

# Tipton Elementary School District

## AGENDA

### SPECIAL BOARD MEETING

Tuesday, January 24, 2023

6:00 p.m. District Board Room

**1. CALL TO ORDER- FLAG SALUTE**

In compliance with the Americans with Disabilities Act and the Brown Act, if you need special assistance to participate in the meeting, including the receipt of the agenda and documents in the agenda package in an alternate format, please contact the Tipton Elementary School District office at (559) 752-4213. Notification 48 hours prior to the meeting will enable the district to make reasonable arrangements to ensure accessibility to this meeting (28CFR35.102-35, 104 ADA Title II), and allow for the preparation of documents in appropriate alternate format

**2. PUBLIC INPUT:**

In order to ensure that Members of the public are provided a meaningful opportunity to address the board on agenda items that are within the Board's jurisdiction, agenda items may be addressed either at the public input portion of the agenda, or at the time the matter is taken up by the Board. Presentations are limited to 3 minutes per person and 15 minutes per topic.

**2.1** Community Relations/Citizen Comments

**2.2** Reports by Employee Units CTA/CSEA

**3. ADMINISTRATIVE: Action items:**

**3.1** School Accountability Report Card 2021-2022

**3.2** Consulting Service Agreement with Air Quality Compliance Solutions (AQCS) for Reflooring Asbestos Abatement Project

**3.3** Tipton Elementary School Plan for Emergency Naloxone Administration

**4. INFORMATION: (Verbal Reports & Presentations)**

**4.1** Painting Project Summer 2023

**5. Adjourn to Closed Session: The Board will consider and may act upon any of the following items in closed session. Any action taken will be reported publicly at the end of closed session as required by law.**

**5.1** Government Code Section 54957

Public Employee Appointment/Employment

Title: Instructional Aide

**6. Reconvene to Open Session**

**7. Report out from Closed Session**

**8. ADJOURNMENT:**

**Notice: If documents are distributed to Board Members concerning an agenda item within 72 hours of a regular board meeting, at the same time the documents will be made available for public inspection at the District Office located at 370 N. Evans Road, Tipton CA. 93272, telephone 752-4213.**

**Agenda Posted: January 23, 2023**

# **Distrito Escolar Primario de Tipton**

## **AGENDA**

### **REUNIÓN ESPECIAL DE LA JUNTA**

**martes, 24 de enero de 2023**

**18:00 Sala de Juntas de Distrito**

#### **1. LLAMADA AL ORDEN - SALUDO A LA BANDERA**

**De conformidad con la Ley de Estadounidenses con Discapacidades y la Ley Brown, si necesita asistencia especial para participar en la reunión, incluida la recepción de la agenda y los documentos en el paquete de la agenda en un formato alternativo, comuníquese con la oficina del Distrito Escolar Primario de Tipton al (559) 752-4213. La notificación 48 horas antes de la reunión permitirá que el distrito haga arreglos razonables para garantizar la accesibilidad a esta reunión (28CFR35.102-35, 104 ADA Título II) y permitirá la preparación de documentos en formato alternativo apropiado**

#### **2. OPINIÓN DEL PÚBLICO:**

Con el fin de garantizar que los miembros del público tengan una oportunidad significativa de dirigirse a la junta sobre los puntos de la agenda que están dentro de la jurisdicción de la junta, los puntos de la agenda pueden abordarse en la parte de la agenda con aportes públicos o en el momento en que se trate el asunto. asumido por la Junta. Las presentaciones están limitadas a 3 minutos por persona y 15 minutos por tema.

**2.1 Relaciones con la comunidad/Comentarios de los ciudadanos**

**2.2 Informes por Unidades de Empleados CTA/CSEA**

#### **3. ADMINISTRATIVO: Elementos de acción:**

**3.1 Informe de responsabilidad escolar 2021-2022**

**3.2 Acuerdo de servicios de consultoría con Air Quality Compliance Solutions (AQCS) para Proyecto de Reducción de Asbesto de Repisado**

**3.3 Plan de la escuela primaria de Tipton para la administración de emergencia de naloxona**

#### **4. INFORMACIÓN: (Informes verbales y presentaciones)**

##### **4.1 Proyecto de Pintura Verano 2023**

**5. Aplazamiento a Sesión Cerrada:** La Junta considerará y podrá actuar sobre cualquiera de los siguientes puntos en sesión cerrada. Cualquier acción tomada será reportada públicamente al final de la sesión cerrada como lo requiere la ley.

##### **5.1 Código de Gobierno Sección 54957**

Nombramiento/empleo de empleado público

Título: Ayudante de instrucción

#### **6. Volver a reunirse para la sesión abierta**

#### **7. Informe de sesión cerrada**

#### **8. APLAZAMIENTO:**

**Aviso: Si los documentos se distribuyen a los miembros de la junta con respecto a un tema de la agenda dentro de las 72 horas posteriores a una reunión regular de la junta, al mismo tiempo los documentos estarán disponibles para inspección pública en la oficina del distrito ubicada en 370 N. Evans Road, Tipton CA. 93272, teléfono 752-4213.**

**Agenda publicada: 23 de enero de 2023**

**3. ADMINISTRATIVE: Action items:**

**3.1 School Accountability Report Card 2021-2022**

# Tipton Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

|  |   |
|--|---|
| <b>School Name</b>                       | Tipton Elementary School  |
| <b>Street</b>                            | 370 North Evans Rd  |
| <b>City, State, Zip</b>                  | Tipton, CA 93272  |
| <b>Phone Number</b>                      | (559) 752-4213  |
| <b>Principal</b>                         | Dr. Cherie Solian   |
| <b>Email Address</b>                     | csolian@tipton.k12.ca.us  |
| <b>School Website</b>                    | <a href="https://tiptonschool.org">https://tiptonschool.org</a> |
| <b>County-District-School (CDS) Code</b> | 54 72215 6054431  |

## 2022-23 District Contact Information

|                                 |   |
|---------------------------------|---|
| <b>District Name</b>            | Tipton Elementary School District                               |
| <b>Phone Number</b>             | (559) 752-4213  |
| <b>Superintendent</b>           | Stacey Bettencourt  |
| <b>Email Address</b>            | sbettencourt@tipton.k12.ca.us                                   |
| <b>District Website Address</b> | <a href="https://tiptonschool.org">https://tiptonschool.org</a> |

## 2022-23 School Overview

### Principal's Message

Tipton Elementary School District is the main hub of the community. The school is a safe, caring place for students. The grounds and buildings reflect the pride of ownership of both the students and staff. Technology has been an emphasis for several years — two fully equipped computer labs, 6 iPads in each K-2 classroom, and in all Tk through 8th grade classrooms we have implemented a 1 to 1 Chromebook initiative due to distance learning. Our teachers each have a laptop and printer setup in their classrooms.

Tipton Elementary School's staff has always been committed to providing each student with learning opportunities. Students are held to high expectations and the staff work toward providing an instructional program that is aligned to the California State Standards in English language arts and mathematics. Each teacher is fully credentialed and each possesses the training and certification to work with second-language students.

Tipton Elementary School's philosophy of education is to provide a continuation of essential learning. It is our ultimate goal to provide each student with basic facts and experiences. These will aid our youth in becoming self-sufficient individuals mentally, physically, socially, and morally so that they can meet the demands of a rapidly changing society. It is essential to instill in each student the importance of individual worth and to create a positive self-image through personal development in initiative, resourcefulness, and responsibility.

Students and staff have made steady progress this year in addressing the needs of students. The staff has continued to emphasize teaching the standards that will enable students to make adequate progress on the CAASPP assessment.

### Vision Statement

Tipton Elementary's vision is to provide quality instruction that integrates character development and academic achievement for all students.

### Mission Statement

At Tipton Elementary, we are developing a culture of high expectations, academic excellence, and self-efficacy. Character education is of vital importance to the process. We want our students to have the knowledge, skills, and morality to lead our society into the future. It is our responsibility to guide them through this process.

## About this School

### 2021-22 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 62                 |
| Grade 1          | 59                 |
| Grade 2          | 44                 |
| Grade 3          | 65                 |
| Grade 4          | 57                 |
| Grade 5          | 55                 |
| Grade 6          | 63                 |
| Grade 7          | 72                 |
| Grade 8          | 59                 |
| Total Enrollment | 536                |

### 2021-22 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 49.4                        |
| Male                                | 50.6                        |
| American Indian or Alaska Native    | 0.9                         |
| Asian                               | 1.1                         |
| Black or African American           | 0.2                         |
| Filipino                            | 0.0                         |
| Hispanic or Latino                  | 93.5                        |
| Native Hawaiian or Pacific Islander | 0.0                         |
| Two or More Races                   | 0.2                         |
| White                               | 4.1                         |
| English Learners                    | 63.2                        |
| Foster Youth                        | 0.9                         |
| Homeless                            | 1.9                         |
| Migrant                             | 3.9                         |
| Socioeconomically Disadvantaged     | 90.7                        |
| Students with Disabilities          | 3.7                         |

## A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### 2020-21 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 22.90         | 95.83          | 22.90           | 95.83            | 228366.10    | 83.12         |
| <b>Intern Credential Holders Properly Assigned</b>   | 1.00          | 4.17           | 1.00            | 4.17             | 4205.90      | 1.53          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 0.00            | 0.00             | 11216.70     | 4.08          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.00          | 0.00           | 0.00            | 0.00             | 12115.80     | 4.41          |
| <b>Unknown</b>   | 0.00          | 0.00           | 0.00            | 0.00             | 18854.30     | 6.86          |
| <b>Total Teaching Positions</b>  | 23.90         | 100.00         | 23.90           | 100.00           | 274759.10    | 100.00        |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment  | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) |               |                |                 |                  |              |               |
| Intern Credential Holders Properly Assigned   |               |                |                 |                  |              |               |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA)                      |               |                |                 |                  |              |               |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)                         |               |                |                 |                  |              |               |
| Unknown   |               |                |                 |                  |              |               |
| <b>Total Teaching Positions</b>   |               |                |                 |                  |              |               |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment                                     | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers  | 0.00    |         |
| Misassignments   | 0.00    |         |
| Vacant Positions   | 0.00    |         |
| <b>Total Teachers Without Credentials and Misassignments</b> | 0.00    |         |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00    |         |
| Local Assignment Options                               | 0.00    |         |
| <b>Total Out-of-Field Teachers</b>                     | 0.00    |         |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0.00    |         |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 3.60    |         |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Tipton Elementary School District has purchased Standards-aligned textbooks and instructional materials in the core curriculum areas of reading/language arts, math, science, history/ social science, health, and science laboratory equipment. The District can verify each student has access to his or her own copy of Standards-aligned textbooks and instructional materials for use in the classroom and at home.

**Year and month in which the data were collected** 09/2022

| Subject                       | Textbooks and Other Instructional Materials/year of Adoption                              | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|-----------------------------|--|
| <b>Reading/Language Arts</b>  | Houghton Mifflin Harcourt, Journeys CA Grade (TK-5)<br>2019 Adoption                      | Yes                         | 0%   |
|                               | McGraw Hill, Study Sync (Grade 6-8)<br>2019 Adoption                                      |                             |  |
| <b>Mathematics</b>            | GO Math! Houghton Mifflin Harcourt (K-8)<br>Adopted 2014                                  | Yes                         | 0%   |
| <b>Science</b>                | Amplify Science<br>Adopted 2021<br>Grades: K-8  | Yes                         | 0%   |
| <b>History-Social Science</b> | Studies Weekly, California Studies Weekly Grade (K-5)<br>2019 Adoption                    | Yes                         | 0%   |
|                               | Discovery Education, Discovery Education Social Science<br>Techbook (6-8)<br>Adopted 2018 |                             |  |

## School Facility Conditions and Planned Improvements

Tipton Elementary School was originally built in 1874. The current school site was built in 1959. In November of 2014 the community of Tipton approved a general obligation bond for site modernization, health, safety, and energy efficiency improvements, modernization of outdated classrooms, restrooms, and school facilities, and construction of a multipurpose room for school and community use. Construction of the multipurpose room was completed in August of 2018.

## School Facility Conditions and Planned Improvements

The remainder of the 19.2-acre campus is well maintained. The school's athletic facilities include a track, soccer fields, and basketball courts that are open to the public after school hours. Every building on campus is alarmed for security after school hours.

Covert cameras are in place to film all movements during and after school hours. The only gate that remains open during the school day is the front gate, leading to the office.

The District takes pride in the cleanliness and adequacy of the school grounds, building, and restroom, including any maintenance needed to ensure quick and prompt repairs. The overall emphasis of the District is to maintain appropriate facilities for our students.

Year and month of the most recent FIT report

November 30, 2022

| System Inspected   | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned   |
|--|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | X         |           |           |   |
| <b>Interior:</b><br>Interior Surfaces                                      |           |           | X         | ROOM 105 CEILING TILES STAINED, ROOM 106 LIGHT COVER, VENT LOOSE, CEILING TILES STAINED, ROOM 107 LOOSE LIGHT FIXTURES, CLAMPS NEEDED. BLINDS NEED REPLACING (POSSIBLY CURTAIN STYLE) IN THE OLD CAFETERIA. LIBRARY CEILING TILES. NEED CORRECT TILES. 605 CEILING STAIN, 504 SMALL CEILING STAINS, ROOM 505 REPAIR NEED ON FLOOR TILES.<br><br>THE DISTRICT PLANS ON MAKING CEILING AND LIGHT FIXTURE REPAIRS OVER THE WINTER BREAK. THE SINK IN THE RESTROOM WILL BE CHANGED OUT OVER WINTER BREAK. MOT DIRECTOR WILL LOOK INTO REPLACING BLINDS OR REPAIR AND FLOOR REPLACEMENT WITH CARPET TILES IN ROOM 505. |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation        | X         |           |           |   |
| <b>Electrical</b>  | X         |           |           |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | X         |           |           |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | X         |           |           |   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | X         |           |           |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X         |           |           |   |

### Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
|           | X    |      |      |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject  | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | N/A            | 36             | N/A              | 36               | N/A           | 47            |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | N/A            | 22             | N/A              | 22               | N/A           | 33            |

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 373                     | 368                  | 98.66                 | 1.34                      | 36.41                          |
| <b>Female</b>  | 183                     | 181                  | 98.91                 | 1.09                      | 38.67                          |
| <b>Male</b>  | 190                     | 187                  | 98.42                 | 1.58                      | 34.22                          |
| <b>American Indian or Alaska Native</b>              | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Asian</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Hispanic or Latino</b>                            | 352                     | 347                  | 98.58                 | 1.42                      | 36.89                          |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Two or More Races</b>                             | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>White</b>   | 17                      | 17                   | 100.00                | 0.00                      | 23.53                          |
| <b>English Learners</b>                              | 198                     | 193                  | 97.47                 | 2.53                      | 18.65                          |
| <b>Foster Youth</b>                                  | --                      | --                   | --                    | --                        | --                             |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Socioeconomically Disadvantaged</b>               | 329                     | 326                  | 99.09                 | 0.91                      | 35.58                          |
| <b>Students Receiving Migrant Education Services</b> | 13                      | 13                   | 100.00                | 0.00                      | 23.08                          |
| <b>Students with Disabilities</b>                    | 20                      | 20                   | 100.00                | 0.00                      | 10.00                          |

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 373                     | 369                  | 98.93                 | 1.07                      | 21.95                          |
| <b>Female</b>  | 183                     | 181                  | 98.91                 | 1.09                      | 18.23                          |
| <b>Male</b>  | 190                     | 188                  | 98.95                 | 1.05                      | 25.53                          |
| <b>American Indian or Alaska Native</b>              | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Asian</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Hispanic or Latino</b>                            | 352                     | 348                  | 98.86                 | 1.14                      | 22.70                          |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Two or More Races</b>                             | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>White</b>   | 17                      | 17                   | 100.00                | 0.00                      | 5.88                           |
| <b>English Learners</b>                              | 198                     | 194                  | 97.98                 | 2.02                      | 14.95                          |
| <b>Foster Youth</b>                                  | --                      | --                   | --                    | --                        | --                             |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Socioeconomically Disadvantaged</b>               | 329                     | 327                  | 99.39                 | 0.61                      | 22.02                          |
| <b>Students Receiving Migrant Education Services</b> | 13                      | 13                   | 100.00                | 0.00                      | 15.38                          |
| <b>Students with Disabilities</b>                    | 20                      | 20                   | 100.00                | 0.00                      | 5.00                           |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject   | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>Science</b><br>(grades 5, 8 and high school) | NT             | 16.36          | NT               | 16.36            | 28.5          | 29.47         |

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group  | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| <b>All Students</b>                                  | 110              | 110           | 100            | 0                  | 16.36                   |
| <b>Female</b>  | 52               | 52            | 100            | 0                  | 11.54                   |
| <b>Male</b>  | 58               | 58            | 100            | 0                  | 20.69                   |
| <b>American Indian or Alaska Native</b>              | 0                | 0             | 0              | 0                  | 0                       |
| <b>Asian</b>   | --               | --            | --             | --                 | --                      |
| <b>Black or African American</b>                     | 0                | 0             | 0              | 0                  | 0                       |
| <b>Filipino</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Hispanic or Latino</b>                            | 106              | 106           | 100            | 0                  | 16.04                   |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                | 0             | 0              | 0                  | 0                       |
| <b>Two or More Races</b>                             | 0                | 0             | 0              | 0                  | 0                       |
| <b>White</b>   | --               | --            | --             | --                 | --                      |
| <b>English Learners</b>                              | 50               | 50            | 100            | 0                  | 12                      |
| <b>Foster Youth</b>                                  | --               | --            | --             | --                 | --                      |
| <b>Homeless</b>                                      | --               | --            | --             | --                 | --                      |
| <b>Military</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Socioeconomically Disadvantaged</b>               | 95               | 95            | 100            | 0                  | 13.68                   |
| <b>Students Receiving Migrant Education Services</b> | --               | --            | --             | --                 | --                      |
| <b>Students with Disabilities</b>                    | --               | --            | --             | --                 | --                      |

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5     | 100                              | 100  | 100   | 100   | 100                         |
| Grade 7     | 97.2                             | 97.2   | 97.2  | 97.2  | 97.2                        |

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

All families are encouraged to become informed and actively involved. We invite everyone to attend and participate in our School Site Council, English Learner Advisory Committee, PSO, Back-to-School Night, Kindergarten Orientations, Open House, informational meetings, and student performances throughout the year. We encourage parents to volunteer in classrooms, the library, or chaperone field trips. Teachers also have parent nights discussing a wide variety of topics that will assist parents and their children. TESD works in conjunction with the local high school through administrator and teacher articulation meetings held four times a year. Our district hosts high school orientation and registration opportunities for our matriculating families. We connect students to the high school district through a variety of activities including attending sporting events and assemblies, as well as visiting high school classrooms to preview future educational opportunities that may be available to them.

The Parent Staff Organization (PSO) operates during the school year to provide help and support for various programs at the school. The school Fall Festival is the main fundraiser for the PSO. Funds earned during the school year are used to help with class parties, field trips, and other co-curricular activities.

For more information on how to become involved at the school, please contact Principal Dr. Cherie Solian at (559) 752-4213.

## 2021-22 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 566                   | 559                                     | 136                       | 24.3                     |
| Female  | 281                   | 277                                     | 65                        | 23.5                     |
| Male  | 285                   | 282                                     | 71                        | 25.2                     |
| American Indian or Alaska Native              | 5                     | 5                                       | 5                         | 100.0                    |
| Asian   | 6                     | 6                                       | 1                         | 16.7                     |
| Black or African American                     | 1                     | 1                                       | 1                         | 100.0                    |
| Filipino                                      | 0                     | 0                                       | 0                         | 0.0                      |
| Hispanic or Latino                            | 525                   | 521                                     | 125                       | 24.0                     |
| Native Hawaiian or Pacific Islander           | 0                     | 0                                       | 0                         | 0.0                      |
| Two or More Races                             | 1                     | 1                                       | 1                         | 100.0                    |
| White   | 28                    | 25                                      | 3                         | 12.0                     |
| English Learners                              | 373                   | 370                                     | 80                        | 21.6                     |
| Foster Youth                                  | 8                     | 8                                       | 2                         | 25.0                     |
| Homeless                                      | 21                    | 18                                      | 5                         | 27.8                     |
| Socioeconomically Disadvantaged               | 516                   | 511                                     | 131                       | 25.6                     |
| Students Receiving Migrant Education Services | 25                    | 25                                      | 9                         | 36.0                     |
| Students with Disabilities                    | 26                    | 26                                      | 7                         | 26.9                     |

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject     | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.53           | 0.53             | 2.45          |
| Expulsions  | 0.00           | 0.00             | 0.05          |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject     | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.00           | 3.53           | 0.00             | 3.53             | 0.20          | 3.17          |
| Expulsions  | 0.00           | 0.00           | 0.00             | 0.00             | 0.00          | 0.07          |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 3.53             | 0.00            |
| Female  | 2.49             | 0.00            |
| Male  | 4.56             | 0.00            |
| American Indian or Alaska Native              | 0.00             | 0.00            |
| Asian   | 0.00             | 0.00            |
| Black or African American                     | 0.00             | 0.00            |
| Filipino                                      | 0.00             | 0.00            |
| Hispanic or Latino                            | 3.43             | 0.00            |
| Native Hawaiian or Pacific Islander           | 0.00             | 0.00            |
| Two or More Races                             | 0.00             | 0.00            |
| White   | 3.57             | 0.00            |
| English Learners                              | 2.14             | 0.00            |
| Foster Youth                                  | 0.00             | 0.00            |
| Homeless                                      | 4.76             | 0.00            |
| Socioeconomically Disadvantaged               | 3.88             | 0.00            |
| Students Receiving Migrant Education Services | 0.00             | 0.00            |
| Students with Disabilities                    | 3.85             | 0.00            |

## 2022-23 School Safety Plan

Our School Safety Plan was revised and updated in Fall of 2022 and will be taken to the Board for approval by February 2023. The team consists of the Superintendent, Principal, Resource Teacher, Supervisor of Maintenance, operations and transportation, other staff members and parents. The school also connects with local law enforcement and the local Fire Department in order to provide input and guidance on the school safety plan. The Safety Plan will provide explicit directions for every emergency situation that could occur on campus. Parents interested in obtaining a complete copy of the plan may request one from the Principal, Dr. Cherie Solian.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 20                 | 3                                    |                                       |                                     |
| 1           | 22                 | 1                                    | 17                                    |                                     |
| 2           | 17                 | 9                                    | 5                                     |                                     |
| 3           | 20                 | 4                                    | 10                                    |                                     |
| 4           | 21                 | 5                                    | 12                                    |                                     |
| 5           | 24                 | 5                                    | 12                                    |                                     |
| 6           | 15                 | 27                                   |                                       |                                     |
| Other       | 23                 | 1                                    | 1                                     |                                     |

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 23                 |                                      | 2                                     |                                     |
| 1           | 18                 | 3                                    | 8                                     |                                     |
| 2           | 22                 |                                      | 12                                    |                                     |
| 3           | 18                 | 12                                   |                                       |                                     |
| 4           | 19                 | 4                                    | 10                                    |                                     |
| 5           | 22                 | 4                                    | 10                                    |                                     |
| 6           | 24                 |                                      | 18                                    |                                     |
| Other       | 23                 |                                      | 2                                     |                                     |

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 21                 | 2                                    | 1                                     |                                     |
| 1           | 20                 | 18                                   |                                       |                                     |
| 2           | 15                 | 15                                   |                                       |                                     |
| 3           | 16                 | 20                                   |                                       |                                     |
| 4           | 19                 | 18                                   |                                       |                                     |
| 5           | 18                 | 18                                   |                                       |                                     |
| 6           | 14                 | 26                                   | 6                                     |                                     |

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title                        | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 0     |

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title   | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) |                                  |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist  |                                  |
| Social Worker   |                                  |
| Speech/Language/Hearing Specialist                            |                                  |
| Resource Specialist (non-teaching)                            |                                  |
| Other   | 1.0                              |

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | 13,221                       | 1,686                               | 11,535                                | 81,846                 |
| District                                      | N/A                          | N/A                                 | 11,535                                | \$81,846               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | 0.0                                   | 2.2                    |
| State   | N/A                          | N/A                                 | \$6,594                               | \$74,053               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | 54.5                                  | 13.4                   |

## 2021-22 Types of Services Funded

- Provide highly qualified highly trained staff in all TK-8 classrooms with a teacher to pupil ratio of less than or equal to 24:1. Small class sizes allow our teachers to build quality relationships with our students and to develop a deeper understanding of their individual needs.
- Provide reading intervention support for students who are performing below grade level with the purpose of accelerating student learning and closing the achievement gap. Our intervention approach is data driven and employs flexible groupings based on student need. Our local data has demonstrated strong growth for our students who participate in this intervention.
- Provide our students with access to a variety of technology in order to develop 21st century knowledge and skills.
- Provide our students with access to computer based programs that will individualize instruction in order to accelerate their learning.
- Provide all students with access to rich reading material and other media for both instructional and recreational purposes with the goal of engaging students in powerful reading experiences.
- Provide Parent Liaison to assist families.
- Provide Resource Teacher to support the implementation of a school wide CSS based professional development plan to help increase the achievement of all students. To provide support to our struggling students by designing and implementing a cohesive intervention program throughout the school. To monitor student performance to ensure no student is left behind. To support and improve our community outreach.
- Provide access to enrichment programs and electives focused around Science, Technology, Engineering, Arts, and Mathematics. In order to create a collegial school culture of inclusivity the TESD has committed to improving school attendance, reducing suspensions and expulsions, as well as increasing parent participation and voice in local decision making. In order to achieve these goals we will provide the following direct services to our students and school community:
  - Provide a LVN to assist with student health issues and family outreach.
  - Provide school sponsored parent events, meetings, and workshops in order to increase participation in school decision making.
  -

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category   | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>                      | \$53,874        | \$46,844                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$73,120        | \$73,398                                     |
| <b>Highest Teacher Salary</b>                        | \$93,972        | \$93,345                                     |
| <b>Average Principal Salary (Elementary)</b>         | \$109,276       | \$116,457                                    |
| <b>Average Principal Salary (Middle)</b>             |                 | \$122,115                                    |
| <b>Average Principal Salary (High)</b>               |                 |  |
| <b>Superintendent Salary</b>                         | \$135,000       | \$136,296                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 28%             | 30%  |
| <b>Percent of Budget for Administrative Salaries</b> | 4%              | 6%   |

## Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject  | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 10      | 10      | 10      |

**3. ADMINISTRATIVE: Action items:**

**3.2 Consulting Service Agreement with Air Quality Compliance Solutions (AQCS) for Reflooring Asbestos Abatement Project**

# CONSULTING SERVICE AGREEMENT

## PARTIES

This AGREEMENT made this 17<sup>th</sup> day of January 2023 by and between the Tipton Elementary School District hereinafter referred to as "Client", and Air Quality Compliance Solutions (AQCS), hereinafter referred to as "Consultant", in the County of Fresno, California.

## PROJECT

The PROJECT is located at 370 N. Evans Rd. Tipton, CA. Identified by Client as Reflooring Asbestos Abatement Project. Area LIMITED by the Client to the interior of the following: 100 Wing, Classrooms 105, 106, 107. And Kindergarten Building, rooms 101, 102, ± 6,260 sq.ft. scheduled for renovation.

## SCOPE OF SERVICE

Consultant agrees to perform the following scope of services: Consultant will act as the Representative for Client and provide project management for the asbestos abatement portion of this project. Consultant will design the Abatement Specification, schedule, and attend contractor job walk, review contractor bids & submittals, over-see asbestos abatement contractors activities, collect area and final clearances. Client will be responsible for any monetary costs regarding public announcement requirements.

Client agrees the Consultants SCOPE OF SERVICE is limited to the items as described above, and all other services not identified above are excluded from Consultants SCOPE OF SERVICE.

## FEES

Services are set up on a "Fee & Expense Price" Client agrees to pay the following rates for services provided.

|                              |                     |
|------------------------------|---------------------|
| Project Design/Specification | \$3,000. Flat Rate  |
| Project Management           | \$ 600./shift       |
| Hourly Rate for Whatsoever   | \$ 95./ea.          |
| PCM Air sampling             | \$ 10./ea.          |
| TEM Final Air Clearance      | \$ 100./ea.         |
| Close out Report             | \$ 500.             |
| PLM Sample analysis          | \$ 20. per sample   |
| FedEx Priority overnight     | \$ 35. Per Shipment |

Estimated total cost ±\$13,870.

In accordance with the TERMS and GENERAL CONDITIONS of this Agreement to Consultant for SCOPE OF SERVICES provided under this Agreement.

**TERMS** Client agrees to pay Consultant on Terms of NET DUE THIRTY (30) DAYS.

## EXECUTION SIGNATURES

By signing, Client agrees with the terms of this Agreement, and the General Conditions attached and made part of this agreement, and Consultant agrees to conduct the SCOPE OF SERVICES as described above.

Client: Tipton Elementary School District

Consultant: AQCS

By: \_\_\_\_\_

By: Craig Wobschall

Title: \_\_\_\_\_

Title Certified Asbestos Consultant

Date: \_\_\_\_\_

Date: 1/14/2023

## GENERAL CONDITIONS

- 1) Client shall pay all invoices upon receipt for services rendered by Consultant. Invoices not paid within **TEN (10) DAYS** of the invoice date shall be subject to an administrative fee of Seventy five dollars (\$75.00) and 1-1/2percent (1.5%) per month.
- 2) Consultant may suspend all services if Client fails to pay invoice when due.
- 3) Consultant shall perform services in a manner consistent with the standard of care and skill ordinarily exercised by members of the profession practicing under similar conditions in the geographic vicinity and at the time the services are performed. No warranty, representation of guarantee, express or implied, is made or intended by this Agreement.
- 4) Services provided under this Agreement, including all reports, information or recommendations prepared or issued by Consultant, are for exclusive use of the Client for the Project specified. No other use is authorized under this Agreement. Client will not distribute or convey Consultants reports or recommendations to any person or organization other than those identified in the Project description without Consultant's written authorization. Client releases Consultant from liability and agrees to defend, indemnify, protect and hold harmless Consultant from any and all claims, liabilities, damages and expenses arising, in whole or in part, from such unauthorized distribution.
- 5) Consultant's reports, field data, drawings, test results and other similar documents are instruments of professional services, not products. Consultant reserves the right to copyright such documents; however, such copyright is not intended to limit the Client's use of the services provided under this Agreement other than as described in paragraph 4.
- 6) Client will make available to Consultant all information regarding existing conditions, including the existence of hazardous or dangerous materials, and proposed uses of Project site. Client will transmit immediately to Consultant any new information that becomes available or any change in plans. Client releases Consultant from liability for any incorrect advice, judgment or decision based on any inaccurate information furnished by Client or others. Client agrees to defend, indemnify, protect and hold harmless Consultant from any and all claims, liabilities, damages or expenses arising, in whole or in part, from such information.
- 7) Client shall secure the permission necessary to allow Consultant's personnel and equipment access to the Project site at no cost to Consultant.
- 8) Neither Client nor any other person may change or modify Consultant's work product without Consultant's written authorization. Client releases Consultant from liability and agrees to defend, indemnify, protect and hold harmless Consultant from any and all claims, liabilities, damages or expenses arising, in whole or in part, from such unauthorized changes or modifications.
- 9) Client shall provide access or pay cost incurred for rental equipment for heights greater than fourteen (14) feet in the form of ladders or lifts in compliance with Cal-OSHA Regulations.
- 10) Client shall provide electrical power for 110 volt outlets and or lighting if required for Consultant to perform services.
- 11) Client shall secure qualified licensed roofing contractor to review and repair as needed the holes or damage to roofing areas from where Consultant extracted bulk samples for analysis.
- 12) Consultant is not responsible for the completion or quality of work that is dependent upon or performed by the Client or third parties not under the direct control of Consultant, nor is Consultant responsible for their acts or omissions or for any damages resulting therefrom.
- 13) Client waives any claim against Consultant and agrees to defend, indemnify, protect and hold harmless Consultant from any and all claims, liabilities, damages or expenses, including but not limited to; mold or moisture intrusion, delay of the Project, reduction of property value, fear of or actual exposure to or release of toxic or hazardous substances, and any consequential damages of whatever nature from sample collection, which may arise directly or indirectly as a result of the services provided by Consultant under this Agreement, unless such injury of loss is caused by the sole negligence or willful misconduct of Consultant.
- 14) All Disputes between Consultant and Client shall be subject to non-binding mediation. Either party may demand mediation by serving a written notice stating the essential nature of the dispute and the amount of time or money claimed, and requiring that the mediation proceeds within sixty (60) days of service of notice. The mediation shall be administered by the American Arbitration Association or by such other person or organization as the parties may agree upon. No action or suit may commence unless the mediation does not occur within ninety (90) days after service of notice, the mediation occurred but did not resolve the dispute, or a statute of limitation would elapse if suit was filed prior to sixty (60) days after service of notice.

Client has read and agrees to the above General Conditions.

Initials \_\_\_\_\_ Date \_\_\_\_\_

- 15) Attorneys' Fees, If any party brings an action or proceeding involving this Agreement, whether founded in tort, contract or equity, or to declare rights hereunder, the Prevailing Party (as is hereinafter defined) in any such proceeding, arbitration or action, or appeal thereon, shall be entitled to reasonably attorneys' fees and costs. Such fees and costs may be awarded in the same action or recovered in a separate action, whether or not such action or proceeding is pursued to a decision or judgment. The term "Prevailing Party" shall include, without limitation, a party who substantially obtains or defeats the relief sought, as the case may be, whether by compromise, settlement, judgment, or the abandonment by the other party of its claim or defense. Any attorneys' fees award shall not be computed in accordance with any court fee schedule, but shall be such as the fully reimbursed all attorneys' fees reasonably incurred."
- 16) Consultant is protected by Professional Liability Insurance, General Liability Insurance, and Automobile Liability Insurance for bodily injury and property damage and will furnish evidence thereof upon request.
- 17) Client shall be responsible for job site safety, except for Consultant's employees.
- 18) Consultant shall preserve samples obtained for the Project for not longer than sixty (60) days after the issuance of any document that includes the data obtained from the samples.
- 19) Client solely shall be responsible for notifying all appropriate municipal, regional, state or federal agencies and prospective buyers of the existence of any hazardous or dangerous material located on or in the Project site, or discovered during the performance of this Agreement, as may be required by such agencies.
- 20) In the event Consultants' work is interrupted due to delays other than delays caused by Consultant, Consultant shall be compensated equitably (based on Consultant's Standard Price Page) for the additional labor or other charges associated with maintaining its work force for Client's benefit during the delay, or at the option of the Client, for charges incurred by consultant for demobilization and subsequent remobilization.
- 21) If, during the course of performance of this Agreement, conditions or circumstances are discovered which were not contemplated by consultant at the commencement of this Agreement, Consultant shall notify Client in writing of the newly discovered conditions or circumstances, and Client and Consultant shall renegotiate, in good faith, the terms and conditions of this Agreement. If amended terms and conditions cannot be agreed upon within thirty (30) days after notice, Consultant may terminate this Agreement and be compensated under paragraph 20 in this Agreement.
- 22) This Agreement may be terminated by either party upon ten (10) days written notice sent first class mail, return receipt requested. In the event of termination, Client shall pay for all reasonable charges for work performed and demobilization by consultant through the tenth (10<sup>th</sup>) day after mailing the notice of termination. The limitation of liability and indemnity obligations of this Agreement shall be binding notwithstanding any termination of this Agreement
- 23) Except for actions, such as for enforcement of mechanic's liens, which are required by statute to be brought in a specific venue, in the event that litigation is instituted under the terms of this Agreement, the same is to be brought and tried in the judicial jurisdiction of the court of the county of which this Agreement is signed. Client waives the right to have suit brought, or tried in, or removed to, any other county or judicial jurisdiction.
- 24) Neither Client nor Consultant shall assign its interest in this Agreement.
- 25) This Agreement, including attachments incorporated herein by reference, represents the entire agreement and understanding between the parties. The terms of this Agreement will prevail over any different or additional terms in Client's purchase order or other forms unless agreed in writing by consultant. Any modifications to this Agreement shall be in writing and signed by authorized representatives of the parties. One or more waivers of any terms, conditions or covenant by either party shall not be construed as a waiver for any other term, condition of covenant.

Client has read and agrees to the above General Conditions.

Initials \_\_\_\_\_ Date \_\_\_\_\_

Fausto Martin, MOT Dir.  
Tipton Elementary 370 N. Evans Road  
Tipton, CA 93272

January 14, 2023

**Recommended Budget for Asbestos Abatement – Kindergarten Bldg. and 100 Wing**

**DOSH Registered Asbestos Abatement Contractor**

Scope of Work

**The Work** of this contract consists of the removal and disposal of Asbestos Containing Materials (ACM) Flooring materials as well as non-ACM flooring materials. **ALL** work is to be done under negative pressure containment and in accordance with this specification and in compliance with the EPA AHERA, NESHAP and Cal/OSHA Standards, Rules, and Regulations. Contractor will remove all materials down to bare concrete, including all associated mastics from floor tiles, sheet floorings, carpet, etcetera. Contractor shall use Ultra High Water Blasting (UHWB) with HEPA Recovery System for removal of ACM mastic.

**Exclusions**

**The District:** will remove prior to the start date of this project; desks, tables, chairs, and all other items with some possible exceptions to the built-in casework to clear the floor areas for this work.

**Certified Asbestos Consultant**

Scope of Work

Consultant will act as the Representative for Client and provide project management for the asbestos abatement portion of this project. Consultant will design the Abatement Specification, schedule and attend contractor job walk, review contractor bids & submittals, over-see asbestos abatement contractors activities, collect area and final clearances. Provide a Project Close-out Report to Client including All pertinent Documentation. AQCS will send project information and contractual forms to the local builders exchange for informal bidding compliance. Client will be responsible for any monetary costs regarding public announcement requirements.

|   |           |
|---|-----------|
| Estimated cost – Registered Asbestos Abatement Contractor | \$85,000. |
| Estimated cost – Certified Asbestos Consultant            | \$13,870. |

|  |                  |
|--|------------------|
| <b>Total Estimated Cost</b>                        | <b>\$98,870.</b> |
| AQCS recommend to add 10% for Whatsoever may arise | \$9887.          |
| <b>Total Recommended Budget for this project</b>   | <b>\$108,757</b> |

Any questions please feel free to call me.

Craig Wobschall, CAC #96-2095

**3. ADMINISTRATIVE: Action items:**

**3.3 Tipton Elementary School Plan for Emergency Naloxone Administration**

## Tipton Elementary School

### School Plan For Emergency Naloxone Administration

#### I. ACCESS

- a. Naloxone is being provided through Tulare County Office of Education (TCOE), School Health Programs. The School Health Programs has partnered with the Department of Health Care Services through their Naloxone Distribution Project (NDP) to obtain a standing order for Emergency Naloxone and free Naloxone nasal spray. As long as the NDP program is in effect and naloxone is provided free of charge, then School Health Programs will oversee distribution of naloxone to the school site.

#### II. TRAINING

- a. Emergency Naloxone Administration Training will be provided annually to school volunteers by a credentialed school nurse who is the “qualified supervisor of health”. Training will include recognizing symptoms of an opioid overdose, procedure for storage, restocking and use of naloxone; basic emergency follow-up procedure; and recommendation for CPR certification. Training materials will be provided to volunteers to keep upon completion of training.
- b. The school will designate one or more volunteer(s) to receive initial and annual training from the school nurse. This training will be free of cost to volunteer(s) and will take place during their regular working hours and be consistent with most recent guidelines for medication administration.

#### III. VOLUNTEER

- a. A “volunteer” or “trained personnel” is defined as an employee who is not a school nurse or qualified supervisor of health has volunteered and been designated to administer naloxone to someone suffering, or reasonably believed to be suffering from an opioid overdose, and who has received appropriate training.
- b. The school district will send a request to all school staff soliciting volunteers once a school year. This request will contain at a minimum of the following information:
  - i. A description stating that the request is for volunteers to be trained to administer naloxone if a person is, or reasonably believed to be, suffering from an opioid overdose;
  - ii. A description of the training the volunteer will receive;
  - iii. The right of the employee to rescind their offer to volunteer, even after receipt of training; and
  - iv. A statement that no benefit will be granted to or withheld from the employee, and that there will be no retaliation against a rescission of their offer to volunteer.

#### IV. VOLUNTEER ADMINISTRATION OF NALOXONE

- a. If a school nurse is not immediately available to administer naloxone to a person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity, a volunteer may do so. Volunteers may only administer naloxone by nasal spray or auto-injector, which is a disposable device designed to deliver an automatic and measured injection of naloxone.

#### V. OBTAINING AND STORING NALOXONE

- a. Naloxone is being provided through Tulare County Office of Education, School Health Programs. The School Health Programs has partnered with the Department of Health Care Services through their Naloxone Distribution Project (NDP) to obtain a standing order for Emergency Naloxone and free Naloxone nasal spray. As long as the NDP program is in effect and naloxone is provided free of charge, then School Health Programs will oversee distribution of naloxone to the school site.
- b. If Naloxone is used by the school district it is the responsibility of the school district to fill out the Emergency Response Report Management of Opioid Overdose form and notify their assigned TCOE School Nurse. TCOE, School Health Programs will provide replacement medication within two weeks of notification from the school district as long as there is not a supply or distribution issue from the Department of Health Care Services.
- c. The school district will maintain records regarding the acquisition and disposition of the medication for a period of three years from the date the records were created.

#### VI. LOCATION OF NALOXONE

- a. Naloxone will be stored in the staff lounge. It will be in a labeled container located within the AED box. There will be a wall sign that will be posted over the AED box and Narcan.

## **STANDARDIZED PROCEDURE/PROTOCOL MANAGEMENT OF OPIOID OVERDOSE WITH OPIOID ANTAGONIST**

The Governing Board recognizes that deaths from prescription painkillers (opioid or narcotic pain relievers) and illicit opioids have reached epidemic levels. Many of these deaths are preventable through the timely provision of a safe and effective drug, an opioid antagonist at no cost that can immediately reverse the effects of an opioid overdose, along with the summoning of emergency responders.

School districts, county offices of education or charter schools may provide naloxone hydrochloride an opioid antagonist to school nurses and trained personnel who have volunteered. School nurses and trained personnel may use naloxone hydrochloride to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Naloxone hydrochloride is to be furnished exclusively for use at participating school district school site, county office of education school site, or charter school. California Department of Health Care Services, Naloxone Distribution Project provides qualified organizations and entities the ability to request free naloxone in its nasal spray formulation. California Department of Public Health has issued a statewide standing order to help reduce morbidity and mortality associated with opioid overdose by facilitating the distribution and administration of Naloxone Hydrochloride (Naloxone) in California.

Pursuant to California Education Code 49414.3, any school district, county office of education, or charter school electing to utilize naloxone hydrochloride or another opioid antagonist for emergency aid shall distribute a notice at least once per school year to all staff that contains a description of the training that the volunteer will receive, and the right of an employee to rescind his or her offer to volunteer. Trained volunteer personnel shall be provided with defense and indemnification for any and all civil liability, in accordance with, but not limited to, that provided in Division 3.6 (commencing with Section 810) or Title 1 of the Government Code. This information shall be reduced to writing, provided to the volunteer and retained in the volunteer's personnel file.

If an opioid overdose emergency should occur at a site and no school nurse or trained volunteer is available, then emergency medical services/ 9-1-1 should be notified immediately, and cardiopulmonary resuscitation (CPR) initiated as indicated.

Each public and private elementary and secondary school in the state may designate one or more volunteers to receive initial and annual refresher training, based on the standards developed regarding the storage and emergency use of naloxone hydrochloride. The Credentialed School Nurse(s) shall ensure that the proper procedures, protocols, and trainings are established and maintained. These physician-authorized procedures must be reviewed and signed annually.

Under Education Code 49407, no school district shall be held liable for the responsible treatment of a student without the consent of the parent/guardian when the student requires medical treatment and the guardian cannot be reached, unless a written objection to medical treatment has been filed with the district.

**Legal References:**

**AB635: Drug Overdose Treatment Liability Bill**

**AB472: Good Samaritan Bill**

**Education Code:**

49414.3 Naloxone in Schools

49407 Pupil & Personnel Health

**Business and Professions Code**

4119.8 Naloxone in Schools

**California Civil Code**

1714.22 Immunity Provisions/ Drug Overdose Treatment: Liability

**Code of Regulations, Title 22, Division 9:**

100019 Optional Skills

**Government Code:**

810 Claims and Actions Against Public Entities and Public Employees

815 Liability for Injuries

**Health and Safety Code:**

11376.5 Controlled Substances: Overdose: Punishment

# Management of Opioid Overdose with Opioid Antagonist Procedure/Protocols

For use in Public Schools for persons without individual physician written orders.

**DEFINITION:** An opioid overdose is an acute condition caused by the flooding of the opioid receptors in the brain by opioids. It can cause extreme physical illness, decreased level of consciousness, respiratory arrest, or death. Drug overdose (poisoning) is the leading cause of unintentional injury death in the United States. Opioids, both prescription pain killers and heroin, are responsible for most of those deaths. The number of Californians affected by prescription and non-prescription opioid misuse and overdose is substantial, with rates varying significantly across counties and even within counties. Naloxone is a medication that works almost immediately to reverse opiate overdose. Naloxone is a prescription drug but is not a controlled substance. It has few known adverse effects, no potential for abuse, and can be rapidly administered through intramuscular injection, subcutaneous injection or nasal spray. While most professional first responders and emergency departments are equipped with naloxone, emergency service providers may not arrive in time to revive overdose victims. School nurse or trained volunteer may administer naloxone to a person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity when a physician is not immediately available.

- **EMS:** Emergency medical system or professional first responders / 9-1-1.
- **Naloxone:** is an opioid antagonist that will temporarily reverse the potentially deadly respiratory depressive effects for legal and illicit drugs. It is available as intramuscular, subcutaneous injection and nasal spray. When administered quickly and effectively, naloxone has the potential to immediately restore breathing to a victim experiencing an opioid overdose.
- **Opioids:** are prescription medications used to treat pain, such as morphine, codeine, methadone, oxycodone, hydrocodone, fentanyl, hydromorphone, and buprenorphine; as well as illegal drugs, such as heroin and illicit potent opioids such as fentanyl analogs (e.g. diverted substances).
- **Opiates:** Naturally derived drugs from the poppy plant, such as heroin or opium.
- **Opioid Antagonist:** means naloxone hydrochloride that is approved by the Federal Drug Administration (FDA) for the treatment of an opioid overdose. It is the first line treatment for an opioid overdose.
- **Opioid Overdose Prevention and Treatment Training Program:** means a program at a minimum that contains the following content:
  - The causes of an opiate overdose
  - How to recognize an opioid overdose
  - Mouth to mouth resuscitation
  - How to contact appropriate EMS
  - How to administer an opioid antagonist

## RECOMMENDATIONS:

- If an opioid overdose is suspected, then Naloxone should be immediately administered by the school nurse or in the absence of the school nurse, administration can be provided by trained personnel.
- Additional doses of Naloxone may be administered every 2 – 3 minutes.
- All Naloxone medication should be stored according to manufacturer's directions to maintain effectiveness.
- It is recommended that at least two (2) naloxone doses be available in schools for opioid overdose.
- Naloxone should be stored according to manufacturer's directions to maintain effectiveness in a **clearly labeled container, easily accessible to school nurse and trained personnel, and checked monthly.**
- Naloxone may be considered for first aid kits for field trips and/or school events.
- Expiration dates on naloxone should be monitored monthly and documented on an appropriate log. The shelf-life of naloxone is approximately 36 months (3 years).
- All individuals receiving emergency naloxone should have 9-1-1 summoned immediately even if symptoms appear to be improving or have resolved.

**PERSONNEL:**

- The Credentialed School Nurse (or other qualified supervisor of health, *Education Code* sections 44871-44878) assigns, monitors, and supervises the annual training of unlicensed personnel who have volunteered in the administration of an opioid antagonist for treatment of opioid overdose, which is a life-threatening emergency.
- It is recommended that all volunteer staff who are trained to administer naloxone maintain a current cardiopulmonary resuscitation (CPR) certification.
- Volunteers may administer naloxone hydrochloride or another opioid antagonist only by nasal spray or by auto-injector.
- Designated and trained school personnel serve under the direct or indirect supervision of the credentialed school nurse (or other qualified supervisor of health).

**COMMON CAUSES:**

- Taking an extra dose of a prescription opioid
- Taking prescription opioids too often
- Mixing an opioid with:
  - Alcohol
  - Medications such as benzodiazepines
- Taking illegal drugs

**RISK FACTORS FOR OPIOID OVERDOSE:**

- Having an opioid use disorder
- Taking opioids by injection
- Using prescription opioids without medical supervision
- Taking a high prescribed dosage of opioids
- Using opioids in combination with alcohol and/or other substances of medicines that suppress respiratory function such as benzodiazepines, barbiturates, anesthetics or some pain medication
- Use of any drug not from a pharmacy or use of any street drugs (including non-opioids) is a risk as it may be contaminated with fentanyl

**OPIOID OVERDOSE SYMPTOMS**

May include any or many of the following:

- Pale, clammy skin
- Speech infrequent
- Shallow breathing, difficulty breathing or NO breathing
- Deep snorting or gurgling
- Unresponsive to stimuli (calling name, shaking, sternal rub) or coma
- Slowed heartbeat/pulse
- Cyanotic skin coloration (blue lips, blue fingertips)
- Pinpoint pupils

**If any of the following symptoms occur, administer NALOXONE IMMEDIATELY & CALL 9-1-1**

- \* **Unresponsive to stimuli or coma**
- \* **Shallow breathing, difficulty breathing or NO breathing**
- \* **Pinpoint pupils**
- \* **Suspected opioid overdose**

**STANDARD HEALTH-CARE PROCEDURE  
MANAGEMENT OF OPIOID OVERDOSE WITH OPIOID ANTAGONIST**

|   |  |  |
|---|--|--|
| <b>Purpose</b>  | To provide approved staff with guidelines to utilize naloxone in order to reduce fatal opioid overdose in a student in the school setting.   |  |
| <b>Cautions</b>   | 1. Opioid overdose has the potential to cause death if not identified and treated immediately.   |  |
| <b>Equipment and Supplies</b>   | 1. Naloxone (EAI) / Naloxone Intranasal<br>Manufacturer: _____ Expiration Date: _____<br>Location(s): _____<br>2. Disposable non-latex gloves  |  |
| <b>Note:</b>  | CPR is recommended, but NOT required for those administering an Opioid Antagonist.   |  |
| <b>MANAGEMENT OF POTENTIAL OPIOID OVERDOSE</b>  |  |  |
| <b>ESSENTIAL STEPS</b>  | <b>KEY POINTS AND PRECAUTIONS</b>  |  |
| 1. <b>Observe for symptoms of an opioid overdose which may include one or many of the following:</b> <ul style="list-style-type: none"> <li>• Pale, clammy skin</li> <li>• Speech infrequent</li> <li>• Shallow breathing, difficulty breathing or NO breathing</li> <li>• Deep snorting or gurgling</li> <li>• Unresponsive to stimuli (calling name, shaking, sternal rub) or coma</li> <li>• Slowed heartbeat/pulse</li> <li>• Cyanotic skin coloration (blue lips, blue fingertips)</li> <li>• Pinpoint pupils</li> </ul> | 1. <b>If the following symptoms are present, administer NALOXONE IMMEDIATELY &amp; CALL EMERGENCY MEDICAL SERVICES / 9-1-1.</b> <ul style="list-style-type: none"> <li>* <b>Unresponsive to stimuli or coma</b></li> <li>* <b>Shallow breathing, difficulty breathing or NO breathing</b></li> <li>* <b>Pinpoint pupils</b></li> <li>* <b>Suspected opioid overdose</b></li> </ul> |  |
| 2. Check victim responsiveness and breathing, if unresponsive or has altered breathing then start cardiopulmonary resuscitation (CPR) or rescue breathing as needed.  | 2. Emergency Medical Services can give over the phone instruction on how to administer CPR or rescue breathing if needed.  |  |
| 3. <b>STAY WITH THE VICTIM.</b> Do not leave them alone. <b>GET</b> (or direct someone to get) naloxone and have others call 9-1-1 / <b>Emergency Medical Services (EMS) IMMEDIATELY.</b>   | 3. Stay with the victim and remain calm. <b>SECONDS COUNT!</b><br>Have others notify EMS, school nurse, parents, and school administrator immediately.<br><br><b>If alone, give naloxone, then activate 9-1-1/ Emergency Medical Services.</b>   |  |
| 4. Lie the victim on their back.  | 4. Naloxone nasal spray is administered with the victim lying on their back.   |  |
| 5. Put on disposable gloves, if doing so will NOT delay emergency treatment.  | 5. Standard Precautions should be taken when there is the potential for exposure to blood or body fluids.  |  |

|  |   |
|--|---|
| <p>6. Obtain Opioid Antagonist:<br/>Naloxone (Narcan) Nasal Spray – 1 Unit Dose</p>  | <p>6. <i>Make sure EMS 9-1-1 has been called.</i></p>   |
| <p>7. Administer Naloxone as directed on package. In general:</p> <ul style="list-style-type: none"> <li>• Remove Naloxone Nasal Spray from the box/package by peeling back the tab with the circle to open.</li> <li>• Hold Naloxone Nasal Spray with your thumb on the bottom of the red plunger and your first and middle fingers on either side of the nozzle.</li> <li>• Tilt the victim's head back and provide support under the neck with your hand.</li> <li>• Gently insert the tip of the nozzle into ONE nostril until your fingers on either side of the nozzle are against the bottom of the victim's nose.</li> <li>• Press the red plunger firmly to give the 1-unit dose of Naloxone Nasal Spray in one nostril.</li> <li>• Remove the Naloxone Nasal Spray from the nostril after giving the dose.</li> <li>• Then, move the victim on their side (recovery position) if CPR or rescue breathing is not needed.</li> <li>• Monitor the victim closely for response.</li> <li>• If the victim does not respond by waking up, to voice or touch, or breathing normally then a second dose may be given with a new Naloxone Nasal Spray in the alternate nostril if available after 2 to 3 minutes of giving the first dose.</li> <li>• Put the used Naloxone Nasal Spray back into its box and show EMS what was administered upon their arrival.</li> </ul> | <p>7. EMS must be called for <b>ALL</b> victims receiving Naloxone. <b>ALL</b> victims who have received Naloxone should be transported to the Emergency Department (ED) by EMS for further evaluation.</p>                                   |
| <p>8. Note the time Naloxone was administered/given.</p>   | <p>8. Report time to emergency medical services when they arrive.</p>   |
| <p>9. Lay victim on their side if CPR or rescue breathing is NOT needed.</p>   | <p>9. If CPR or rescue breathing is necessary then keep victim lying on their back</p>  |
| <p>10. Stay with the victim and monitor airway and breathing closely until EMS have arrived.</p>   | <p>10. If at anytime <b>breathing STOPS, begin CPR IMMEDIATELY.</b></p>   |
| <p>11. Have someone make a copy of emergency card for EMS.</p>   | <p>11. When EMS arrive, give a factual report about the incident, including the time the Naloxone was administered.</p>   |
| <p>12. Refer victim to the Emergency department (ED) for immediate observation.</p>  | <p>12. Victim should go to Emergency Department even if recovered, for further evaluation by a licensed healthcare provider. If the victim refuses to go to the Emergency Department there is still the risk of illness, injury or death.</p> |
| <p>13. Once EMS has arrived and taken over care of the victim, then the used Naloxone Nasal Spray may be discarded into the regular waste container.</p>   |   |

|   |   |
|---|---|
| 14. If applicable, remove gloves and discard in the appropriate waste container and wash hands.   | 14. Maintain Standard Precautions.  |
| 15. Document the incident noting the following: date and time the Naloxone was administered; include victim's symptoms, response, and disposition and/or additional pertinent information; and time EMS/9-1-1 was called and time of arrival.   | 15. Once the appropriate paperwork is completed then notify the assigned Credentialed School Nurse, if not present. |
| <b>FOLLOW-UP</b>  |   |
| <ol style="list-style-type: none"> <li>1. Refer ALL opioid overdoses to the victim's parent/guardian and physician.</li> <li>2. Complete Emergency Response Report: Management of Opioid Overdose in collaboration with Credentialed School Nurse <ol style="list-style-type: none"> <li>a) Fax completed reports to Tulare County Office of Education, School Health Programs office at (559) 651-1995.</li> </ol> </li> </ol> |   |

# **NARCAN**<sup>®</sup> (naloxone HCl) **NASAL SPRAY**

## QUICK START GUIDE Opioid Overdose Response Instructions

Use NARCAN Nasal Spray (naloxone hydrochloride) for known or suspected opioid overdose in adults and children.

**Important: For use in the nose only.**

**Do not remove or test the NARCAN Nasal Spray until ready to use.**

### 1 Identify Opioid Overdose and Check for Response

**Ask** person if he or she is okay and shout name.

**Shake** shoulders and firmly rub the middle of their chest.

**Check for signs of opioid overdose:**

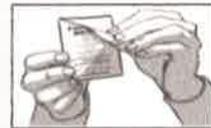
- Will not wake up or respond to your voice or touch
  - Breathing is very slow, irregular, or has stopped
  - Center part of their eye is very small, sometimes called "pinpoint pupils"
- Lay the person on their back to receive a dose of NARCAN Nasal Spray.



### 2 Give NARCAN Nasal Spray

**Remove** NARCAN Nasal Spray from the box.

Peel back the tab with the circle to open the NARCAN Nasal Spray.



**Hold** the NARCAN nasal spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.



**Gently insert the tip of the nozzle into either nostril.**

- Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into **one nostril**, until your fingers on either side of the nozzle are against the bottom of the person's nose.



**Press the plunger firmly** to give the dose of NARCAN Nasal Spray.

- Remove the NARCAN Nasal Spray from the nostril after giving the dose.



### 3 Call for emergency medical help, Evaluate, and Support

**Get emergency medical help right away.**

**Move the person on their side (recovery position)**

after giving NARCAN Nasal Spray.

**Watch the person closely.**

**If the person does not respond** by waking up, to voice or touch, or breathing normally another dose may be given. NARCAN Nasal Spray may be dosed every 2 to 3 minutes, if available.

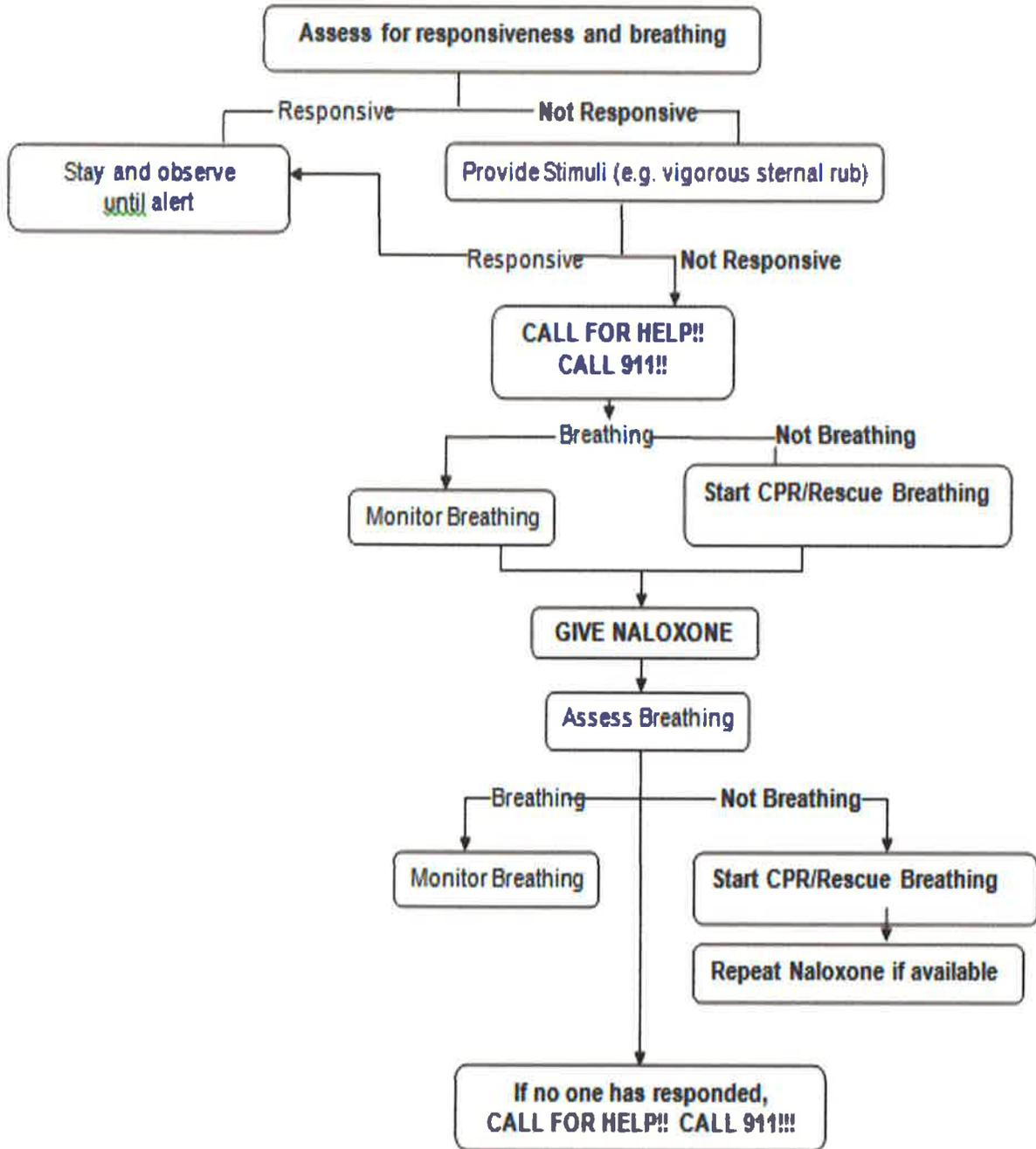
**Repeat Step 2 using a new NARCAN Nasal Spray to give another dose in the other nostril.** If additional NARCAN Nasal Sprays are available, repeat step 2 every 2 to 3 minutes until the person responds or emergency medical help is received.



For more information about NARCAN Nasal Spray, go to [www.narcannasalspray.com](http://www.narcannasalspray.com), or call 1-844-4NARCAN (1-844-462-7226).

**RESPONDING TO AN OPIOID OVERDOSE WITH NALOXONE FLOW CHART**

The following flow-chart illustrates the steps that are taken depending on the victim's responsiveness.



**TO BE COPIED ONTO DISTRICT LETTERHEAD**

**School Year:**

**To:** All Staff

**From:**

**Re:** Solicitation of Volunteer Nonmedical School Personnel

Assembly Bill 1748 (Mayes) added Education Code section 49414.3, effective January 1, 2017. Section 49414.3 authorizes unlicensed school employees to administer emergency naloxone hydrochloride or another opioid antagonist medication to students who suffer an opioid overdose at school.

**The purpose of this notice is to solicit volunteers to administer emergency naloxone hydrochloride or another opioid antagonist medication to pupils suffering, or reasonably believed to be suffering, from an opioid overdose, in the absence of a school nurse. Volunteers may administer naloxone hydrochloride or another opioid antagonist only by nasal spray or by auto-injector; a volunteer may administer naloxone hydrochloride or another opioid antagonist in a form that the volunteer is most comfortable with. Volunteers will receive training from the School Nurse who is a licensed healthcare professional.**

Training will include the following: recognizing the signs/symptoms of an opioid overdose; common causes and risk factors; emergency treatment of a suspected opioid overdose; how to administer emergency opioid antagonist as naloxone hydrochloride; and follow-up emergency care and documentation.

Any agreement by an employee to administer emergency naloxone hydrochloride or another opioid antagonist medication is strictly voluntary and no benefit shall be granted to or withheld from any individual based on their offer to volunteer. Employees who volunteer may rescind their offer to administer emergency naloxone hydrochloride or another opioid antagonist medication at any time, including after receipt of training.

Employees who volunteer to administer emergency naloxone hydrochloride or another opioid antagonist medication will be provided a defense and indemnification by the school district, county office of education, or charter school for any and all civil liability, in accordance with, but not limited to Government Code section 810 *et seq.*

This notification is provided annually to all staff. If you are willing to be identified as a volunteer and be trained in the administration of an opioid antagonist, please complete the section below and submit it to your site administrator.

Name: \_\_\_\_\_ (Print Name)

School: \_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_ I wish to volunteer to administer an emergency opioid antagonist emergency medication to students who are suffering or reasonably believed to be suffering from an opioid overdose.

\_\_\_\_\_ I understand that I will be trained by a School Nurse who is a licensed healthcare professional.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Opioid Antagonist Indemnity Acknowledgment

Pursuant to Education Code section 49414.3(i) as a volunteer of the \_\_\_\_\_ *[Identify District or County Office of Education or Charter School]* trained to administer an opioid antagonist to provide emergency medical aid, you are hereby advised that you are protected by the following provisions of California law regarding civil liability for your actions in the course of scope of you serving as a volunteer in this capacity.

California law provides specific legal obligations for an employer to defend and indemnify you in litigation against you, and these obligations are set forth in separate statutes in California's Government Code.

The obligation to provide a defense for you if you are sued as a result of volunteer related incidents is set forth in Government Code section 995, which provides in part:

Except as otherwise provided in Sections 995.2 and 995.4, upon request of an employee or former employee, a public entity shall provide for the defense of any civil action or proceeding brought against him, in his official or individual capacity or both, on account of an act or omission in the scope of his employment as an employee of the public entity.

The obligation to indemnify you against a civil judgment or award is set forth in Government Code section 825(a), which provides in part:

Except as otherwise provided in this section, if an employee or former employee of a public entity requests the public entity to defend him or her against any claim or action against him or her for an injury arising out of an act or omission occurring within the scope of his or her employment as an employee of the public entity and the request is made in writing not less than 10 days before the day of trial, and the employee or former employee reasonably cooperates in good faith in the defense of the claim or action, the public entity shall pay any judgment based thereon or any compromise or settlement of the claim or action to which the public entity has agreed.

By signing below, I acknowledge receipt of this notification.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Employee's Printed Name

Date: \_\_\_\_\_

cc: Personnel File



|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
| <b>D. Documents performance of procedure and observations.</b> <ul style="list-style-type: none"> <li>• Completes Emergency Response Report in collaboration with school nurse.</li> </ul> |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

| Reviewer's Printed Name | Initials | Signature | Title | Date |
|-------------------------|----------|-----------|-------|------|
|                         |          |           |       |      |
|                         |          |           |       |      |
|                         |          |           |       |      |

**COMMENT SHEET**

**Evaluation and Review—Qualified Designated School Staff Performance  
Management of Overdose with Opioid Antagonist (OA) — Emergency Care Standard Procedure**

| DATE | TIME | COMMENTS | INITIALS |
|------|------|----------|----------|
|      |      |          |          |

**EMERGENCY RESPONSE REPORT  
MANAGEMENT OF OPIOID OVERDOSE**

Date of incident: \_\_\_\_\_

Person's Name \_\_\_\_\_ DOB: \_\_\_\_\_

School \_\_\_\_\_ Teacher/Grade \_\_\_\_\_

Description of incident \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Person's signs and symptoms \_\_\_\_\_  
\_\_\_\_\_

Actions taken before administration of medication \_\_\_\_\_  
\_\_\_\_\_

Time of call to EMS/911 \_\_\_\_\_ Person making call \_\_\_\_\_

Name of medication administered \_\_\_\_\_ Dose \_\_\_\_\_ Route \_\_\_\_\_ Time \_\_\_\_\_

Medication administered by \_\_\_\_\_ Position \_\_\_\_\_

Person's response to medication \_\_\_\_\_

Other medication administered \_\_\_\_\_ Dose \_\_\_\_\_ Route \_\_\_\_\_ Time \_\_\_\_\_

Other interventions or occurrences \_\_\_\_\_  
\_\_\_\_\_

Time EMS/paramedics arrived \_\_\_\_\_ Incident information given by \_\_\_\_\_

Parent/Guardian or other personal contact notified \_\_\_\_\_ Time \_\_\_\_\_

Method of notification \_\_\_\_\_ by staff member: \_\_\_\_\_

Time person was transported to emergency room \_\_\_\_\_

Authorized healthcare provider notified (date/time) \_\_\_\_\_ by staff member: \_\_\_\_\_

Name of person completing report (print) \_\_\_\_\_ Position \_\_\_\_\_

Signature of person completing report \_\_\_\_\_ Date \_\_\_\_\_

Incident reviewed by school nurse: Name \_\_\_\_\_ Date \_\_\_\_\_

Date copy of report sent to TCOE, School Health Programs Manager: \_\_\_\_\_

NOTE: ATTACH ADDITIONAL INFORMATION REGARDING INCIDENT MANAGEMENT AS NECESSARY