

# **TULARE/KINGS COUNTIES PERSONNEL COMMITTEE**

**Tulare County Office of Education**

**Redwood Room E & F**

**Tuesday, September 20, 2022**

**9:00 a.m. - 11:00 a.m.**

## **❖ Welcome & Introductions – Dedi Somavia**

## **❖ Legal Updates- Lozano Smith Attorneys at Law**

- SB 906 – Annual notification to inform parents of safe firearm storage
- COVID leave and weekly testing

## **❖ Early Childhood Education – Julie Berk**

- UPK update

## **❖ General Information – Dedi Somavia**

- Central CA Hybrid Education Fair – March 25, 2023
- Law Seminars
  - CalSTRS and CalPERS 101 Hot Topics – October 13, 2022
  - Navigating Employee Complaints and Investigations – January 25, 2023
  - The ADA Interactive Process (Advanced Training) – March 9, 2023
- Survey – topics for future meetings

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## New Law Mandates Schools to Annually Inform Parents of Safe Storage of Firearms and Expands Reporting of Middle School and High School Threats to Law Enforcement

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August 31, 2022  
Number 41

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On July 21, 2022, Governor Gavin Newsom signed Senate Bill (SB) 906, creating new obligations for local educational agencies (LEAs) designed to prevent firearm-related incidents at schools and addressing threats made by students in middle schools and high schools. This bill takes effect January 1, 2023.

### **Safe Storage of Firearms Information Required**

Beginning with the 2023-24 school year, SB 906 will require LEAs to include information in their annual notification to parents and guardians related to the safe storage of firearms and California's child access prevention laws.<sup>1</sup> The information included in the annual notice must be informed by model content developed by the California Department of Education, which will be updated on a yearly basis.

Notably, this notice requirement was included in the bill in light of a 2004 report by the United States Secret Service and United States Department of Education which found over two-thirds of school shooters used firearms in their attacks that were acquired from their own home or that of a relative. While not cited by the Legislature, also relevant on this topic is a 2018 Federal Bureau of Investigations report, titled *A Study of Pre-Attack Behaviors of Active Shooters in the United States Between 2000 and 2013*. More information on the 2018 FBI report can be found in our previous [2018 Client News Brief Number 38](#).

### **Mandatory Reporting of Perceived and Actual Threats**

SB 906 also addresses threats made by students. The bill adds section 49393 to the Education Code, requiring every certificated and classified employee and every board member of an LEA, who has regular contact with students in any of grades 6 to 12 "as part of a middle school or high school" to immediately report to law enforcement any threat or perceived threat they are alerted to or observe.

A "threat or perceived threat" is any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in connection with inflicting physical harm

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<sup>1</sup> Child access prevention laws establish liability for parents and guardians who should have known that their child may gain access to a firearm at home.

in a social media post, journal, class note, or other media associated with the student, or a warning by another individual.

The report to law enforcement must include copies of any documentation or other evidence associated with the threat or perceived threat. If multiple individuals are obligated to make a report, they may agree to have one person make a single report. SB 906 also grants civil immunity to LEAs for any damages allegedly caused by, arising out of, or relating to the threat report.

## **Duty to Support Law Enforcement Investigation and Threat Assessment**

Following a report of a threat or perceived threat, the “local law enforcement agency” or school site police, with the support of the LEA, must immediately investigate and conduct an assessment of the threat or perceived threat. As part of the threat assessment, law enforcement must conduct a search at the school site if there is a “reasonable suspicion that it would produce evidence related to the threat or perceived threat.”

## **Takeaways**

The language of SB 906 invites questions about existing school safety procedures developed locally by LEAs as part of their school safety plans. For example, it is unclear whether “middle schools” subject to the threat reporting requirement include elementary schools serving grades from kindergarten to eighth grade.

Also, the addition of Section 49394 may require changes to how threat assessments are currently conducted. Law enforcement and school administrators should consult with legal counsel prior to acting pursuant to Section 49394 and should be prepared to coordinate with each other on threat assessments and investigations.

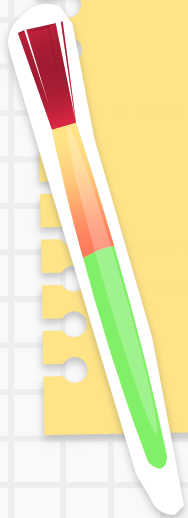
LEAs should start planning now to ensure compliance with the requirements of SB 906 and work together with employees, parents, and other community partners to raise awareness of the new reporting obligations. Finally, LEAs will need to update their annual notice for next school year with the new information required by SB 906.

If you have any questions regarding SB 906 and its implementation, including trainings on the new threat reporting and threat assessment requirements, please contact the authors of this Client News Brief or an attorney at one of our [eight offices](#) located statewide. You can also subscribe to our [podcasts](#), follow us on [Facebook](#), [Twitter](#) and [LinkedIn](#) or download our [mobile app](#).

*As the information contained herein is necessarily general, its application to a particular set of facts and circumstances may vary. For this reason, this News Brief does not constitute legal advice. We recommend that you consult with your counsel prior to acting on the information contained herein.*



# TK at a Glance



Tulare County  
Office of Education  
*Tim A. Hire, County Superintendent of Schools*



Children who turn five between September 2, 2022 and February 2, 2023, are eligible to enroll in Transitional Kindergarten this year.

While school is not mandatory for children until they turn 6 on or before September 1, school districts must offer TK to children in the eligible age bands.

# WHO?

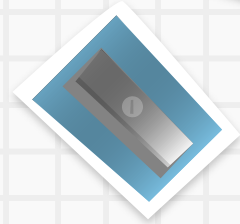


As a condition of receipt of apportionment for pupils in a TK program pursuant to Education Code Section 46300, a school district or charter school shall do all the following:

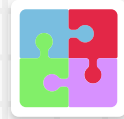


## How many?

Maintain an average transitional kindergarten class enrollment of not more than 24 pupils for each school site



## Ratio



Commencing with the 2022-2023 school year, **maintain an average of at least one adult for every 12 pupils in transitional kindergarten classrooms**



# TK Teacher Requirements

Credit on  
the salary  
schedule?



**Option A**  
Multiple Subject  
Credential and  
24 ECE/CD  
units

**Option B**  
Multiple Subject  
Credential and  
Child Development  
Teacher Permit

**Option C**  
LEA choice Multiple  
Subject Credential  
experience equal to  
24 units

**Option D**  
Multiple subject &  
Grandfather Claus  
- assigned TK  
prior to 2015

**Proposed**  
*-Flexibility*  
CD Teacher Permit,  
BA & enrolled in  
program

# Next Year?



## 2023-2024

We will welcome children who will turn five between September 2 and April 2 into TK

## Ratios

Staffing ratios will change to 1 adult for every 10 students (contingent upon an appropriation of funds for this purpose)



## Requirements

TK teachers must meet additional education requirements by August 1, 2023, pursuant to Education Code Section 48000 (g)(4)



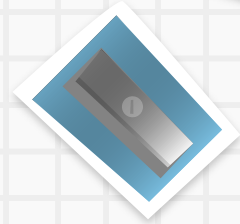


# Next Year Continued...



## Funding

With the passage of AB 181, another round of funding is in store for UPK expansion in the amount of \$300 million for the California PreKindergarten Planning and Implementation grant.



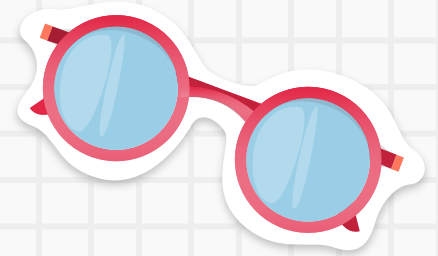
## Environment



- Developmentally appropriate environment
- Shift structures from K to TK (hybrid between preschool & K )



# Superintendent Input



01

## Teacher support

Exemplar/Model classroom visits  
October 21st  
Limited availability

03

## PD for Staff

Sub availability?  
Full Day or ½ day?

02

## Credentialing

Awaiting Emergency Permit  
guidance

04

## COS/PC partnership

Flyer to be posted soon

# Class Schedule

## Fall 2022

### CHLD 39–Child Development

Online orientation: Tuesday, October 18th at 6:10 – 7:00pm  
Self-paced classes continue online through 12/16/2022

### CHLD 154 – Teaching in a Diverse Society

Online orientation: Tuesday, October 18th at 7:10 – 8:00pm  
Self-paced classes continue online through 12/16/2022

## Spring 2023

### CHLD 42 – Child, Family, & Society

Online orientation: Tuesday, January 17th at 6:10 – 7:00pm  
Self-paced classes continue online through 02/28/2023

### CHLD 146 – Curriculum and Strategies for Children with Special Needs

Orientation: Tuesday, January 17th at 7:10 – 8:00pm  
Self-paced classes continue online through 02/28/2023

### CHLD 134 – Understanding Child Abuse

Orientation: Tuesday, March 14th at 6:10 – 7:00pm  
Self-paced classes continue online through 05/17/2023

### CHLD 140 – Principles of Early Childhood Education

Orientation: Tuesday, March 14th at 7:10 – 8:00pm  
Self-paced classes continue online through 05/17/2023

## Summer 2023

### CHLD 126 –Observation & Assessment

Orientation: Tuesday, June 14th at 3:10 – 4:00pm  
Self-paced classes continue online through 07/22/2023

### CHLD 158 – Teaching in a Diverse Society

Orientation: Tuesday, June 14th at 4:10 – 5:00pm  
Self-paced classes continue online through 07/22/2023



# OTHER TEACHERS



**Julie Berk**

Assistant Superintendent,  
Student Support Services  
TCOE



**Eric Sonnenfeld**

Assistant Administrator,  
Early Childhood Education  
TCOE



**Amy Sullivan**

UPK Coordinator,  
Student Support Services  
TCOE

# NEED CHILD DEVELOPMENT UNITS?

EARN A \$250  
STIPEND  
PER CLASS

EARN UNITS TO  
BECOME A  
QUALIFIED TK  
TEACHER BY  
AUGUST 1, 2023



## HOW

### can I earn the units?

- Classes held online through a self-paced module offered by COS
- Participants will receive a \$250 stipend for each class taken upon transcript verification with a minimum of C letter grade
- If all scheduled classes taken, earn up to \$2,000 (contingent upon grant funding)

## WHO

### can enroll?

- Classes structured with flexibility for TK teachers, teachers wanting a future TK assignment, district paraprofessionals and site administrators looking for more opportunities in Early Education

## WHY

### should I enroll?

- Be qualified as a TK Teacher by the required August 1, 2023 deadline
- Be part of a committed group of early educators seeking ways to expand their understanding to support our youngest learners
- Be part of the solution to the TK Teacher shortage

## QUESTIONS?

Amy Sullivan  
559-651-3022 x 3088  
amy.sullivan@coe.org

## ● READY TO GET STARTED? ●

1. Enroll as a COS student. [Click here](#) to apply or use code:



2. Complete COS application. It may take 24-48 to become active to enroll in your desired class
3. Register for desired class offered in **Fall 2022**

**CHLD 39-HYBRID/FLEX 3.0 UNITS  
AND/OR**

**CHLD 154-HYBRID/FLEX 3.0 UNITS**

4. Register to attend **one** virtual TCOE Info Session

[September 15 @ 3:30 CLICK TO RSVP](#)



[September 22 @ 3:30 CLICK TO RSVP](#)



5. Attend the mandatory virtual **COS class orientation** on Tuesday, October 18 for class expectations. Virtual links will be sent by COS once registered in the class
6. Complete class expectations through self-paced learning by 12/16/22
7. Review class schedule to determine which classes to take in the Spring semester

## ● HOW DO I GET MY STIPEND? ●

Attendance of TCOE Info Session **AND** successful completion of the COS class, submit the following documentation to process your stipend by

**January 31, 2023:**

- unofficial transcript for enrolled class with a minimum of C letter grade
- completed W-9 form

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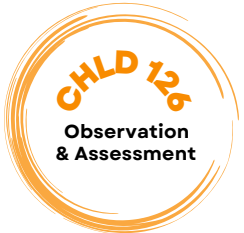


# The Courses



This course is a study of the principles of both typical and atypical human development from conception through adolescences. The course content focuses on physical, cognitive, social, and emotional domains of development. There will be an emphasis on the interactions between nature and nurture. While studying developmental theory and investigative research methodologies, student will observe children, evaluate individual differences and analyze characteristics of development at various stages.

The study of the social development of children with an emphasis on the interactions among and between children, families, and community systems. The processes of socialization and identity development will be highlighted. This course qualifies for an AS degree, COS Vocational Certificate, the California Child Development Permit and is transferable. This course is mandatory to work in Title 22 child care facilities.



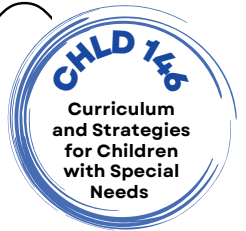
This course focuses on the appropriate use of assessment and observation strategies to document development skills, behavior, growth, play and learning in promoting children's success. Recording strategies, rating systems, portfolios, and multiple assessment methods are explored.

This study of child abuse and neglect includes a historical overview, causes, detection, prevention, treatment, and effects. Profiles of victims and their perpetrators will be examined. Content includes responsibilities of a Mandated Reporter and other legal issues. Emphasis is on effects of abuse and behavioral impact of Child Abuse and Neglect within families, classrooms, child care facilities, and the community. Societal implications include community resources for prevention, detection, and treatment as well as the building of healthy family dynamics.



An examination of the underlying theoretical principles of developmentally appropriate practice in early care and education. Emphasis on the role of the early childhood educator, the importance of teacher-child relationships, and effective teaching strategies and environmental design for supporting development in young children. This course includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics, and professional identity.

Covers curriculum and intervention strategies for working with children and special needs in partnership with their families. Focuses on the use of observation and assessment in meeting the individualized needs of children in inclusive and natural environments. Includes the role of the teacher as a professional working with families, collaboration with interdisciplinary teams, and cultural competence.



This course includes a study of various types of disabilities and the characteristics of children who have special needs. The course will also cover family issues and current trends involving children with special needs, with an emphasis on interventions, inclusion, support services, and pertinent legislation. Introduces variations in the development of children with special needs, ages birth through eight, and the resulting impact on families.

This course will examine the development of social identities in diverse societies including theoretical and practical implications affecting young children, families, programs, teaching, education, and schooling. Culturally relevant and linguistically appropriate anti-bias approaches, supporting all children in becoming competent members of a diverse society. Course involves self-reflection of one's own understanding of educational principles of integrating anti-goals in order to better inform teaching practices and/or program development.



# JOIN THE NEXT HYBRID PK-12 EDUCATIONAL EMPLOYMENT FAIR

**CENTRAL CALIFORNIA | MARCH 25, 2023**

CO-HOSTED BY THE CENTER & KERN COUNTY SUPERINTENDENT OF SCHOOLS

## WHAT IS A HYBRID EDUCATIONAL EMPLOYMENT FAIR?

- Connects education credential holders, substitutes, paraprofessionals, classified staff, administrators, interns, counselors, and other school personnel with school districts and county offices of education
- Allows candidates worldwide to remotely connect with education agencies
- Allows regional candidates to connect in person with educational representatives
- Creates exclusive experience tailored to the education profession

### LOCATION :

MECHANICS BANK CONVENTION CENTER  
1001 TRUXTUN AVE.  
BAKERSFIELD CA, 93301



# CENTRAL CALIFORNIA

*Participate in California's upcoming statewide hybrid education career fair and connect with education agencies hiring certificated and classified educators!*

## SCAN QR CODE TO REGISTER!



**REGISTER:** <https://thecentervirtualevents-hybcencal23.vfairs.com/>

**Candidates: FREE**

REGISTER TODAY

**Agencies: \$300**

Cancellation Policy: NO REFUNDS

*California districts and counties are committed to creating a school climate that is reflective of the state's diverse student population. All candidates receive consideration for employment without regard to race, color, religion, gender, gender identity or expression, sexual orientation, national origin, genetics, disability, age, or veteran status.*

## CALIFORNIA CENTER ON TEACHING CAREERS

**EXECUTIVE DIRECTOR:**  
Marvin Lopez, MBA / MSM  
800-336-6549

**EVENT QUESTIONS:**  
[Jonathan.Mendoza@tcoe.org](mailto:Jonathan.Mendoza@tcoe.org)  
[Jose.Covarrubias@tcoe.org](mailto:Jose.Covarrubias@tcoe.org)

[CaliforniaTeach.org](https://CaliforniaTeach.org)



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