

TULARE/KINGS COUNTIES PERSONNEL COMMITTEE

Tulare County Office of Education

Redwood Room A, B, G, H

Friday, March 20, 2026

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

❖ Welcome & Introductions

❖ Hot Topics – open discussion 9:05

- *Mirabelli v. Olsen*
 - AB 5: Safe and Supportive Schools Act training
- Employment Authorization Documents
- OBBBA: overtime/comp time and W2 reporting

❖ Legal Topic – Desiree Serrano, Lozano Smith 9:30

- Job Descriptions: Key Components & Why They Matter

❖ Credential – Sara Marvin & Shania Burrell 10:10

- Updates
- PERS/STRS Election cheat sheet

❖ New Teacher & Leadership Development 10:30

- CTE Program change (online)
- Leadership Team Forum
- Induction enrollment period – April 13 – September 18
- iLead enrollment – hybrid and online program
- Accreditation update

❖ Open Forum: recap, questions, future topics...

Upcoming Events

Law Seminar - Layoffs	Thursday, September 3, 2026	8:30-10:30am
Personnel Committee Mtg	Friday, September 18, 2026	9:00-11:00am



A Brief Overview of *Mirabelli v. Olson*

Presented by: Desiree Y. Serrano

Tulare County Office of Education | March 20, 2025

1

Topics



- Background
- Legal Challenge
- District Court's Permanent Injunction
- Supreme Court's Involvement and Current Status



LozanoSmith.com

2

2

Background & Legal Challenge

3

Background

- **AB 1266:** Established the right of public school students to participate in programs and access facilities based upon their gender identity, regardless of their gender assigned at birth
- **CDE Legal Advisory and FAQs:** Advised that disclosing that a student is transgender without the student's permission may violate California's antidiscrimination law by increasing the student's vulnerability to harassment and may violate the student's right to privacy
- School districts around the State implemented or updated their own non-discrimination/harassment policies to align with the CDE's guidance



LozanoSmith.com

4

4

Legal Challenge

In 2023, two teachers filed suit, alleging that the school district's administrative regulation (AR) 5145.3 Nondiscrimination/Harassment impermissibly limited their ability to inform a parent that their child was transitioning genders or affirming their gender.



LozanoSmith.com

5

5

District Court's Permanent Injunction

Under the permanent injunction, **the State Defendants are barred from** implementing or enforcing the California Constitution's privacy provision, California laws regarding equal protection under the Education Code, Government Code, or related regulations, or "any regulations or guidance, such as the 2016 "Legal Advisory regarding application of California's antidiscrimination statutes to transgender youth in schools" and accompanying FAQ page . . . ," or the State's PRISM cultural competency training, in such a manner as to:



LozanoSmith.com

6

6

District Court's Permanent Injunction

Under the permanent injunction, **the State Defendants are barred from** implementing or enforcing California laws and policies, in such a manner as to:

Permit or require any employee from misleading the parent of a minor child in the education system about their child's gender presentation at school, whether by:

- (i) directly lying to the parent;
- (ii) preventing the parent from accessing educational records of the child; or
- (iii) using a different set of preferred pronouns/names when speaking with the parents than is being used at school; or

Permit or require any employee to use a name or pronoun to refer to that child that do not match the child's legal name and natal pronouns, where a child's parent has communicated their objection to such use.



LozanoSmith.com

7

7

District Court's Permanent Injunction

The permanent injunction also requires that the State's "*Providing Relevant, Inclusive Support that Matters for LGBTQ+ Students*" (PRISM) training materials include a statement explicitly acknowledging that parents and guardians have a federal constitutional right to be informed if their public school child is transitioning, and that teachers have a federal constitutional right to accurately inform a student's parent or guardian about such activity by their children.



LozanoSmith.com

8

8

Supreme Court's Involvement and Current Status

9

Supreme Court's Involvement

The Supreme Court found that:

1. Preventing disclosure to parents of information regarding their child's gender identity at school, including social transitioning, name or pronoun use, constituted an "intrusion on parents' free exercise rights . . . greater than the introduction of LGBTQ storybooks" discussed in *Mahmoud v. Taylor*.
2. Parents were likely to succeed on their claim with respect to parental "primary authority" over and right to involvement in the upbringing and education of their children, including the right to involvement and control over gender identity issues relating to their children.



LozanoSmith.com

10

10

Current Status

- Litigation for this matter is **ongoing**. We are currently waiting for the District Court to issue a modified injunction.
- The District Court's permanent injunction is currently in effect as it relates to the rights of parents to receive information regarding their children.
- The State Defendants have requested clarification regarding whether the permanent injunction remains stayed insofar as it would compel disclosure to a parent who would engage in abuse
- The State Defendants have also requested clarification regarding a statement in the injunction to be included in the PRISM training: *"Parents and guardians have a federal constitutional right to be informed if their public school student child expresses gender incongruence."*



LozanoSmith.com

11

11

Next Steps

- Review the BP/AR(s) which contains those provisions regarding student rights relative to gender identity;
- Review BP/AR 5125 regarding student records for parent rights to records related to gender identity;
- Review any currently operative training slide deck for compliance and potential changes, if not using the PRISM training (State is currently updating);
- Review any gender support plan for compliance and potential changes;
- Review any guidance memorandum or other directives provided to administrators or teaching staff relating to these issues and gender support plans for compliance and potential changes; and
- Review any TCOE/member district webpages which may contain information or content impacted by the court rulings.



LozanoSmith.com

12

12

State-Mandated LGBTQ Training

13

State-Mandated LGBTQ Training

- Education Code section 218.3 requires that local educational agencies (LEAs) require employees to take LGBTQ+ cultural competency training. It's required for all teachers and other certificated employees serving pupils in grades seven through twelve.
- CDE is currently revising the PRISM training, which satisfies Education Code section 218.3, based on the Mirabelli injunction



LozanoSmith.com

14

14

State-Mandated LGBTQ Training

- How do you handle an employees request to opt-out of this training, based on a sincerely-held religious belief
- Engage in an interactive process with the employee to determine a potential reasonable accommodation.
- First, ensure training is consistent with the law.
- No reasonable accommodation may exist if granting a religious exemption would require the District to ignore or violate state law.



LozanoSmith.com

15

15

The slide features a dark blue background with a complex, abstract geometric pattern of lighter blue lines and shapes, creating a sense of depth and movement.

Questions?

16



Thank you from Lozano Smith!

Together with you, we are impacting communities and lives through:

- Professional development
- Volunteer projects
- Sponsorships and award programs
- Scholarships

#BlueHatProject

#LozanoSmithFoundation



LozanoSmith.com

17

17

Transform Your Training With LSI

Designed to meet the growing list of mandatory employee trainings, **Lozano Smith Illuminate** simplifies the process with on-demand access to essential legal curriculum and compliance reporting.

Featured Courses:

- Ethics Training for School Board Members
- Special Education Training Series
- Title IX Training Series
- Workplace Violence Prevention Program



Your go-to source for streamlined employee training programs.



illuminate.lozanosmith.com



18



Lozano Smith Podcast

Balancing law and public agency applications.

Stay informed on your time!

Check out the latest episode:

E85 CCS Podcast Series: Part 4 - From Campus to Closure: The Legal and Practical Approaches to School Closure



lozanosmith.com/podcast.php
Subscribe on your favorite app or device.

19

19

Connect with us on social media for the latest updates.



@LozanoSmith

Disclaimer: These materials and all discussions of these materials are for instructional purposes only and do not constitute legal advice. If you need legal advice, you should contact your local counsel or an attorney at Lozano Smith. If you are interested in having other in-service programs presented, please contact clientservices@lozanosmith.com or call (559) 431-5600.

Copyright © 2025 Lozano Smith

All rights reserved. No portion of this work may be copied, distributed, sold or used for any commercial advantage or private gain, nor any derivative work prepared therefrom, nor shall any sub-license be granted, without the express prior written permission of Lozano Smith through its Managing Partner. The Managing Partner of Lozano Smith hereby grants permission to any client of Lozano Smith to whom Lozano Smith provides a copy to use such copy intact and solely for the internal purposes of such client. By accepting this product, recipient agrees it shall not use the work except consistent with the terms of this limited license.

20

20

Supreme Court Reinstates Permanent Injunction Enforcing Parental Rights to Not be Excluded from Knowledge or Involvement in Student Gender Identity Issues at School

March 6, 2026
Number 9

Written by:

Sloan R. Simmons
Partner
Sacramento

Kyle A. Raney
Partner
Sacramento

Christopher D. Datu
Associate
Sacramento

As reported in [2025 Client News Brief Number 61](#), this past December, in what is now referred to as *Mirabelli v. Bonta*, the U.S. District Court, Southern District of California, granted summary judgment in a class action and issued a permanent injunction barring various actions related to student gender identity at school, which the court found infringed upon the free exercise and substantive due process rights of California parents of public school students, and the free exercise rights of school employees. The California Attorney General, State Superintendent of Public Instruction, and State Board of Education (State Defendants) immediately appealed and obtained a stay of the permanent injunction from the Ninth Circuit in January 2026.

On March 2, 2026, the United States Supreme Court vacated the Ninth Circuit’s stay as to the injunctive relief awarded to the parent class members (but not school employee class members). As a result, the District Court’s injunction in *Mirabelli* is now in full effect as it relates to the permanent injunctive relief awarded to the parent class members. This injunction will remain in place unless or until the Ninth Circuit reverses the trial court following the normal appeal process, or unless or until the Supreme Court reverses—the latter of which would seem unlikely in light of this week’s opinion by the High Court, which is premised upon the likelihood of success of the parent class members.

The District Court’s Permanent Injunction

The District Court in *Mirabelli* certified a class with various sub-classes. As is relevant here, the parent sub-classes included all parents and guardians of California public school students who “object to having Parental Exclusion Policies applied against them . . .” and, separately, “who submit a request for a religious exemption or opt-out to having Parental Exclusion Policies applied against them . . .” While the second subclass applies uniquely to parents who request a religious exemption to opt-out of “Parental Exclusion Policies” in California public schools, the first sub-class is more sweeping, and applies to *any* parents of students in California public schools *who object to* “Parental Exclusion Policies” applied against them.

With regard to the parent class in mind, under the permanent injunction, **the State Defendants are barred from** implementing or enforcing the California Constitution’s privacy provision, California laws regarding equal protection under the Education Code, Government Code, or related regulations, or “any

regulations or guidance, such as the 2016 “Legal Advisory regarding application of California’s antidiscrimination statutes to transgender youth in schools” and accompanying FAQ page . . . ,” or the State’s PRISM cultural competency training, in such a manner as to:

***permit or require** any employee in the California state-wide education system from misleading the parent or guardian of a minor child in the education system about their child’s gender presentation at school, whether by: (i) directly lying to the parent; (ii) preventing the parent from accessing educational records of the child; or (iii) using a different set of preferred pronouns/names when speaking with the parents than is being used at school; or*

***permit or require** any employee in the California state-wide education system to use a name or pronoun to refer to that child that do not match the child’s legal name and natal pronouns, where a child’s parent or legal guardian has communicated their objection to such use.*

Moreover, the permanent injunction requires the State Defendants to include in their PRISM cultural competency training materials and in any other State-created or approved instruction on the gender-related rights of student and faculty, the following statement:

Parents and guardians have a federal constitutional right to be informed if their public school student child expresses gender incongruence. Teachers and school staff have a federal constitutional right to accurately inform the parent or guardian of their student when the student expresses gender incongruence. These federal constitutional rights are superior to any state or local laws, state or local regulations, or state or local policies to the contrary.

What the Supreme Court’s Ruling Means

Because of the Supreme Court’s vacating of the Ninth Circuit’s stay in *Mirabelli* as to the parent class and relief obtained, the above-described terms of the court’s injunction are currently in effect as to the parent class. The Supreme Court’s opinion explained that the parent class members were likely to prevail on the merits of the State Defendants’ appeal. Regarding the parents’ religious free exercise rights, the Supreme Court found preventing disclosure to parents of information regarding their child’s gender identity at school, including social transitioning, name or pronoun use, constituted an “intrusion on parents’ free exercise rights . . . greater than the introduction of LGBTQ storybooks . . .” found to trigger constitutional strict scrutiny in *Mahmoud v. Taylor* (see [2025 Client News Brief Number 28](#)). Additionally, the Supreme Court found the parents were also likely to prevail on the merits of their due process claims, namely with respect to parental “primary authority” over and right to involvement in the upbringing and education of their children, including the right to involvement and control over gender identity issues relating to their children. Apart from the likelihood of prevailing on the merits, the Supreme Court also determined there was a risk of potential irreparable harm to parents were the permanent injunction stayed during appeal, as well as that the balance of the equities strongly favored the parents as opposed to the State Defendants.

As a result of the Supreme Court’s ruling, the State Defendants have already posted the mandatory notice of parent rights on the California Department of Education’s (CDE) webpage [“Protections for LGBTQ+ Students: AB 1955”](#) and [“PRISM for LGBTQ+ Students.”](#) It is anticipated that the State’s

model PRISM LGBTQ+ mandatory training for 7-12 grade teachers is presently being revised for compliance with the permanent injunction as well.

Notably, these developments in the *Mirabelli* litigation follow the CDE's refined guidance under FERPA regarding parental rights to access their student's education records relating to gender identity. As reported in [Client News Brief Number 7](#), as of February 11, 2026, the CDE issued updated directives confirming that under FERPA parents have the right to access their student's education records which relate to their child's gender identity at school, including a student's gender support plan, regardless of whether such records are maintained in a student's cumulative file or some other separate or confidential location.

Takeaways

While the permanent injunction in *Mirabelli* enjoins the actions of the State Defendants (and the specific school district defendants in the case), the Supreme Court's reinstatement of the district court's permanent injunction in favor of the parent class members, and reasoning for same, make the parameters of the injunction for all practical purposes applicable to *all* California school districts. As a result, school district and county offices of education should review their policies and practices to ensure compliance with the *Mirabelli* injunction relative to:

- parent access to records and information regarding their child's gender identity at school,
- adherence to parental instructions regarding name and pronoun use for their child at school, and
- ensuring that the required LGBTQ+ training provided to teachers in grades 7 through 12 specifies the rights of parents in this regard.

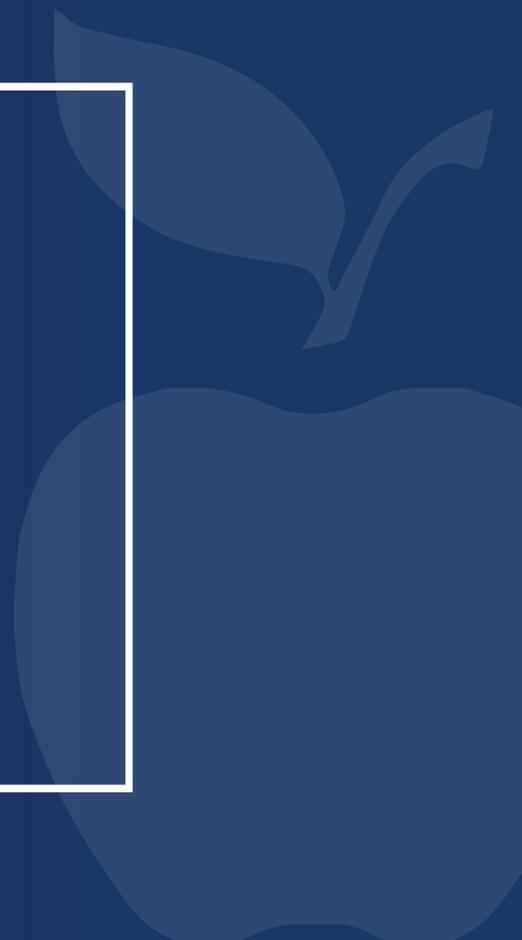
In terms of school district policies and practices, the Supreme Court's opinion in *Mirabelli* notes the ability under the injunction to lawfully "shield children from unfit parents by enforcing child-abuse laws and removing children from parental custody in appropriate cases" and also comments on the potential viability of "precluding gender-identity disclosure to parents who would engage in abuse."

Although yet to be seen, the *Mirabelli* case may now proceed through the normal appeal process before the Ninth Circuit, potentially returning to the Supreme Court in the future. In the meantime, there remains the possibility of the Supreme Court granting review of any number of other pending cases on a non-emergency basis which involve these same issues in order to address these legal questions in greater detail.

If you have any questions, 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 [podcast](#), follow us on [Facebook](#) 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.

**WELCOME
&
Happy Friday**



HOT TOPICS



JOB DESCRIPTIONS

**Key components and
why they matter**



Setting the Stage

- Foundation for clear expectations and aligned school/department operations
- Ensures posting reflects real needs & requirements
- Supports hiring & onboarding
- Clarifies expectations: duties, scope, and priorities
- Guides coaching and evaluations
- Vital for both classified and certificated positions



Key Components



Job Description



The job description can include the following sections:

1. Summary Description
2. Essential Functions
3. Supervisory Requirements
4. Education/Experience Requirements
5. Licenses, Certificates, etc.
6. Knowledge, Skills and Abilities
7. Physical Demands
8. Language Required by Law
9. FLSA Status

Job Description

No set rules for job descriptions, but should include, in plain and clear language, the job's major functions and duties, skills and education required, working conditions, and physical demands.

Job Descriptions

- The job description should be current prior to posting the position.
 - E.g., it should accurately describe the major functions and duties of the position.
- Certain changes to a job description may require consultation and/or negotiation with a union.
 - Is the change substantial e.g., adding an essential function?
 - Is the change minor?

Job Summary:

Under general supervision and direction of assigned administrator and/or designee, provide direct support to students with physical or other disabilities to maintain a suitable learning environment. This position will also prepare appropriate materials, maintain accurate records, assist in the implementation of the Individualized Education Program (IEP), and will perform other related duties to facilitate the smooth operation of the classroom and program.

Essential Duties:

- Administer physical assistance to students to support their educational and personal care needs.
- Operate a variety of equipment and adaptive devices to support classroom and student objectives.
- Assist students individually and in small groups to reinforce instructional materials, develop new skills and abilities, and implement the IEP.
- Gather data and assist teachers in educational planning, IEP implementation, and progress monitoring.
- Monitor student activities and behavior, providing redirection and feedback to maintain a safe and positive learning environment.
- Perform recordkeeping and clerical duties to maintain accurate school, program, and state compliance records.
- Supervise students to ensure safety during classroom activities, play periods, lunch periods, and while boarding or exiting buses.
- Provide assistance with personal needs, including toileting and other daily living skills, while maintaining student dignity and respect.
- Participate in meetings, training sessions, and activities that support implementation and evaluation of IEP goals and services.
- Assume classroom responsibility by supporting substitute teachers and assisting with maintaining a safe and controlled environment.
- Perform other related duties as assigned.

Skills, Knowledge and/or Abilities:**Skills to:**

- operate equipment and assistive devices specific to the needs of students with disabilities;
- interact effectively with students, teachers, staff, and the public;
- organize tasks, manage time, and follow oral and written directions;
- work effectively with individual students and small groups;
- assist in maintaining student files and retrieving information as needed.

Knowledge of:

- safe methods of lifting, transferring, and positioning students;
- appropriate techniques for supporting students with personal care need;
- basic math concepts and computer use;
- proper English usage, spelling, grammar, and punctuation;
- TCDE mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.



★ Organization
★ Job Title
★ Summary
★ Duties
★ Skills
★ Knowledge

Ability to:

- understand and address the needs of students with disabilities.
- carry out oral and written instructions effectively;
- maintain confidentiality of student records;
- meet schedules and deadlines;
- communicate effectively both orally and in writing;
- support students with dignity and respect in academic and personal care settings

Responsibilities include: working under standardized instructions and/or routines focusing primarily on results; providing information and/or advising others. Utilization of resources from other work units is required to perform the job's functions. The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some stooping, kneeling, crouching and/or crawling; significant reaching, handling, fingering and/or feeling. Generally, the job requires 70% sitting, 20% walking, and 10% standing. The job is performed in a generally clean and healthy environment.

Education Required:

- High School diploma or equivalent.
- Associate's degree OR 48 semester units from an accredited college or university OR passage of the Instructional Aide Assessment.

Experience Required:

- One year of experience working with school-aged children with disabilities.

Other Requirements:

- Department of Justice and FBI Fingerprint clearance upon hire.
- First aid and cardiopulmonary resuscitation (CPR) certificates must be obtained within six months of hire.

FLSA Status: Non-Exempt

September 2025

This organization is an Equal Opportunity Employer and does not discriminate on the basis of race, color, national origin, creed, age, gender or disability. Inquiries regarding compliance procedures may be directed to our personnel office. This organization complies with the Americans with Disabilities Act. Persons with a disability who may need some accommodation in the hiring process should contact our personnel office. This organization is a Drug and Tobacco - Free Workplace. This organization requires a successful candidate to provide it with employment eligibility and verification of a legal right to work in the United States in compliance with the Immigration Reform and Control Act.

- 
- ★ Ability
 - ★ Physical Req.
 - ★ Requirements
 - ★ FLSA Status
 - ★ Date Adopted
 - ★ Legal Info

Why It Matters

**Interactives, Legal, Layoffs,
and Best Practices**



Importance of Job Description

- Understanding Job Duties
- Interactive Process – Essential Functions of a Position.

Factors in determining essential functions:

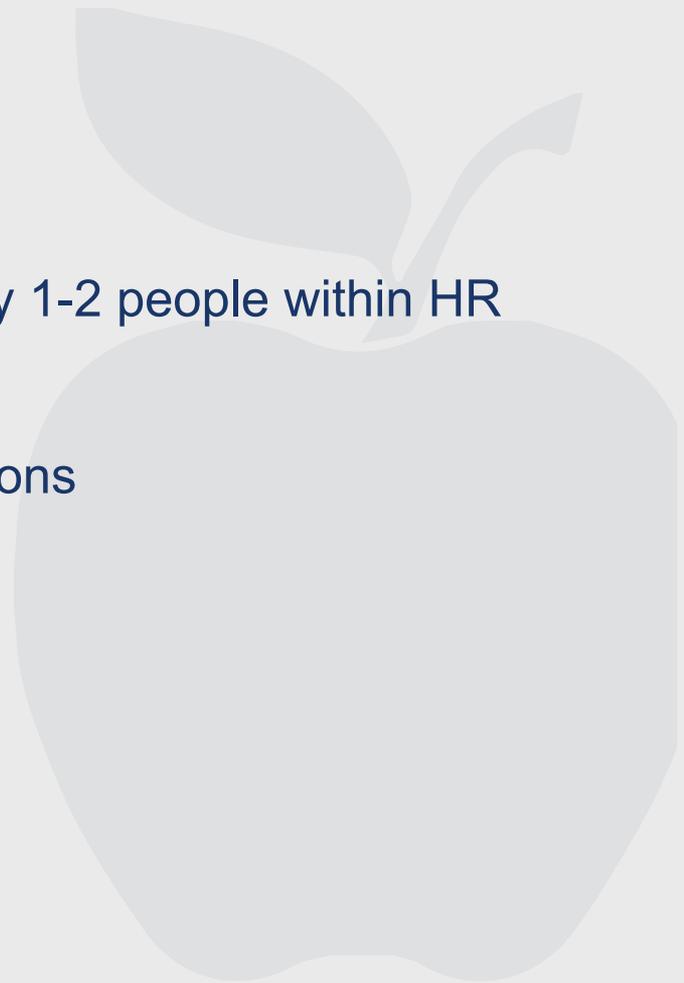
1. the employer's judgment regarding which functions are essential;
2. the written job description;
3. the amount of time performing the function;
4. the consequences of not performing the function;
5. the collective bargaining agreement; and
6. the experience of persons in similar jobs

Importance of Job Description

- Layoffs
 - Is this a different or the same classification?
 - Can people move interchangeably between the two positions?
 - Instructional Aide, Special Education Instructional Aide, etc.?

Best Practices

- Job descriptions should be created / updated by 1-2 people within HR
- Ensure consistency across departments
- Alignment with classifications and related positions
- Focus on essential duties
- Requirement versus preferred
- Use AI to refine



Questions?



CLASSIFIED HIRE

Key:

*Mandatory PERS position-

- Permanent, full-time position, OR
- Part-time position working at least 20+ hours per week for 1 yr or longer, OR
- Contracted full-time continuous employment greater than 6 months, OR
- Already a PERS member.

**Mandatory STRS position:

- Full-time position, OR
- .50 FTE contracted position, OR
- Already a STRS member.

***PERS Election Eligibility Guide on backside

CERTIFICATED HIRE

Is position a mandatory PERS position?*

NO

YES

No forms required
(1000hr rule applies)

Is new hire a current STRS member?

NO

YES

Complete MAR and Reciprocity form

Complete STRS ES372

If electing PERS, a MAR & Reciprocity form is needed as well

Is position a mandatory STRS position?*

NO

YES

STRS ES350 + STRS MAR required

Has new hire ever paid into PERS?

NO

YES

STRS MAR required

Complete STRS ES372 + STRS/PERS MAR based on election

PERS ELIGIBILITY GUIDE ON NEXT PAGE***

PERS ELECTION ELIGIBILITY GUIDE

Must meet at least one eligibility requirement to be given the option to elect:

- ❖ Employee must have a "Last Reporting Date" within the last 120 days, of hire date.

OR

- ❖ Employee must have at least 5 years service credit.

This can also be determined by the "**Eligibility for Retirement System Election as of Today: ____**" below on the PERS Summary Screen.

***** If it says "Yes", they are eligible, if it says "No," they are not eligible for the ES0372 option *****

The screenshot displays the PERS Summary Screen with the following sections:

- Summary**
 - Profile**
 - Name: [REDACTED]
 - Prior School Membership: Yes
 - Date of Birth: [REDACTED]
 - Member: Yes
 - Membership Date: 09/13/2023
 - Eligibility for Retirement System Election as of Today: **No**
 - Separation Date: [REDACTED]
 - Prior School Membership Date: 09/13/2023
 - Date of Death: [REDACTED]
 - Retired: No
 - Retirement Date: [REDACTED]
- Pre-Retirement Benefit Information**
 - CalPERS - Inactive
 - Account Type: Member
 - Taxed Contributions: [REDACTED]
 - Tax Deferred Contributions: [REDACTED]
 - Interest on Contributions: [REDACTED]
 - Balance: [REDACTED]
 - Posted Service Credit: [REDACTED]
 - Membership Date: 09/13/2023
 - Elected Service Credit: 0.000
 - Normal Retirement Age: 62 (2% @ 62 Formula for Miscellaneous/Industrial Members)
 - Service Credit Total: 0.626 as of 04/10/2025 9:59 AM
- Appointment History** (Add new) (View More Actions)

Appt ID	Employer	Division	Appointment Type	Position Title	Member Category	Appointment Status	Start Date	End Date
[REDACTED]	Tulare County Schools	[REDACTED]	Unified School District	Regular	Miscellaneous	Perm Sep	09/13/2023	07/01/2024

Contact Us | CalPERS Website | Privacy Policy | Guidelines of Use | Accessibility | Copyright © 2025 California Public Employees' Retirement System (CalPERS)



Introducing

TCOE's newly redesigned option to earn a

Career Technical Education (CTE)

Credential

- Streamlined Credential Program
- Four online classes
- Teaching while you learn
- \$3,000 tuition

***Join us at an upcoming
Information Meeting
Scan the QR code,
call, or visit our website:***

**Tulare County
Office of Education**

Tim A. Hire, County Superintendent of Schools

NTLD
NEW TEACHER + LEADERSHIP
DEVELOPMENT

CTE
Career Technical Education
Credential Program



CONTACT US

559-624-1035

www.tcoe.org/ntld/cte

2024 CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION: DISTRICT & SITE ADMINISTRATORS

MAY 11, 2026 - HALF DAY WORKSHOP

PURPOSE FOR THE WORKSHOP

The 2024 CSTP Workshop for District and Site Administrators is designed to provide administrators with an overview of the refreshed standards and prepare them to support teacher induction candidates as they work to clear their preliminary credential.

MEETING DETAILS

Date: Monday, May 11, 2026

Times: Please view the times below and select **one** to attend.

- 9:00 a.m. - 12:00 p.m.
- 1:00 - 4:00 p.m.

Location: Tulare County Office of Education

REGISTER HERE

9:00 a.m. - 12:00 p.m.

Click [HERE](#) to register for this time or scan the QR code.



1:00 - 4:00 p.m.

Click [HERE](#) to register for this time or scan the QR code.



For more information, please contact:



Michelle French, Program Manager



induction@tcoe.org

Register today
for an online Information
Meeting by clicking on a date:

December 2, 2025

January 13, 2026

February 10, 2026

March 3, 2026

April 7, 2026

May 5, 2026

June 2, 2026

4:30 - 5:30 p.m.

Visit us at:

<https://tcoe.org/NTLD/iLead>

Contact:

George Rodriguez, Ed.D.

NTLD Administrator /

CalAPA Coordinator

george.rodriquez@tcoe.org

Gabbi Barnes

Recruitment Analyst

gabbi.barnes@tcoe.org

(559) 624-1035



iLead Preliminary Administrative Services Credential Program Information Meetings

Program Cost: \$10,000

Program Highlights:

- Hybrid or online pathways
- One-year program
- Authentic fieldwork
- Experienced instructors
- Reasonable program fees

Eligibility Requirements:

- Bachelor's degree
- Current administrator recommendation
- District approval
- 5 years of successful full-time experience on a clear credential

Tulare County
Office of Education

Tim A. Hire, County Superintendent of Schools

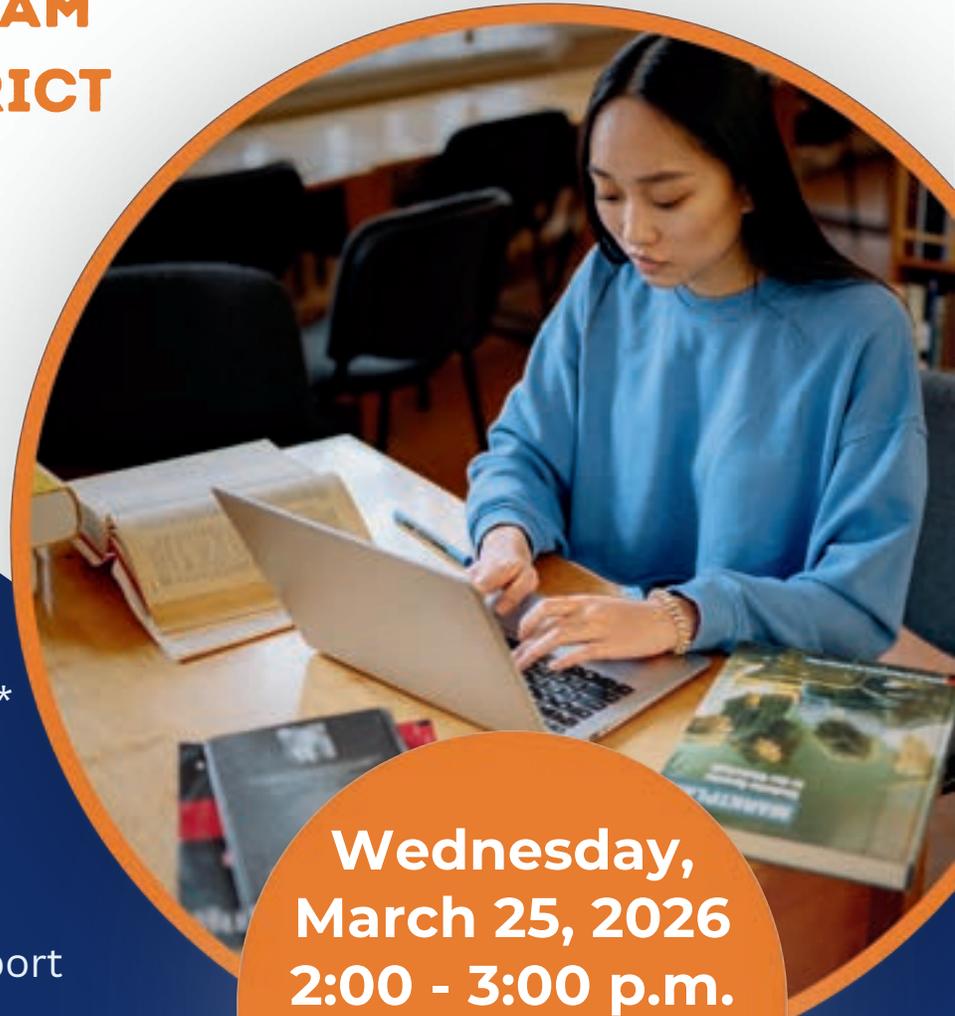


**JOIN US FOR THE TEACHER
INDUCTION PROGRAM
SPRING 2026 DISTRICT
COORDINATOR
MEETING!**

**IN THIS MEETING,
WE WILL DISCUSS:**

- TCTIP District Toolkit *NEW*
- 2026-2027 Candidate Eligibility & Enrollment Process
- Mentor Recruitment & Support
- 2024 CSTP Standards & more

SCAN ME



**Wednesday,
March 25, 2026
2:00 - 3:00 p.m.
ZOOM**

Register [HERE](#) or scan
the QR code

Contact:

Michelle French,
Program Manager
induction@tcoe.org

**TEACHER
INDUCTION!
PROGRAM**



TEACHER INDUCTION PROGRAM MENTOR INFORMATION MEETING

Are you **INSPIRED** to empower fellow educators and take the next step as a teacher leader?

1 LEARN MENTORING BEST PRACTICES

2 PROVIDE WEEKLY SUPPORT FOR INDUCTION CANDIDATE

3 BUILD YOUR RESUME

To learn more about becoming a TCTIP Mentor, select a date to join an online Information Meeting.

4:00 - 5:00 p.m.



WEDNESDAY
APRIL 29
[REGISTER HERE](#)



THURSDAY
MAY 14
[REGISTER HERE](#)



MONDAY
AUGUST 3
[REGISTER HERE](#)

For more information, please contact Michelle French, Program Manager
induction@tcoe.org

Register today
for an online Information
Meeting by clicking on a date:

December 10, 2025

January 21, 2026

February 11, 2026

March 18, 2026

April 15, 2026

May 13, 2026

June 3, 2026

4:30 - 5:30 p.m.

Visit us at:

<https://tcoe.org/NTLD/iLead>

Contact:

George Rodriguez, Ed.D.

NTLD Administrator /

CalAPA Coordinator

george.rodriguez@tcoe.org

Gabbi Barnes

Recruitment Analyst

gabbi.barnes@tcoe.org

(559) 624-1035



iLead Clear Administrative Services Credential Program Information Meetings

Program Cost: \$6,000

Program Highlights:

- Fully online
- Two year, job-embedded program
- Personalized learning
- Customized professional development

Eligibility Requirements:

- Hold a Preliminary Administrative Services Credential
- Verification of employment as an administrator

***Candidates must enroll in a CASC program within one year of starting an initial administrative position**



Tulare County
Office of Education

Tim A. Hire, County Superintendent of Schools

