emergency**

Report what you saw and allow admin and law enforcement to determine the level of threat.

### **Step Three: Determine the Immediate Response Action**

Follow the posted plans and execute based on drills completed to ensure safety of all personnel.

### **Step Four: Communicate the Appropriate Response Action**

Report over the loud speaker and/or text or private chat to adults to ensure that all staff continue to follow the safety plan.

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

In the event of an aircraft crash on or near the school grounds, students would be alerted to shelter in place if their classroom is intact and not breached by the aircraft or on fire. Administration or law enforcement would then oversee evacuation procedures.

### **Animal Disturbance**

Animal Disturbance

If there is a rabid or uncontrollable animal on campus, implement this procedure:

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

Isolate the students from the animal. Close doors and use tables as a means to isolating the animal.

If the animal is outside, keep students inside and institute a LOCKDOWN.

If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal.

Contact the General Services and/or Animal Control (707-253-4452) for assistance in removing the animal.

If the animal injures anyone, seek medical assistance from the school nurse.

Notify parent/guardian and recommended health advisor.

#### **STAFF/TEACHER ACTIONS:**

If the animal is outside, keep students inside. Lock doors and keep students away from the windows.

If the animal is inside, EVACUATE students to a sheltered area away from the animal.

Notify the principal if there are any injuries.

### **Armed Assault on Campus**

Camille Creek Community School

2024-2025

Active Shooter Response Manual

In the event of an active shooter or active violence on the campus of Camille Creek or nearby on the Napa County Office of Education Campus the following manual will direct adults on-site on where to go and the best way to protect their students. The reality of an act of violence or shooting in today's school is a requirement to prepare in the event something happens. This document has been prepared by the safety committee at Camille Creek including law enforcement, probation officers, administrators, and teachers.

Prior to any active drill, a presentation on preparing for an active shooter will be demonstrated to staff. The last training provided to Camille Creek staff happened on: December 11th, 2024.

#### **Basic Premise:**

In the event of an active shooter adults on campus are trained to:

1. Report suspicious activity by adults and/or students to law enforcement or office using walkie talkie or intercom.
  2. Call 911
  3. Gather any close students around and make sure disabled students have required assistance to stay connected to the group.
  4. Run/Escape - Find the fastest route away from the violence or intruder and escape campus when/if possible
  5. Hide - If you cannot escape, adults are to gather students inside their classrooms and barricade the doors, lights off, cell phones off, stay away from garage doors and windows, stay low by the corners of the room. Do not open the doors for anyone unless they have a key or are law enforcement officers
  6. Fight - With no other options, adults and students are to arm themselves with any items around them and fight like their life depends on it
  7. Law enforcement will clear the campus class by class. Do not open the door unless it is opened by someone with a key.
- If you have made it off campus please find the outside rendezvous point at: Corner of Imola Ave and Shurtleff in the rear parking lot.

Directions pending on where the event starts:

During class instruction all students are to:

Remain in the classroom if they are in one. If the staff/educator determines it is safe to make an escape they may do so through east, west, or main doorways.

Determination of safety is based on the adult who is solely responsible for their students during a violent event; specifically a teacher protecting their students

During Lunch Time/activity or gathering in quad:

During an activity in the quad students should first escape towards an exit away from the shooting. Adults or staff will assist. Preferably staff and students should head from the quad away from gunfire to the east and west exit however they may also head towards the welding shop for shelter and/or the back exit gate near room 107 to get off site towards the Napa COE offices

Note: Gates in the back area may not be open/unlocked in the event of an emergency at times

Note: Students in the garden area, if an event occurs, will also head towards the welding shop and/or room 107 near PE area.

Event happening on the East Side:

If an event enters on the east side (closest towards COE building) occurs students should flow in the following direction:

Liberty and Chamberlain: Attempt escape through the west side emergency exits. If unable, then shelter in place.

Skyline and Creekside: Shelter in place immediately. Pull in all students to ability. Once doors close and lock then you barricade.

Upstairs: If you can escape safely through the west side exits while going downstairs then do it. If not, shelter in place.

If an event enters on the West Side (closest to the state hospital) students should flow in the following direction:

Liberty and Chamberlain: Shelter in place immediately. Pull in all students to ability. Once doors close and lock then you barricade.

Skyline and Creekside: Attempt escape through the west side emergency exits. If unable, then shelter in place.

Upstairs: If you can escape safely through the east side exits while going downstairs then do it. If not, shelter in place.

### **Biological or Chemical Release**

A Biological or Chemical Release involves discharge of a biological or chemical substance in a solid, liquid or gaseous state. The release of radioactive materials may happen. Common chemical threats within or adjacent to schools include discharge of acid in a school laboratory, overturned truck of hazardous materials in proximity of the school, or a nearby explosion at oil refinery or chemical plant.

Indicators suggesting the release of a biological or chemical substance: multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include an unusual odor or the presence of distressed animals or dead birds.

#### Scenario 1: Substance Released Inside a Room or Building Procedure

- 1) School Administrator initiates EVACUATE BUILDING. Staff uses designated routes or other alternative safe routes to assigned assembly/shelter site, located upwind and uphill, if possible, of affected room or building.
- 2) School Administrator calls "911" and the Napa County Office of Environmental Management 707-253-4471, providing exact location and nature of emergency.
- 3) School Administrator notifies District Superintendent of situation.
- 4) Access to potentially contaminated areas is restricted.
- 5) Site Security Team turns off local fans in area of release, closes windows and doors, and shuts down building's air system, if this can be done without exposure to released substance.
- 6) Persons who have come into direct contact with hazardous substances move to an area with fresh, clean air and wash with soap and water. Immediately remove and contain contaminated clothing. Do not use bleach or other disinfectants on potentially exposed skin. Individuals who have been contaminated "topically" by a liquid are segregated from unaffected individuals (isolation does not apply to widespread airborne releases). Affected individuals remain isolated until cleared for release by Napa Interagency HazMat Team or County Health Officer. A member of Medical Team assesses need for medical attention, but should not come in contact with exposed persons unless fully protected with personal protective equipment (HazMat suit, mask, etc.).
- 7) Student Care Team provides list of all people in affected room or contaminated area, specifying those who may have had actual contact with substance.
- 8) Any affected areas will not be reopened until Napa Interagency HazMat Team or appropriate agency provides clearance and School Administrator gives authorization to do so.

#### Scenario 2: Substance Released Outdoors and Localized Procedure

- 1) School Administrator determines appropriate Immediate Response Action, which may include SHELTER-IN-PLACE or EVACUATE BUILDING while directing staff to remove students from

affected areas to area upwind and uphill from the release.

- 2) Site Security Team establishes safe perimeter around affected area and ensures personnel do not re-enter area.
- 3) School Administrator calls "911" and Napa County Office of Environmental Management 253-4471, providing exact location and nature of emergency.
- 4) School Administrator notifies District Superintendent of situation.
- 5) Site Security Team turns off local fans in area of release, closes windows and doors and shuts down air handling systems of affected buildings, if this can be done without exposure to released substance.
- 6) See #6 in first scenario. '
- 7) Student Care Team provides list of all people in areas of contamination, especially those who may have had actual contact with substance.
- 8) Any affected areas will not be reopened until Napa Interagency HazMat Team or appropriate agency provides clearance and School Administrator gives authorization to do so.

### Scenario 3: Substance Released In Surrounding Community Procedure

- 1) School Administrator or local authorities determine potentially toxic substance has been released into the atmosphere. School Administrator initiates SHELTER-IN-PLACE.
- 2) Upon receiving SHELTER-IN-PLACE notification, Site Security Team turns off local fans in area; closes and locks doors and windows; shuts down all buildings' air handling systems; seals gaps under doors and windows with wet towels or duct tape; seals vents with aluminum foil or plastic wrap, and turns off sources of ignition, such as pilot lights.
- 3) Staff and students located outdoors are directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers communicate their locations to School Administrator, using the PA system or other means without leaving building.
- 4) School Administrator calls "911" and Napa County Office of Environmental Management 253-44 71, providing exact location and nature of emergency.
- 5) School Administrator notifies District Superintendent of situation.
- 6) School remains in SHELTER-IN-PLACE condition until Napa Interagency HazMat Team or appropriate agency provides clearance, or staff is otherwise notified by School Administrator.

### **Bomb Threat/ Threat Of violence**

#### Bomb Threat/ Threat Of violence

1. If phone call, attempt to keep the caller on the line
2. CAII 911 - OFF THE AIR - DO NOT USE CELL PHONES, TEXT MESSAGE, OR USE WALK-TALKIES
3. Principal notifies (or assigns a designee to notify) general services x6828, teachers, support staff, superintendent X6810, and other district administrators.
4. PA announcement, "Please do a quick 1-minute scan of your classroom or office for anything unusual." (A Professional/law enforcement officer will decide if it is a bomb-device or not)
5. Follow the directions of law enforcement, They will search perimeter, public areas, room etc. and assist with crowd control. Have extra school maps available for law enforcement.
6. Principal activates SEMS Plan (Standardized Emergency Management System), as needed
7. Secure campus Perimeter
8. Evacuate, if deemed necessary. Help students with disabilities. Teachers take roll sheets and office staff takes emergency cards to evacuation area.
9. Take roll and alert command center of any student not accounted for (telephone, intercom, walkie talkie, and/or email).
10. All clear will be signaled by Principal. Only law enforcement can authorize all clear.
11. Principal debriefs staff, parents/community, and students.
12. Student Release Procedures (only send students home before end of day if directed by Superintendent)
  - a. Use signs to designate "Request Student Pick-up Area (or Gate) and Release Students Area (or Gate).
  - b. Use signs to direct parents how to line -up (e.g. alpha, grade levels, or room numbers),
  - c. Release younger students first.
  - d. Use "student Emergency Release" form to document each student release and use "Emergency Cards" to authorized adults who can pick-up student. (RETAIN RECORDS)
  - e. provide escort for parent/guardian to Crisis Response Team, Search/Rescue Team, or Medical Area; if necessary

## **Bus Disaster**

The NCOE Community School uses public bus service. Students will follow protocol and instruction from the VINE personnel.

Should an accident or incident occur involving a school van, drivers should follow the following steps:

1. Stop. Do not leave the scene of an accident. Use your hazard lights to indicate the bus is stopped.
2. Do not move the bus. Document the position of all vehicles involved. Unless you are in danger of another situation that could cause more harm, stay put until directed by police or a supervisor.
3. Assess the situation. Evaluate the scene so you can create a plan to react accordingly. Decide what immediate action needs to be taken, such as injuries that need assistance, or children to evacuate.
4. Reassure the students. Keeping the children calm will help you handle the situation more effectively.
5. Notify dispatch. Make your message clear and urgent. Start by stating the bus number and that it's an emergency. This will allow dispatch to pin down your bus even if there is no other information available.  
Apply first aid, but only within your limits of training. Never move an injured child unless they are in imminent danger. Put your attention on life-threatening injuries first, and do not exceed the limits of your first aid training.
6. Protect the scene. Use reflectors, flares, and cones to warn oncoming traffic. If children are evacuated, make sure they are in a safe place.
7. Account for all passengers. If possible, document where each passenger was located at the time of the accident. Make a list of all passengers on board and provide emergency responders with this list.
8. Document what happened. Use an accident investigation kit located in the bus to document the details. Find witnesses on the scene to gather their names, phone, and address. Capture key information such as other vehicles and drivers involved and write a description of the accident.
9. Do not release students. Unless evacuation is necessary, children are safer waiting on the bus rather than outside. Do not release to Good Samaritans, neighbors, or anyone else. Do not allow children to walk away on their own.
10. Cooperate with authorities. As emergency services arrive, you can let them take over the scene.
11. Don't make statements at the scene. Be respectful and polite, but do not place or take the blame for the accident. What you say at the scene can be admissible in court. Do not discuss any information with anyone other than law enforcement, your supervisor, your insurance company, your company attorney, or your school district. Refer the media to your Seana Wagner, NCOE director of communications.

## **Disorderly Conduct**

### **Disorderly Conduct**

A civil disturbance is an unauthorized assemblage on the school grounds with the potential to: disrupt school activities; cause injury to staff and students; and/or damage property. Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

### **INSIDE SCHOOL:**

#### **STAFF ACTIONS:**

Report disruptive circumstances to principal/site administrator.

Avoid arguing with participant(s).

Have all students and employees leave the immediate area of disturbance.

Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal or law enforcement.

Stay away from windows and exterior doors.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

If the students are engaging in civil disobedience, keep the students confined to one room in the school building.

Set up a communication exchange with the students, staff and principal. Try to restore order.

If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.

Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### **OUTSIDE SCHOOL:**

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call 911.

Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads. Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.

Cancel all outside activities.

Maintain an accurate record of events, conversations and actions.

Assign staff members to assist nurse as necessary.

#### STAFF ACTIONS:

Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.

Instruct students to DUCK AND COVER, lie on the floor and keep students calm.

Care for the injured, if any.

Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule

#### **Earthquake**

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. Even a mild tremor can create a potentially hazardous situation.

The following procedures should be implemented in response to all earthquakes, regardless of magnitude.

#### Procedure

Note: Keep calm and remain where you are. Assess situation, then act. Remember, most injuries or deaths are direct result of falling or flying debris.

- 1) Upon first indication of an earthquake, teachers direct students to DUCK, COVER, AND HOLD ON.
- 2) Move away from windows and overhead hazards to avoid glass and falling objects.
- 3) When shaking stops, School Administrator initiates EVACUATE BUILDING. Staff and students evacuate buildings using prescribed routes or other safe routes to assembly/shelter site.
- 4) Teachers bring their student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
- 5) If injury or damage is suspected, School Administrator calls "911".
- 6) Site Security Team attempts to suppress fires with extinguishers.
- 7) Site Security Team notifies school personnel of fallen electrical wires.
- 8) Site Security Team turns off school's main gas supply, if leak is detected.
- 9) School Administrator directs Site Security Team to post guards a safe distance away from building entrances to prevent access.
- 10) Site Security Team Leader notifies appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
- 11) Medical Team checks for injuries and provides appropriate first aid.
- 12) If area appears safe, Search and Rescue Team makes initial inspection of school buildings to identify any injured or trapped students or staff.
- 13) School Administrator contacts District Superintendent to determine additional actions that may be necessary. Actions will be communicated to Napa County Office of Education.
- 14) School Administrator contacts Local District Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, Site Security Team conducts inspection of school buildings. Site Security Team maintains log of their findings, by building, and provides periodic report to Incident Commander.
- 15) Any affected areas are not reopened until Local District Facilities Director provides clearance and School Administrator gives authorization to do so.
- 16) School Administrator initiates OFF-SITE EVACUATION, if warranted.

#### **Explosion or Risk Of Explosion**

Explosion or Risk Of Explosion

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

**PRINCIPAL/SITE ADMINISTRATOR:**

Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to EVACUATE the building. EVACUATION may be warranted in some buildings but others may be used for SHELTER IN PLACE. Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.  
Secure area to prevent unauthorized access until the Fire Department arrives.  
Advise the District Superintendent of school status.  
Notify emergency response personnel of any missing students.  
Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.  
Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).  
Determine if Student Release should be implemented. If so, notify staff, students and parents.  
If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

**STAFF ACTIONS:**

Initiate DROP, COVER AND HOLD ON.  
If explosion occurred inside the school building, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.  
Check to be sure all students have left the school site. Remain with students throughout evacuation process.  
Upon arrival at assembly area, check attendance. Report status to site administrator immediately.  
Render first aid as necessary.  
Do not return to the building until the emergency response personnel determine it is safe to do so.  
If explosion occurred in the surrounding area, initiate SHELTER IN PLACE. Keep students at a safe distance from site of the explosion.

**Fire in Surrounding Area**

**Fire in Surrounding Area**

A fire in an adjoining area, such as a wild land fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

Determine if EVACUATION of school site is necessary.  
Contact local fire department (call 911) to determine the correct action for your school site.  
If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for OFF-SITE EVACUATION and DIRECTED TRANSPORTATION by bus.  
Direct inspection of premises to assure that all students and personnel have left the building.  
Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.  
Monitor radio station for information.  
Do not return to the building until it has been inspected and determined safe by proper authorities.

**STAFF ACTIONS:**

If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.  
Stay calm. Maintain control of the students a safe distance from the fire and fire fighting equipment.  
Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.  
Remain with students until the building has been inspected and it has been determined safe to return to

## **Fire on School Grounds**

### **Procedure:**

1. Upon discovery of fire, teachers or staff direct all occupants out of building, signal fire alarm, and report fire to School Administrator.
2. School Administrator immediately initiates EVACUATE BUILDING. Staff and students evacuate buildings using prescribed routes or other safe routes to assembly/shelter site.
3. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
4. School Administrator calls "911 " providing exact location of fire.
5. Site Security Team suppress fires and initiates rescue procedures until local fire department arrives.
6. Site Security Team secures area to prevent unauthorized entry and keeps access roads clear for emergency vehicles.
7. Site Security Team Leader directs fire department to fire and briefs department official on situation.
8. Site Security Team notifies appropriate utility company of damages.
9. School Administrator notifies district superintendent of fire. Napa County Office of Education is informed of situation.
10. If needed, Transportation Unit requests buses for staff and student evacuation.
11. Any affected areas are not reopened until local fire department or appropriate agency provides clearance and School Administrator issues authorization.
12. All fires, regardless of size, which are extinguished by school personnel, require a call to fire department to indicate "fire is out" and to request fire department to respond for investigation.

## **Flooding**

### **Procedure:**

1. School Administrator initiates appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. School Administrator notifies "911" and describes nature and extent of flooding.
3. If School Administrator issues EVACUATE BUILDING or OFF-SITE EVACUATION act on, staff and students evacuate affected buildings using prescribed routes or other safe routes to assembly/shelter site.
4. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
5. School Administrator notifies District Superintendent of emergency situation. Napa County Office of Education is informed of situation.
6. School Administrator initiates OFF-SITE EVACUATION, if warranted.

## **Loss or Failure Of Utilities**

### **Loss or Failure Of Utilities**

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

### **PRINCIPAL/SITE ADMINISTRATOR:**

Notify utility company. Provide the following information:

1. Affected areas of the school site
2. Type of problem or outage
3. Expected duration of the outage, if known Determine length of time service will be interrupted.

Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.

If disruption in service will severely hamper school operation, notify students and staff by appropriate means.

Use messengers with oral or written word as an alternate means of faculty notification.

Notify District Office of loss of service.

Implement plan to provide services without utilities or with alternate utilities.

## Motor Vehicle Crash

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Notify police and fire department (call 911).

Determine immediate response procedures, which may include EVACUATION, OFF-SITE EVACUATION or DIRECTED TRANSPORTATION.

Arrange for first aid treatment and removal of injured occupants from building.

Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.

Ensure that students and staff remain at a safe distance from the crash.

Account for all building occupants and determine extent of injuries.

Notify District Superintendent.

### STAFF ACTIONS:

Notify Principal.

Move students away from immediate vicinity of the crash.

EVACUATE students to a safe assembly area away from the crash scene. Take class roster/name-tags and emergency backpack.

Check school site to assure that all students have evacuated.

Take attendance at the assembly area.

Report missing students to the principal /designee and emergency response personnel.

Maintain control of the students a safe distance from the crash site.

Care for the injured, if any.

Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

## Psychological Trauma

There are four key components that need to be addressed in the aftermath of a traumatic event:

- Cognitive: deal with the need to understand what happened from a factual basis
- Affective: deal with the need to open to the possibility of feeling (grieving)
- Memorialize: deal with the need to acknowledge what happened and feel like an action was taken to address the problem
- Move on: the strategies below are designed to include these key components.

The School Districts Mental Health Crisis Teams have been trained and can support schools by providing support and assistance to teachers, who play a critical role in student post traumatic event psychological recovery. Following a traumatic event the principal should contact district administration for access to Crisis Team support. If possible, the Crisis team should meet with the principal and then hold an all staff meeting the hour before classes resume. The purpose of this meeting is to review the response plan, provide information and identify needed support. Key recovery strategies include:

(1) Maintain routine as much as possible - even if business such as assignments, curriculum etc. must be modified. Routine supports recovery!

(2) Communication Is Critical: Recovery is a team approach. Administration, teachers, parents and students need to be informed. Structured events can mitigate rumor, misinformation and can curtail panic reactions.

(3) Take the Initiative: Students may withdraw or have other difficulties recovering from the crisis and fail to seek help. Actively reach out to students and parents when appropriate.

(4) Seek Consultation: It is impossible to prepare for every scenario that may occur or every concern students may have. Consult the school's mental health professional or have him/her visit your class to give information and answer students' questions.

(5) Provide Information about the Event: Be truthful and share information in a developmentally appropriate way. Consider these guidelines when talking with students:

- Schedule time with students to listen to their concerns about the incident. Correct any misconceptions they may have about recovery. Schedule this discussion early in the day and when there is enough time to address all concerns. Discourage discussions about details of any death or disturbing aspects of the event.
- Work with the students in planning memorial tributes or displays. Inform them about any applicable school procedures or restrictions.

- Encourage students to participate in pro-social service activities (volunteer days, fund raising events). Help students to assemble cards, letters, and memory books for the families of the victims, but ensure that the content of such materials is appropriate.

(6) Reassure Students: In the days and weeks after the incident, students may continue to show signs of emotional distress or concern. Reassure them that they can come to you with such concerns and/or inform them of the procedures in place to get help.

(7) Report Safety Concerns: Be alert to safety concerns about subsequent incidents or rumors, and report any such rumors or threats immediately to the school's Safety Officer or administration.

(8) Help Manage Grief: If a student is struggling with the death of a friend or loved one, provide appropriate emotional support. After identifying the needs of the student, notify the school's mental health professional of the situation and modify academic assignments as needed.

(9) Know Common Signs of Distress: Watch and listen for any students who show signs of distress or changes in behavior and refer them to the appropriate professionals.

(10) Provide Information on Available Services: All families, students, and staff need to know the location of school and community services and the steps required to access these services. If you are unsure of the appropriate and available resources, refer the individual in need to those who may have that information. Have psycho-educational and informational materials available for parents in order to address their questions.

### **Suspected Contamination of Food or Water**

Procedure:

1. School Administrator isolates suspected contaminated food/water to prevent consumption, and restricts access.
2. School Administrator notifies "911", County Health Officer 253-4566, Local District Office, Office of Environmental Management 253-4471, school food services, and local water utility.
3. School Administrator provides list of all potentially affected students and staff.
4. Medical Team assesses need for medical attention and provides first aid as appropriate.
5. School Administrator maintains log of affected students and staff and symptoms, food/water suspected to be contaminated, quantity and character of products consumed, and other pertinent information.
6. Save ALL food and food containers, even those items that have been placed in the trash/garbage inside or outside of the building.
7. School Administrator confers with County Health Officer, Office of Environmental Management, and local water utility before resumption of normal operations.
8. School Administrator notifies parents of incident, as appropriate.

### **Unlawful Demonstration or Walkout**

Upon learning of a walkout, protest or student demonstration, administration may engage in dialogue with students, parents, employees, local law enforcement, and other relevant stakeholders regarding appropriate free speech within the school environment and appropriate student protests. Administration may meet with stakeholders to discuss alternatives that do not disrupt the instructional day or impact safety of campus or students.

### **Student Freedom of Speech**

Students have free speech rights under the First Amendment. Students in California have additional free speech rights in accordance with Education Code section 48907:

(a) Pupils of the public schools, including charter schools, shall have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities...

However, student free speech is subject to limitations:

...expression shall be prohibited which is obscene, libelous, or slanderous. Also prohibited shall be material that so incites pupils as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school.

### **STAFF / ADMINISTRATION:**

- School employees may not advocate, direct, or encourage students to walk out of class during instructional time or to leave campus or miss an instructional day.

- If students leave campus during the instructional day to demonstrate, then school staff should strongly consider NOT accompanying students off campus as this may result in the assumption of liability for actions that occur with the students off campus.
- The parents of students who leave campus during instructional time should be contacted and informed their child has left school and the need for them to retrieve their child.
- Administration will inform law enforcement if there appears to be the risk of danger to the students leaving campus during the instructional day.
- Staff will not physically intervene to prevent a student from leaving campus.
- Staff will not permit media agencies to engage with students. All media inquiries should be referred to Seana Wagner, communications director for NCOE.

## Emergency Evacuation Map

NAPA COUNTY OFFICE OF EDUCATION  
Barbara Nemko, Ph.D., Superintendent

April TO: Napa County Board of Education

DATE: July 8, 2025

FROM: John Zikmund, Human Resources

RE: Personnel Activity

BOARD ITEM: 7A

NEW CERTIFICATED EMPLOYEE

Mary Ann Harder- Associate Child Development Teacher

NEW CLASSIFIED EMPLOYEE

Briana Rubio- ECE Assistant Sattui FY

CHANGE IN ASSIGNMENT

Anali Herrera – ECE assistant to Associate Child Development Teacher

Rima Haddad- ECE assistant to Associate Child Development Teacher

Aeryn Jungerman- Program Coordinator II to Program Planner

Susan Stewart- Assistant Director to Director SPP-TAP

Barbara Thoresen- Director of National Service to Director of Youth Wellbeing

Silvia Reyes Granados- Site coordinator to SR site Coordinator

Sarah White- HR Manager to Assistant Director of HR

RESIGNATION

RETIREMENT ANNOUNCEMENTS

Renee Griffin- Frank- Accountant

TERMINATION

LAYOFF/NON-REELECTS/TEMPORARY RELEASE NOTICES

Abbey Gordon- Program Manager

POSITION VACANCIES

Speech Therapist - Early Learning Services

Early Childhood Education Assistant – Early Learning Services

Early Childhood Education Associate Teacher – Early Learning Services

Early Childhood Education Child Development Teacher – Early Learning Services

Retirement/Payroll Specialist- Fiscal

Curriculum and Instruction Manager, Continuous Improvement and Academic Support

**NAPA COUNTY OFFICE OF EDUCATION**  
**Barbara Nemko, Ph.D., Superintendent**

**Item # 7.D.**

**July 8, 2025**

**TITLE:**

Form 470 for Elections

**HISTORY:**

Form 470 is for use by officeholders and candidates who:

- do not have a controlled committee;
- do not anticipate receiving contributions totaling \$2,000 or more during the calendar year; and
- do not anticipate spending \$2,000 or more during the calendar year.

**CURRENT PROPOSAL:**

Board Members must contact Elections for information on filing Form 470 by or before July 31.

**FUNDING SOURCE:**

Not Applicable.

**SPECIFIC RECOMMENDATION:**

Board Members should contact Elections for instructions on filing Form 470. The deadline to file is July 31.

Prepared by: Julie McClure

JM/es

June 18, 2025