CASCWA
82nd Annual State Conference
Student Success by Design:
Supporting Equity Through Programs, Support Services, & MTSS

&
The California Department of Education
2017-2018 Model SARB AWARDS
May 9-11, 2018
Double Tree Hotel and Conference Center
Fresno, CA 93721
Conference Rm Rate $139.00
1-559-268-1000
The Gateway to the Sierras
President’s Message

On behalf of the San Joaquin Section I would like to personally invite you to attend the 82nd Annual CASCWA State Conference. The San Joaquin Section is proud to host this year’s conference at the Double Tree Hotel and Conference Center in Fresno. As we aim for greater student achievement, our theme of “Student Success by Design: Supporting Equity Through Programs, Support Services, & MTSS”, encapsulates the services and supports that we provide to our students and their families. It’s an exciting time to advocate for students as we continue to remain adaptable, motivated and responsive.

Addressing attendance is required by the Local Control and Accountability Plan. The legislature knows that attendance is the “Keystone” to every program in education: if students are not in school we cannot support them. The CASCWA State Conference is the premier student services professional development organization that provides learning opportunities across a wide range of student services topics, including truancy and chronic absenteeism.

Schools must look at all services and options from a Multi-Tiered Lens to ensure all students are coming to schools, and that once they attend that all of their needs are met. “All Means All” is a motto and phrase that encompasses our beliefs that all students can and will be successful if provided with the right supports and opportunities. Our break out sessions will cover the most effective truancy interventions, chronic absenteeism interventions, proven programs to reduce suspensions and expulsions, trauma informed practices, Tier 1-3 supports, competent cultural practices, and student services 101. Additionally this training will meet the Education Code 48240–48244 requirements for Child Welfare and Attendance Training. Below you will find a highlight of the strands for this year’s sessions.

Brian Chandler
San Joaquin, President

Strand Descriptions

Each Strand will Encompass Multi Tiered Systems of Supports (MTSS) & Equity for all Sub Groups

<table>
<thead>
<tr>
<th>Equity Cultural Competent Practices *Data Dashboard/LCAP Priority</th>
<th>Chronic Absenteeism as defined by California Education Code Section 60901 (C)(1), the California Code of Regulations Title 5, Section 157/479.5, and local CALPADS compliance for student attendance accounting is the “KEYSTONE” for ALL student’s success. Moving beyond Truancy these sessions will focus on programs and supports that schools can put in place to increase ALL students attendance. Effective programs utilize a tiered approach placing emphasizes on Tier 1 interventions. All means all Scheduled presenters include Model SARB districts, local educational agencies, California Department of Education, California Collaborative for Educational Excellence, community groups and law enforcement personnel.</th>
<th>Student Services Laws &amp; Regulations Group &amp; Drug Identification Training *Data Dashboard/LCAP Priority</th>
<th>Positive School Climate Alternatives to Suspension Universal Design for Learning &amp; Social Emotional Learning *Data Dashboard/LCAP Priority</th>
<th>Law Enforcement Strand Trauma Informed Practices &amp; Safe School Plans</th>
<th>Truancy as defined in the California Education Code 48260-48273, and the California Vehicle Code Section 13202.7 must be addressed. This is a districts legal way to require families to address attendance. Truancy sessions will cover all aspects from the initial notifications to final prosecutions from a “best practices” perspective. Scheduled presenters include representatives from the California Department of Education, local educational agencies, foster and homeless specialists, law enforcement agencies, county offices of education, Model SARB districts, district attorneys &amp; legal firms.</th>
<th>Foster, Homeless &amp; Identified Subgroups *Data Dashboard/LCAP Priority</th>
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<td>Inequality must be addressed by districts and county offices of education. The California Data Dashboard clearly reports on issues related to equity across all LCAP indicators. Majority group outcomes should not be significantly different from the majority, yet the data shows inequities across all dashboard indicators. Educational agencies must directly address these areas in a positive and meaningful fashion. Simply put our systems give us the exact outcome that they are designed to produce. These sessions will look at issues of Equity from a systems perspective and a personal perspective and provide concrete actions that educators, law enforcement agencies, and community members can take back to his/her organization to make a difference and change outcomes. Presenters will include National experts in equity and diversity training.</td>
<td>Chronic Absenteeism as defined by California Education Code Section 60901 (C)(1), the California Code of Regulations Title 5, Section 157/479.5, and local CALPADS compliance for student attendance accounting is the “KEYSTONE” for ALL student’s success. Moving beyond Truancy these sessions will focus on programs and supports that schools can put in place to increase ALL students attendance. Effective programs utilize a tiered approach placing emphasizes on Tier 1 interventions. All means all Scheduled presenters include Model SARB districts, local educational agencies, California Department of Education, California Collaborative for Educational Excellence, community groups and law enforcement personnel.</td>
<td>Suspension, Expulsions, Title IX (bullying &amp; Sexual Harassment). Crossing the “t’s”, dotting the “i’s” while honoring the rights of students and maintain school safety is required. School personnel need to understand the laws related to discipline and also have an understanding of EQUITY concerns regarding discipline outcomes. Understanding the laws and how they apply and affect different students groups including, special education students, 504 students, foster &amp; homeless students, and previously incarcerated youth is essential. Presenters include attorneys from Lozano Smith, aclry, F3 Law, Sherman Garnett &amp; Associates, Randy Royal (4 hours drug recognition training for school staff) Fresno County Office of Education along and district practitioners who have promising procedures and programs.</td>
<td>Positive Behavioral Systems of Support (PBIS), Social emotional learning (SEL), Universal Design for Learning (UDL) &amp; restorative justice (RJ) are all areas that schools need to have safe campuses and positive school climates where all students can learn. These areas should be addressed from a Tiered approach, be data driven, and viewed through an equity lens. Districts cannot suspend and expel their way to safe schools with positive climates. Positive school climates are created and fostered by utilizing tiered approaches that are research based and proven to support safe schools, increase positive school climate, increased attendance, and increased academic achievement for all students. Scheduled presenters include Orange County Department of Education, Butte County Office of Education, Fresno County Offices of Education, educational consultants, California Department of Education, law enforcement agencies, district practitioners and published researchers.</td>
<td>Law enforcement leaders and educational leaders realize that by working together they can help reduce the number of youth who end up in the juvenile justice system. For the first year CASCWA has specifically partnered with law enforcement agencies and districts attorneys to present on programs which support the idea that cooperation and collaboration makes a difference. These agencies must work together and no longer operare in their own silos. One of the featured presentations will be the FOCUS program (Focusing On Children Under Stress) will be presented by the Stanislaus County Sheriff and District Attorney Office. This is a model program that demonstrates how first responders and districts can work together to change lives. Presentations will also cover Trauma Informed Practices, Safe School Plans, and Human Trafficking.</td>
<td>Foster and Homeless students have the lowest graduation and the highest chronic absenteeism rates of any identified sub group. It is required that these students be provided with a significant amount of support. If districts, county offices of education, law enforcement, and communities are not focused and working together to support these students they will slip through the cracks, not receive the support they deserve and are entitled to, and have negative life outcomes. These session will focus on implementing legally required and effective programs to ensure that these students have a true chance of overcoming the odds, attending school on a regular basis, graduating high school, and attending post secondary education. Presenters will include local experts, legal experts, community leaders, and students themselves. Effective programs from across the state will be highlighted.</td>
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7:00 a.m. — 8:20 a.m.  Registration & Breakfast

8:00 a.m. — 8:20 a.m.  General Welcome and Opening
Brian Chandler: San Joaquin Section President
Jim Yovino: Superintendent of Fresno County Schools

Wednesday’s sessions have been scheduled to allow presenters to go “in-depth” with topics that are crucial for educators. Each Session is 3 hours and will be repeated after lunch.

8:30 a.m. — 11:30 a.m.  Session 1-a: GET EXPLICIT ABOUT IMPLICIT BIAS
Dr. Nancy Dome: Epoch Education
Salon A

8:30 a.m. — 11:30 a.m.  Session 2-b: INDEPENDENT STUDY COMPLIANCE
Jennifer Rowe-Gonzalez: F3 Law Firm
Salon B

8:30 a.m. — 11:30 a.m.  Session 2-c: DRUG IDENTIFICATION TRAINING
Randy Royal: Royal K9 Detection
Salon D1

8:30 a.m. — 11:30 a.m.  Session 1-d: TRAUMA INFORMED PRACTICES
Jennifer Johnson: California State University Stanislaus
Salon D2-D3

11:45 a.m. — 1:00 p.m.  Lunch
Key Note Speaker: Alan Autry CenCal Mentoring
Model SARB Awards: David Kopperud & State SARB Board
Salon B & C

1:15 p.m. — 4:15 p.m.  Session 2-a: GET EXPLICIT ABOUT IMPLICIT BIAS
Dr. Nancy Dome: Epoch Education
Salon A

1:15 p.m. — 4:15 p.m.  Session 2-b: INDEPENDENT STUDY COMPLIANCE
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5:00 p.m. — 10:00 p.m.  Entertainment & Hosted Networking & CASCWA Awards
Entertainment by DJ Jose
Sequoia Ball Room
6:45 a.m. — 8:00 a.m.  
Registration & Vendor Visitation  
Foyer Double Tree Conference Center

8:00 a.m. — 8:45 a.m.  
General Welcome and Opening  
Graciela Cardinola: CASCWA State President  
Dr. Philip Hyden, Valley Children’s Hospital

9:00 a.m. — 10:10 a.m.  
Session 3  
REDUCING RACIAL DISPROPORTIONALITY IN SCHOOL  
EXPERIENCES OF BULLYING AMONG AFRICAN AMERICAN MALE ADOLESCENTS  
SAVER UNIFIED MODEL COMPREHENSIVE TRUANCY APPROACH  
HUMAN TRAFFICKING AND TITLE IX IMPLICATIONS FOR DISTRICTS  
STRENGTHENING SWPBIS WITH TWO EFFECTIVE ASSESSMENT TOOLS  
UNIVERSAL DESIGN FOR LEARNING WITHIN A MTSS SYSTEM  
CORRECTLY RECORDING ATTENDANCE AT THE SITE AND DISTRICT LEVEL, ARE YOU DOING THE RIGHT THING?  
LOOK IT UP: HELPING TO PREVENT OPPOID ABUSE FROM A COMMUNITY PERSPECTIVE  
BUILDING INTERVENTIONS FOR TRAUMA EXPOSED STUDENTS K-12  
REDLANDS UNIFIED SCHOOL DISTRICT: ACADEMIC CASE CARRIER PROGRAM

10:25 a.m. — 11:35 a.m.  
Session 4  
WHITENESS & MINDFULNESS: CREATING CONSCIOUS EDUCATORS AND ALLIES  
A SUCCESSFUL SATURDAY ACADEMY: RECOVER ADA & PROVIDE EQUITABLE ACCESS FOCUSING ON ACHIEVEMENT  
ENFORCEMENT OF STIPULATED EXPULSIONS AGREEMENTS  
THE 2017 PARADIGM: LEADING IN AN ERA OF COMPLEX LEGAL ISSUES  
YOUTH COURT, A STUDENT LED RESTORATIVE DISCIPLINE PRACTICE  
AN EFFECTIVE ALERT SYSTEM TO FOCUS ON CHILDREN UNDER STRESS (FOCUS)  
THE INTERPLAY BETWEEN 504 AND SPECIAL ED, MANIFESTATION DETERMINATIONS AS PART OF SARB  
OPEN THE DOOR TO STUDENT BEHAVIOR INTERVENTIONS  
MTSS-101: USING A MULTI-TIERED SYSTEM OF SUPPORT TO IMPROVE STUDENT OUTCOMES

11:45 a.m. — 1:15 p.m.  
Lunch  
Key Note Speaker: Dr. Ken Magdaleno  
CASCWA Student Success Awards

1:30 p.m. — 2:40 p.m.  
Session 5  
equity in school discipline: restoring justice practices as an alternative  
push-in services: increasing instruction time and relational trust  
enforcement of stipulated and suspended expulsion agreements  
student rights (discipline, free speech, search & seizure)  
restorative practices on a shoestring  
Reducing problem behaviors by meeting all student needs - a udl approach  
collaborative efforts of the juvenile court to combat human trafficking  
truancy for beginners  
the interplay between 504 and special ed, manifestation determinations as part of sarb  
a dynamic partnership with success in lindsay usd  
mtss and scheduling: making sure the time, people and places are aligned to meet students needs within mtss

2:40 p.m. — 3:00 p.m.  
Afternoon Snack and Beverages and Vendor Visitation  
Foyer Double Tree Conference Center

3:10 p.m. — 4:20 p.m.  
Session 6  
the letters of equality (lgbtq+)  
successful alternative education programs  
confidential student records: do’s and don’ts may and shall  
student rights (discipline, free speech, search & seizure)  
supporting at risk youth - a multi-tiered system of supports  
have you filed your school’s flight plan?  
safe and connected: using trauma informed practices to enhance student success  
gangs: information we need to know  
a comprehensive approach to kern high school district’s truancy and outreach program  
identification/reporting of victims of sex trafficking, sextortion, and social media exploitation

8:30 p.m. — 10:00 p.m.  
Entertainment & Section Networking  
Sequoia Ballroom  
Live Performance By the Slackers
6:45 a.m. — 8:00 a.m.  Breakfast Buffet Open Style Seating

8:00 a.m. — 9:10 a.m.  Session 7
EXPERIENCES OF BULLYING AMONG AFRICAN AMERICAN MALE ADOLESCENTS
USING A MULTI-TIERED APPROACH TO BECOME A MODEL SARB
RESTORATIVE JUSTICE IS NOT JUST A MOVEMENT, IT IS THE NOW!
CONDUCTING EFFECTIVE DISCIPLINARY AND COMPLIANCE INVESTIGATIONS
TITLE IX LEGAL COMPLIANCE
LEGAL REQUIREMENTS FOR YOUR SAFE SCHOOL PLANS
STRENGTHENING COLLABORATION TO IDENTIFY AND IMPLEMENT PROMISING PRACTICES: VISION FOR THE I-5/99 CORRIDOR
MARIJUANA USE AMONG YOUTH: A COUNTYWIDE APPROACH TO MARIJUANA PREVENTION (PATH PROGRAM)
Foster and Homeless Practical Applications for District Personnel
From Camp to Community: Creating a Successful Student Transition/Aftercare Plan

9:25 a.m. — 10:30 a.m.  Session 8
CALIFORNIA DATA DASHBOARD CHRONIC ABSENTEEISM AND EQUITY
CARE: HOLISTIC EMPOWERMENT OF AFRICAN AMERICAN YOUTH
SUCCESSFUL ALTERNATIVE EDUCATION PROGRAMS: WHAT IT TAKES!
CONDUCTING EFFECTIVE DISCIPLINARY AND COMPLIANCE INVESTIGATIONS
CWA ASK THE EXPERTS PANEL
POSITIVE AND INCLUSIVE DISCIPLINE: MOVING FROM CONSEQUENCES TO "TEACHABLE MOMENTS"
A MULTI-TIERED APPROACH TO SCHOOL SOCIAL WORK PRACTICE
CenCal Mentoring
TRUANCY 101
MERGING PRIORITIES: LCAP GOALS – CA SCHOOLS DASHBOARD – ESSA – MULTI-TIER SYSTEM OF SUPPORT – SCHOOL CLIMATE – WHERE TO FOCUS FOR ONE SOLUTION?

10:30 a.m. — 10:50 a.m.  Vendor Visitation (Last chance to get your card stamp for the raffle)

11:00 a.m. — 12:00 p.m.  Session 9
CARE: HOLISTIC EMPOWERMENT OF AFRICAN AMERICAN YOUTH
DRUG AWARENESS FOR SCHOOL PERSONNEL
Foster and Homeless Legal Issues
ALTERNATIVE DISCIPLINE STRUCTURES: A COMPREHENSIVE APPROACH TO CHANGING BEHAVIOR
MY LIFE MY CHOICE COUNSELING PROGRAM FOR AT RISK TEEN GIRLS
POSITIVE SCHOOL CLIMATE LEADERSHIP STRATEGIES FOR SITE AND DISTRICT ADMINISTRATORS
TRAUMA INFORMED PRACTICES FOR EDUCATORS
ATTENDANCE MATTERS: FRESNO UNIFIED SCHOOL DISTRICT AND FRESNO COUNTY DISTRICT ATTORNEY PARTNERSHIP
ALL MEANS ALL: MULTI TIERED SYSTEMS OF SUPPORT (MTSS)

12:00 p.m. — 1:00 p.m.  Lunch
Closing and Swearing in of New CASCWA State Officers
Wednesday’s “in-depth” session will occur twice, once in the morning then again after lunch.
Morning Session 8:30 a.m. - 11:30 a.m.
Afternoon Session 1:15 p.m. - 4:15 p.m.

Session 1a (2a)

GET EXPLICIT ABOUT IMPLICIT BIAS
Dr. Nancy Dome: Epoch Education Inc.
“No matter how good our intentions to be free of prejudice, we all have implicit biases that can have a serious impact on our work in schools.” Participants will explore the concept of implicit bias and the nuanced behavior that is a product of our unconsciousness. As they engage with the materials, participant’s will have opportunities to reflect upon how your implicit biases may be impacting there work in schools as well as their personal lives. They will engage in activities to practice Compassionate Dialogue allowing them to learn skills of “interrupting” the behavior internally and interpersonally. Finally they will create an action plan around the essential question: What am I willing to do to not only become aware, but interrupt actions that reflect implicit bias.

Session 1b (2b)

INDEPENDENT STUDY COMPLIANCE
Jennifer Rowe Gonzales: F3 Law Firm
Independent study is an alternative means of delivering instruction to students. Many districts and schools utilize this unique program but may be unaware of the legal compliance regiments to place a student on independent study. Are your master contracts up to date and have all of the required compliance components? Are you keeping the required documentation to withstand a fiscal audit? Have you updated your new staff and trained them on the legal requirements related to independent study? This session will provide you with the background and legal requirements to ensure that you are in compliance when you place a student in independent study. If you place a student in independent study and have not been to a compliance workshop in the past year, then this session is a must.

Session 1c (2c)

DRUG IDENTIFICATION TRAINING
Randy Royal: Royal K9 Detection Services
As a 19 year veteran of the California Highway Patrol, Randy Royal, owner and founder of Royal Detection K9 Services, has had first hand experiences of the damage that drugs can do in our society and to our children. His knowledge of human behavior, his years of experience as a narcotics officer, and his passion for stopping drug use in schools makes him a uniquely qualified drug recognition training expert. This training will provide educators the needed background to identify what the current drug trends are and what the signs and symptoms are for students who are under the influence of drugs and/or alcohol. If we are unaware of what our students may be doing, then we are going to be unable to help them.

Session 1d (2d)

TRAUMA INFORMED PRACTICES
Jennifer Johnson: California State University Stanislaus
Trauma can have a direct, immediate, and potentially overwhelming impact on the ability of a child to learn. Yet, this issue has largely been ignored by our education system. Educators can begin to understand the role of trauma, its effect on children and learning, and how educators can change methods of interacting and responding to children impacted by trauma. By adopting a trauma-informed approach, schools undertake a paradigm shift at the staff and organizational level to recognize, understand and address the learning needs of children impacted by trauma. This requires a commitment to shaping school culture, practices, and policies to be sensitive to the needs of traumatized learners. This effort positively impacts schools and changes the life-trajectory of vulnerable students.
Session 3-a

**Reducing Racial Disproportionality in Schools**

*Ashleigh Washington: PublicCounsel.org*

Participants in this workshop will learn about prevention-focused, non-punitive school climate strategies that — when implemented with fidelity — reduce and eliminate racial disproportionality in school discipline, engage all students, and improve life outcomes. The workshop will also highlight local school and district examples where students are leading their peers to successfully transform school culture. Participants will receive a free copy of Public Counsel’s Fix School Discipline Toolkit, a comprehensive school climate guide that includes overviews of evidence based frameworks — such as restorative practices, school-wide positive behavioral interventions and supports, social emotional learning, and trauma-informed strategies — tools for implementation, and case studies of schools/districts at varying stages of implementation.

Session 3-b

**Experiences of Bullying Among African American Male Adolescents**

*Dr. Travis Cronin: California State University Fresno*

This presentation will report on data from a qualitative project designed to understand experiences of bullying among African American male adolescents (AAMAs). The data were collected through in-depth phenomenological interviews. The 16 participants were between 13-19 years old at the time of data collection (February-July 2016). This presentation will focus on assessments of bullying and the course of action the participants pursued upon witnessing bullying events. The findings suggested that emotion, entertainment, fighting, structure, and home life were key elements of assessing a bullying event and implementing bullying interventions.

Session 3-c

**Sanger Unified Model Comprehensive Truancy Approach**

*Dr. Dennis Wiechmann: Sanger Unified School District*

Sanger Unified has garnered national recognition for its work in educating all students and being one of the few districts in the State of California that was able to exit Program Improvement status. Part of Sanger’s success has been its focus on increasing student attendance including identified sub groups. If students are not in their seats…… they cannot learn or benefit from any services the school or district has to offer. Sanger Unified has established a comprehensive approach to supporting student attendance. These services will be presented from a school perspective up to the district level Model SARB process.

Session 3-d

**Human Trafficking and Title IX Implications for Districts**

*Dora Dome Esq. & Jenne’ Letrell: Dora Dome Law*

The number of school aged children who are victims of Human Trafficking is on the rise. This workshop will define Human Trafficking, explore the pathways and precursors to victimization and prepare school personnel with best practices and strategies to identify and protect vulnerable students. Participants will learn their legal obligations to protect students and will receive information on the essential components of effective school-based protocols.

Session 3-e

**Strengthening SWPBIS with Two Effective Assessment Tools**

*Ken Fitzgerald: Stanislaus County Office of Education*

PBIS is an effective evidence-based multi-tiered system of support behavioral framework that creates safe and supportive schools but only when implemented with fidelity. Whether you’re new to the game or an experienced implementer, come hear about a set of evidence-based tools to help your team evaluate implementation fidelity and develop actions plans for continuous improvement.
Session 3-f

**Universal Design for Learning within a MTSS System**

Dr. Kimberly Coy: California State University Fresno

If students are engaged in learning they are less likely to miss school, get in trouble, and get suspended. Designing educational experiences and learning environments to meet the needs of diverse learners using the learning sciences and cognitive neuroscience is essential in the modern classroom (both brick-and-mortar and digital) and will increase student engagement, decrease class disruptions, and increase attendance. Using the Universal Design for Learning framework can be the key to unlocking the potential of our learners, choosing and implementing technology in a purposeful and pedagogically-driven way. No more excuses. We have to make learning meaningful, authentic, and accessible to all of our learners, even in the digital world.

Session 3-g

**Correctly Recording Attendance at the Site and District Level. Are You Doing the Right Thing?**

Sherman Garnett: Sherman Garnett & Associates

Knowing district and state policy, procedure and Education Code is the key to accurately recording attendance. This interactive workshop will challenge you in your knowledge of these items and will present you with accurate and updated information related to the subject of school attendance.

Session 3-h

**Lock it Up: Helping to Prevent Opioid Abuse from a Community Perspective**

Marisol Zamora: California Health Collaborative

A program of the California Health Collaborative, the Lock it Up Project is a community based substance abuse prevention project targeting youth and young adults ages 10-25 in Fresno County. The goal of the Lock It Up Project is to raise awareness on the dangers and consequences of prescription drug abuse and reduce youth life time use of these drugs. Recognizing that not one entity can tackle this issue alone, the Lock It Up Project partners with community leaders to reach target populations, including school districts. In this workshop, participants will learn about the benefits of collaborating with community based projects to address youth substance abuse prevention.

Session 3-i

**Building Interventions for Trauma Exposed Students K-12**

Elisbeth Prigmore: Connecting the Brain

We highlight how to develop school and classroom interventions to create optimal learning environments for all students; develop brain based approach to social emotional learning; build a cohesive team work environment; identify community resources to serve all students; prevent students from being kicked out of class and falling farther behind; self-care strategies for staff who serve our trauma exposed students. With over 25 years of experience from the elementary level through dual enrollment community college school programs for at risk students we bring time tested school strategies used by educators to the table.

Session 3-j

**Redlands Unified School District: Academic Case Carrier Program**

Peter Lock: Redlands Unified School District

This workshop will share Redlands Unified School District’s Academic Case Carrier Program: our approach to identifying – and servicing – our top 450 (approximately 3-4%) most At-Risk secondary youth (including foster and homeless youth, English Learners, and Low SES students). RUSD’s LCAP funding and philosophy will be provided, with the majority of the focus being on the practical explanation of how our students are identified using Aeries Analytics, the grouping of our students into different levels of need, the varied potential daily duties of an Academic Case Carrier (ACC), and the results and successes that we are seeing with our students.
**Session 4-a**

**WHITENESS & MINDFULNESS: CREATING CONSCIOUS EDUCATORS AND ALLIES**  
Kelly Cole: Epoch Education Inc.

This session will focus on the process of White identity formation, frequent barriers to White engagement in racial dialogues, White privilege/opportunity and the ways that mindfulness practices and Epoch’s RIR protocol can support White teachers and administrators to recognize their own biases and lean into difficult conversations with students and each other. This session supports the Benchmark Tier of the MTSS approach by providing tools for an exploration of biases and beliefs in order to promote classroom and school environments that are supportive of the socio-emotional and behavioral well-being of all students.

**Session 4-b**

**A SUCCESSFUL SATURDAY ACADEMY: RECOVER ADA & PROVIDE EQUITABLE ACCESS FOCUSING ON ACHIEVEMENT**  
Shanna Egans: Anaheim Union High School District

From Saturday School to Saturday Academy. It is time to flip the punitive into a positive. This session will teach you how to focus your efforts on creating within your Multi-tiered System of Supports (MTSS) a successful program that can reduce truancy, reduce chronic absenteism, and increase student engagement. Learn where to start and how to provide equitable access for all students, including Students with Disabilities, English Language Learners Learn, McKinney-Vento and Foster Youth.

**Session 4-c**

**ENFORCEMENT OF STIPULATED AND SUSPENDED EXPULSION AGREEMENTS**  
Jennifer Rowe-Gonzales: F3 law Firm

Stipulated expulsions is one of the most used utilized processes when district as seeking to expel students. This session will cover the legal requirements of utilizing this process in the place of a full expulsion hearing and the legal process that must be followed when a district is going to enforce a stipulated expulsion. Students do not shed their rights to due process simply because they have chosen to utilize the stipulated process. This session is a must for district personnel that deal with suspension, expulsions, and involuntary transfers.

**Session 4-d**

**SOCIAL MEDIA BEST PRACTICES**  
Lozano Smith

Social media permeates all areas of student life. Students now communicate via Twitter, Snapchat, and other texting and messaging apps. Schools have a legal obligation to ensure students are free from harassment and bullying, but also must understand the scope of limitations when it comes to discipline. What is a foreseeable campus disruption? How is this articulated in a way that will withstand legal challenges? These topics along with LEA’s best practices for social media will be presented and discussed.

**Session 4-e**

**YOUTH COURT, A STUDENT LED RESTORATIVE DISCIPLINE PRACTICE**  
Audra Casanova: Patterson Joint Unified School District

We will be going through a practical approach to implementing a student-led restorative discipline practice known as Youth Court. Peer court, also known as youth or teen court, is an alternative approach to the traditional juvenile justice and educational discipline system. A youth charged with an offense has the opportunity to forgo the hearing and sentencing procedures of youth court and agrees to a sentencing forum with a jury of the youth’s peers. Youth Court additionally works to disrupt the school-to-prison pipeline by providing appropriate (and restorative) alternative consequences for negative behavior.
Session 4-f

**AN EFFECTIVE ALERT SYSTEM TO FOCUSING ON CHILDREN UNDER STRESS (FOCUS)**
George Papadopoulos: Stanislaus County DA; Maribel Garcia: Stanislaus County Probation)

Exposure to traumatic and high stress situations is a critical issue for schools looking to support all students, especially when these incidents are unknown to school staff. Through the FOCUS program, schools can be alerted when students are exposed to these types of incidents. This legal and effective solution can help educators show care and compassion when students need it most.

Session 4-g

**THE INTERPLAY BETWEEN 504 AND SPECIAL ED, MANIFESTATION DETERMINATIONS AS PART OF THE SARB PROCESS**
Jennifer Rowe-Gonzales: F3 Law Firm

This session will cover the legal guidelines addressing student disabilities under the IDEA and Section 504 of the Rehabilitation Act. As the utilization of the SARB process grows across the state of California educators need to understand when they can hold a student to the same consequences that they hold regular education students to. When can you exempt a student from the SARB process and should you hold them accountable.

Session 4-h

**OPEN THE DOOR TO STUDENT BEHAVIOR INTERVENTIONS**
Pat Shelby: Apple Valley Unified School District

This session will discuss the behavior interventions used at the high school level to change student behavior, reduce suspensions, and improve attendance. These practices and policies have been effective at changing the overall school climate and making a difference for students. If students are not in the class they can not learn. In today’s high stakes accountability model we must do everything we can to support all students.

Session 4-i

**MTSS 101: USING A MULTI-TIERED SYSTEM OF SUPPORT TO IMPROVE STUDENT OUTCOME**
Amy Williams: Sanger Unified School District

This session will discuss the starting points, structures and process in the organization of MTSS from site and district perspective. Sanger Unified has used the MTSS system to provide appropriate support for all students. This approached has supported the success of all students resulting in a reduction of suspension, increased attendance, and increased student learning.
Session 5-a  
**EQUITY IN SCHOOL DISCIPLINE: RESTORATIVE JUSTICE PRACTICES AS AN ALTERNATIVE**  
*Dr. Jessica Hannigan & Dr. John Hannigan: Educators, Researchers, Authors*

The purpose of this workshop is to help educators understand the positive impact of creating effective behavioral systems in schools. This workshop will focus on school wide approaches as well as classroom interventions. An alternative discipline overview will be provided to demonstrate the benefits of providing, restorative, reflective and instructions methods of support for students in place of traditional methods of discipline.

Session 5-b  
**PUSH-IN SERVICES: INCREASING INSTRUCTION TIME AND RELATIONAL TRUST**  
*Michael Essien: San Francisco Unified*

Re-imagining space and time to combine de-escalation strategies and student support services to strengthen in-class support, school climate, increase student seat time, improve student academic and behavioral performance, and create opportunities for increased student and teacher relational trust.

Session 5-c  
**ENFORCEMENT OF STIPULATED AND SUSPENDED EXPULSION AGREEMENTS**  
*Jennifer Rowe-Gonzales: F3 law Firm*

Stipulated expulsions are one of the most used utilized processes when districts are seeking to expel students. This session will cover the legal requirements of utilizing this process in the place of a full expulsion hearing and the legal process that must be followed when a district is going to enforce a stipulated expulsion. Students do not shed their rights to due process simply because they have chosen to utilize the stipulated process. This session is a must for district personnel that deal with suspension, expulsions, and involuntary transfers.

Session 5-d  
**STUDENT RIGHTS (DISCIPLINE, FREE SPEECH, SEARCH & SEIZURE)**  
*Bryan Martin: aalrr Professional Law Corporation*

This session will provide you with background and parameters on why schools and school personnel can search students, limit speech and when needed discipline students. Many times staff simply do things because that is the way they have always been done. Students have rights, make sure you are not violating those rights!

Session 5-e  
**RESTORATIVE PRACTICES ON A SHOESTRING**  
*Gary McGuire: Riverside Unified School District*

This session provides a brief overview of Restorative Practices as a component of MTSS/PBIS, including the driving forces that led RUSD to the work. It also provides a glimpse at the District’s innovative approach to implementation which includes 1) early adopter strategy, 2) partnership with LMU/LA, 3) check in meetings at implementing sites, 4) trimester check-in/skill building circles involving a gathering of all trained staff 5) resource “glam bags”, 6) specific training of district and site administrators, 7) modeling the practices at site, program, and district meetings, and 8) the strategic planning process utilized to map out the long term implementation of Restorative Practices. Participants will also experience a community circle and leave the workshop with a Restorative Practice they can utilize immediately upon return to their own sites.
Session 5-f

**REDUCING PROBLEM BEHAVIORS BY MEETING ALL STUDENT NEEDS - A UDL APPROACH**
Zach Smith: Sanger Unified School District

This session will cover the foundation and guidelines of Universal Design for Learning. It will focus specifically on how UDL empowers individual educators as well as entire instructional systems to have a robust and far reaching first best instructional experience, capturing a higher percentage of learner and decreasing the impaction of tier 2 and tier 3 academic and behavioral supports.

Session 5-g

**COLLABORATIVE EFFORTS OF THE JUVENILE COURT TO COMBAT HUMAN TRAFFICKING**
Honorable Kimberly Nystrom-Geist: Fresno County Superior Court

This will be an informative presentation regarding the efforts of the Fresno County Superior Court Juvenile Divisions to join efforts with community agencies and community members to address the needs of children who have been, or are at risk of being, trafficked.

Session 5-h

**TRUANCY FOR BEGINNERS**
Sherman Garnett: Sherman Garnett & Associates

This session will be for districts that are just being to implement a SARB process or thinking about implementing a SARB process. Sherman will cover the Education Code requirements for all SARB letters and classifying a student as a habitual truant. The Education Code requirements for each letter will be reviewed as well as the best practices when implementing a SARB program. The California Vehicle Code regulations regarding students with irregular attendance and the revocation of their drivers license will be reviewed.

Session 5-i

**THE INTERPLAY BETWEEN 504 AND SPECIAL ED, MANIFESTATION DETERMINATIONS AS PART OF THE SARB PROCESS**
Jennifer Rowe-Gonzales: F3 Law Firm

This session will cover the legal guidelines addressing student disabilities under the IDEA and Section 504 of the Rehabilitation Act. As the utilization of the SARB process grows across the state of California educators need to understand when they can hold a student to the same consequences that they hold regular education students to. When can you exempt a student from the SARB process and should you.

Session 5-j

**A DYNAMIC PARTNERSHIP WITH SUCCESS IN LINDSAY USD**
Laura McGee: Edgenuity & Lindsay USD

Lindsay USD has created a dynamic learning environment for all students K-12. They’ve implemented a fresh approach to leveling students based on mastery of concepts versus cut and paste grade level standards. They’ve also partnered with Edgenuity to provide their high school students not only an opportunity to recover failed courses, but to work ahead and challenge themselves with courses not readily available at their comprehensive high school. A short overview of Edgenuity will be provided for background. Brett and Lance will speak about both Edgenuity and several other initiatives in their district.
Session 5-k

**MTSS AND SCHEDULING: MAKING SURE THE TIME, PEOPLE AND PLACES ARE ALIGNED TO MEET STUDENTS NEEDS WITHIN MTSS**

Dawn Miller: SWIFT

How do you leverage the schedule to meet student needs for MTSS? This session will explore one of the most frequently requested topics on MTSS – How do you make it all work in the master schedule? The California MTSS (CA-MTSS) Initiative involves County Offices and LEA’s across all 11 California Regions. Participants will learn more about CA-MTSS as presenters share tools that help shape the scheduling process so student academic, behavior, and social emotional needs can be met by an intentional design and allocation of resources. Examples and discussion will acknowledge scheduling in different educational settings (e.g., urban and rural).
Session 6-a

THE LETTERS OF EQUALITY (LGBTQ+)
Carlos DeSilva: Epoch Education

The Letters of Equality course will explore the evolution of the LGBTQ+ community. We will highlight key components of the gay rights movement as it pertains to the advocacy for gay, lesbians, bisexuals, transsexuals, and questioning/queer people. The course will identify important terminology associated with sexual orientation and gender expression as we start to become comfortable in the use of pronouns which provides a more inclusive environment for all people. Participants will engage in the exploration of the many issues that the LGBTQ+ community face as we access our own biases associated with this population. This course will include a discussion on how our behavior’s and lack of understanding can impact the safety and well-being of this protected class. Lastly, we will broaden our capacity for competency by implementing strategies to increase our cultural awareness, using the RIR protocol. The RIR Protocol (Recognize, Interrupt, and Repair) will help stop the cycle of bias behaviors and attitudes that marginalize the LGBTQ+ community.

Session 6-b

SUCCESSFUL ALTERNATIVE EDUCATION PROGRAMS
Dan Sackheim: California Department of Education

Dan Sackheim is the state expert for alternative education schools. This presentation will cover the basics to advance issues when starting or running a quality alternative education program. Dan will identify the key comments that legally must be included in alternative education programs, and what are the best practices in quality alternative education programs. This program will provide great practical information for those considering starting an alternative education program or those seeking to improve their existing schools.

Session 6-c

CONFIDENTIAL STUDENT RECORDS: DO’S AND DON’T’S MAY AND SHALL
Sherman Garnett: Sherman Garnett & Associates

Are you keenly aware of the need to protect and allow access to student information including grades, custodial parents, directory information, etc. What are the rights of non custodial parents, caregivers and agencies requesting information relative to a student? This interactive workshop will challenge and expose you to the California Education Code, FERPA and current HIPPA laws.

Session 6-d

STUDENT RIGHTS (DISCIPLINE, FREE SPEECH, SEARCH & SEIZURE)
Brian Martin: aalrr Professional Law Corporation

This session will provide you with background and parameters on why schools and school personnel can search students, limit speech, and when needed discipline students. Many times staff simply do things because that is the way they have always been done. Students have rights, make sure you are not violating those rights!

Session 6-e

SUPPORTING AT RISK YOUTH – A MULTI-TIERED SYSTEM OF SUPPORTS
Adela Cruz: Anaheim Union High School District

Supporting students dealing with homelessness, students in foster care, students with mental illness and at-risk youth requires a comprehensive school based prevention and intervention program that fosters connectedness across multiple levels of the education system. It also requires the promotion of coordination across multiple sectors of society, such as health, social services, law enforcement and others. The social-ecological model recognizes the relationship between the individual and systems he/she interacts with every day. This model helps in understanding the need to develop programs that include teachers, parents, community and the students as allies in promoting wellbeing, prevention and intervention.
**Session 6-f**

**HAVE YOU FILED YOUR SCHOOL’S FLIGHT PLAN?**
Ron Cuff: Central Unified School District

Have You Filed Your Schools’ Flight Plan? Moderated by retired US Navy CDR Ron Cuff and parent leader Janet Rowse, this panel is comprised of experts in the field of adolescent behavioral health and seasoned California school district administrators discussing their experiences utilizing easily accessible, cost-effective tools that prevent adolescent exposure to addictive substances, improve school climate, and increase student health, wellness, attendance, and safety. Find out how to ensure that all students are ready to fly! Don’t miss this interactive session.

**Session 6-g**

**SAFE AND CONNECTED: USING TRAUMA INFORMED PRACTICES TO ENHANCE STUDENT SUCCESS**
Barbara Short: Arcata School District

This session will outline practices that support students who experience Adverse Childhood Experiences (ACEs) and exhibit signs of trauma. We will briefly examine ACEs, the effects of trauma on child/youth development, and the impact on their education. We will survey environmental, relational, behavioral, and curricular elements that promote resilience, academic, and social-emotional growth, and a positive school experience for students. You will take away specific strategies, tools and ideas grounded in Mental Health and Wellness, Positive Behavior, Social Emotional Learning, Universal Design, CCSS and Tier I, II and III of MTSS.

**Session 6-h**

**GANGLS: INFORMATION WE NEED TO KNOW**
Hector Molina: Woodland Joint Unified School District

Educators are aware that academic success will give students an opportunity to succeed in today’s world. Unfortunately, many of our youth will not have that opportunity because of gangs in their schools, homes and community. Join us to discuss the reasons why youths join gangs, hear what students know about gangs and the influence they have in their lives. We will discuss some of the signs that are visible in the classroom, school and communities. We will discuss interventions strategies that have brought about parent and school awareness and a reduction in gang activity. All attendee’s will receive resources to share with your staff, students and parents.

**Session 6-i**

**A COMPREHENSIVE APPROACH TO KERN HIGH SCHOOL DISTRICT’S TRUANCY AND OUTREACH PROGRAM**
Bryan Campoy: Kern County High School District

This presentation will highlight a large high school-only district’s approach to collect and report attendance data and reduce truancy and chronic absenteeism using a multi-step approach. The presenters will provide a roadmap for getting truant students back on track utilizing interventions, attendance data, and a detailed process on student outreach.

**Session 6-j**

**IDENTIFICATION/REPORTING OF VICTIMS OF SEX TRAFFICKING, SEXTORTION, AND SOCIAL MEDIA EXPLOITATION**
Opal Singleton: Founder Millonkids.org

This presentation will discuss how school attendance and absenteeism are factors in identifying child exploitation. We will discuss how predators access, groom, recruit, and exploit youth through social media. We will explore California case studies of how gangs use female students to recruit students on campus into commercial sexual exploitation. We will look at how the dark web is building large scale child pornography rings which endanger minors especially elementary school children. We will explore how predators and sextortion rings use the latest apps and livestreaming to groom students and exploit them through blackmail. We will look at cases where DACA students are coerced and manipulated to recruit other students and often are exploited themselves to pay back “Debt Bondage.” Most important, we will explore behaviors that are signs a child might be in danger or is being exploited through sex trafficking, sextortion or social media exploitation and how to report it.
Session 7-a

EXPERIENCES OF BULLYING AMONG AFRICAN AMERICAN MALE ADOLESCENTS

Dr. Travis Cronin: California State University Fresno

This presentation will report on data from a qualitative project designed to understand experiences of bullying among African American male adolescents (AAMAs). The data were collected through in-depth phenomenological interviews. The 16 participants were between 13-19 years old at the time of data collection (February-July 2016). This presentation will focus on assessments of bullying and the course of action the participants pursued upon witnessing bullying events. The findings suggested that emotion, entertainment, fighting, structure, and home life were key elements of assessing a bullying event and implementing bullying interventions.

Session 7-b

USING A MULTI-TIERED APPROACH TO BECOME A MODEL SARB

David Kopperud: California Department of Education
Jennifer Gomeztrejo: Student Support Services Solutions, Inc. (S4)

Truancy and chronic absenteeism are complex issues that have a wide-reaching impact on students, their families, and communities as a whole. This workshop will provide an overview of how a multi-tiered approach to school attendance that includes prevention, early identification/intervention, and intensive intervention can effectively meet the needs of students with persistent school attendance problems and serve as a roadmap toward becoming a Model SARB.

Session 7-c

RESTORATIVE JUSTICE IS NOT JUST A MOVEMENT, IT IS THE NOW!

Brian Cox; Simi Valley Unified School District

4 tiered approach to using RJ’s 4 driving questions. Use of Accountability Ladder to express the powerful approach and the powerless approach. Discussion will touch upon RJ practices out with the old in with the new, discipline, brief EEA and Truancy prevention method, and suspensions.

Session 7-d

CONDUCTING EFFECTIVE DISCIPLINARY AND COMPLIANCE INVESTIGATIONS

Dora Dome Esq. Dora Dome Law

Participants will review the process of conducting investigations, both disciplinary and compliance. They will have the opportunity to practice developing appropriate witness questions to facilitate obtaining facts necessary to determine if the elements of the offense can be proved, with a focus on the mandatory expulsion recommendation offenses. Participants will also review how to create an expulsion packet, present an expulsion case, including understanding the burden of proof, introducing evidence, and questioning witnesses. Lastly, participants will discuss the role of the administrative panel and the requirement to create findings of fact for the Governing Board.

Session 7-e

TITLE IX COMPLAINT A LEGAL PERSPECTIVE

aoirr a Professional Law Corporation

Title IX of the Education Amendments of 1972 (Title IX) prohibits sex discrimination and bullying of a protected class by any educational institution that receives federal funds. Schools are subject to these requirements and the reporting requirements as required by law. It is required that you track and report claims of sexual harassment and bullying of a protected class under the requirements of the Uniform Complaint Procedures. If you are not adhering to these requirements then you are subjecting your district to legal challenges. This session will ensure you understand the law and ensure that your district is in compliance.
Session 7-f

**LEGAL REQUIREMENTS FOR YOUR SAFE SCHOOL PLANS**

Armand Chavez: Fresno Unified School District

All California public schools are required to establish a Safe School plan and update this plan annually. In cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence and improve school climate should be included in the development of your comprehensive school safety plan. This session will review the legal requirements of your safe school plans and best practices to ensure you are in compliance.

Session 7-g

**STRENGTHENING COLLABORATION TO IDENTIFY AND IMPLEMENT PROMISING PRACTICES: VISION FOR THE I-5/99 CORRIDOR**

Dr. Felipe Mercado: Madera Unified School District

The I-5/99 Corridor is a partnership with the Western Educational Equity Assistance Center (WEEAC) to promote the sharing of best practices and lessons learned in the area of improving school climate. This session will address the areas of assistance available through the WEEAC as well as highlight several promising practices in the Central Valley that are led by members of this collaborative.

Session 7-h

**MARIJUANA USE AMONG YOUTH: A COUNTY WIDE APPROACH TO MARIJUANA PREVENTION (PATH) PROGRAM**

Daisy Lopez: California Health Collaborative

In 2011, the California Health Collaborative responded to the growing need for marijuana prevention services in Fresno County by designing and implementing the Performing Above the High (PATH) Program. PATH was created as a comprehensive approach aimed at changing the broad social norms around the use of marijuana by creating a social setting and legal climate in which marijuana becomes less desirable, less acceptable, and less accessible. PATH also creates a foundation for youth to become involved in school-based and community wide prevention efforts by providing opportunities for youth to receive training and support in implementing youth-led prevention initiatives.

Session 7-i

**FOSTER AND HOMELESS PRACTICAL APPLICATIONS FOR DISTRICT PERSONNEL**

Pam Hancock & Cherly Vera: Fresno County Office of Education

This workshop will blend the legal requirements with the practical applications for foster and homeless students. This session will begin with the legal requirements for families and students to qualify as homeless. Then will cover the laws relating to both foster and homeless students. Practical applications for supporting these students, including reduced credit requirements for these students and students previously incarcerated will be covered. These are identified sub groups on your data dashboard and districts must ensure that they are doing what is legally required and what is considered practices for supporting these students and families.

Session 7-j

**FROM CAMP TO COMMUNITY: CREATING A SUCCESSFUL STUDENT TRANSITION/AFTERCARE PLAN**

Tapu Osborn: L.A. County Office of Education

We will discuss the many barriers facing students transitioning from the juvenile justice system back to their communities. As well as how to build collaborative partnerships with key agency, CBO and school partners that can assist with ensuring students are able to successfully transition back to their communities. The presentation will also explain in detail why and how the Transition / Aftercare Model for LA County was created with embedded levels of student support, the roles that school districts school site administrators/Counselors play in the transition process, and what school administrators, and other CWA personnel can do to assist transitioning students reach their academic goals.
Session 8-a  
**CALIFORNIA DATA DASHBOARD CHRONIC ABSENTEEISM, SUSPENSIONS, AND EQUITY**  
California Consortium for Educational Excellence  
California’s new accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California’s diverse student population based on a concise set of measures. This session will explain the Data Dashboard and how schools are assigned different colors based upon their 5x5 grid placement as it relates to chronic absenteeism, suspension, and equity. Your LCAP plan is based upon these results and your knowledge on how to move in and out of different grids is crucial to improving your student outcomes.

Session 8-b  
**CARE: HOLISTIC EMPOWERMENT OF AFRICAN AMERICAN YOUTH**  
Charles Curtis: District of Columbia Public Schools  
Ron Brown High School, located in Northeast Washington, DC, is an all-male, District of Columbia Public School committed to educating young men of color from a progressive, holistic, and revolutionary paradigm. Given the bleak state of affairs related to outcomes for Black males, the Culture and Restorative Efforts (C.A.R.E.) Team at Ron Brown functions to disrupt current trajectories through catalyzing the systemic empowerment of the Young Kings they serve. More specifically, the multidisciplinary CARE Team targets the following goals: increased capacity to love self and others, ability to navigate a culturally hostile world, presence as student scholars, and comprehensive development into community minded change agents. Restorative efforts, social and emotional learning, community engagement, empowerment strategizing, and in-vivo intervention processes are the primary mechanisms used by the CARE Team to engage the Young Kings they serve.

Session 8-c  
**SUCCESSFUL ALTERNATIVE EDUCATION PROGRAMS: WHAT IT TAKES!**  
Dan Sackheim: California Department of Education  
Fifteen percent of our students, at some time in their educational careers, are enrolled in alternative education schools and programs, including continuation education, community day schools, opportunity education, county court and community schools, and independent study. They enroll to better match their learning styles and needs, and for support with social-emotional, behavioral, and attendance challenges. This workshop will provide an overview of the various types of educational options schools and programs, and a detailed discussion of what it takes to make them successful. Dan Sackheim has been an educational options program consultant for the California Department of Education for more than 20 years. This is your opportunity to listen to, and ask questions of an expert.

Session 8-d  
**CONDUCTING EFFECTIVE DISCIPLINARY AND COMPLIANCE INVESTIGATIONS**  
Dora Dome Esq. Dora Dome law  
The decision to discipline should not be taken lightly by school personnel. Student have the right to legally compliant investigations. These legal obligations encompass discipline actions and Title IX violations. Goss versus Lopez, hearsay rules, and evidentiary obligations must be addressed. If you deal with student discipline or student complaints this training will provide you with the needed background to ensure legal compliance.

Session 8-e  
**CWA ASK THE EXPERTS PANEL**  
Participants to be Announced During the Conference  
This is an attendee driven session. If you have questions that were not answered during the conference this will be your chance to ask the experts and get your questions answered. Our panel will consisted of legal experts, district experts, and state experts. The experts will be able to give you various perspectives including the “legal answer”, the “state answer” and the “district answer”. Sometimes they all agree and sometimes there are different approaches to solving different problems.
Session 8-f

**POSITIVE AND INCLUSIVE DISCIPLINE: MOVING FROM CONSEQUENCES TO "TEACHABLE MOMENTS"**

*ShaKenya Edison: East Side Union High School District*

This workshop discusses best practices in alternatives to exclusionary discipline by developing positive relationships, and viewing behaviors through trauma-informed and social-emotional lenses, as well as, addressing behaviors as “teachable moments” with the desired outcome of changing the behaviors.

Session 8-g

**A MULTI-TIERED APPROACH TO SCHOOL SOCIAL WORK PRACTICE**

*Abigail Arii: Fresno Unified School District*

A presentation on school social work services and how they contribute to a Multi-tiered System of Support in grades K-12. School Social Workers provide evidence-based education, behavior and mental health services, promote a school climate conducive for student learning and teaching excellence, and maximize access to school-based and community-based resources.

Session 8-h

**TRUANCY FOR BEGINNERS**

*Sherman Garnett: Sherman Garnett & Associates*

This session will be for districts that are just beginning to implement a SARB process or thinking about implementing a SARB process. Sherman will cover the Education Code requirements for all SARB letters and classifying a student as a habitual truant. The Education Code requirements for each letter will be reviewed as well as the best practices when implementing a SARB program. The California Vehicle Code regulations regarding students with irregular attendance and the revocation of their drivers license will be reviewed.

Session 8-i

**MERGING PRIORITIES: LCAP GOALS, CA SCHOOLS DASHBOARD, ESSA, MULTI-TIER SYSTEM OF SUPPORT, SCHOOL CLIMATE: WHERE TO FOCUS FOR ONE SOLUTION?**

*Erica Peterson: School Innovations and Advocacy*

Student Service professional are tasked with merging priorities daily to meet LCAP goals, CA Schools Dashboard goals, implementing MTSS models and improving school climate. In this session, you will hear from South Bay’s Pamela Reichert-Montiel and data expert, Erica Peterson, who will breakdown what attendance data elements are required for these merging priorities and show you how the district used its attendance data to improve student outcomes for ALL students. Attendance is fundamental to student success, the innovative solution that South Bay focused on to manage their goals, improved attendance, increased learning time and freed up staff to better connect with parents and students. Attendees will come away from this session with a better understanding on what’s required to successfully focus on while enhancing school culture, connecting with parents and encouraging the lifelong habit of showing up.

Session 8-j

**ALL MEANS ALL: MULTI TIERED SYSTEMS OF SUPPORT (MTSS) 101**

*Jami Parsons, Ed.D. Rhonda Marriott, Mayu Iwatani, Dawn Miller*

Orange County Office of Education

How does a school system begin to create a conducive learning environment that addresses the whole child? In what ways can all stakeholders contribute to this ideal system? In this session, participants will obtain an overall understanding of a Multi-Tiered System of Support that focuses on involvement from all stakeholders; including students, families, communities, schools, districts, and regions. We will discover how the use of data and effective tiered interventions support ALL students in an MTSS Framework and how all stakeholders contribute to meet the academic, behavioral, and social emotional needs of students.
Breakout Session 9 (Friday 11:00 a.m.-12:00 p.m.)

Session 9-a

**CARE: HOLISTIC EMPOWERMENT OF AFRICAN AMERICAN YOUTH**

Charles Curtis: District of Columbia Public Schools

Ron Brown High School, located in Northeast Washington, DC, is an all-male, District of Columbia Public School committed to educating young men of color from a progressive, holistic, and revolutionary paradigm. Given the bleak state of affairs related to outcomes for Black males, the Culture and Restorative Efforts (C.A.R.E.) Team at Ron Brown functions to disrupt current trajectories through catalyzing the systemic empowerment of the Young Kings they serve. More specifically, the multidisciplinary CARE Team targets the following goals: increased capacity to love self and others, ability to navigate a culturally hostile world, presence as student scholars, and comprehensive development into community minded change agents. Restorative efforts, social and emotional learning, community engagement, empowerment strategizing, and in-vivo intervention processes are the primary mechanisms used by the CARE Team to engage the Young Kings they serve.

Session 9-b

**DRUG TRENDS IN OUR SCHOOLS**

Officer Shane Dishman: Bakersfield Police Department: SRO Kern High School District

Officer Shane Dishman is a 25 year law enforcement veteran. He is currently the Truancy Officer/Police Officer for the largest high school district in the state of California (Kern High, Bakersfield Ca). He has been teaching drug and alcohol awareness for 20 years. HE WON’T GIVE HANDOUTS (or samples) and will only promise one thing: To provide a very entertaining and up to date training on the current drugs and alcohol trends in schools. Participants need to be prepared to laugh and learn at the same time respecting the very serious and far reaching issue of drugs and alcohol. It’s a ton of information in a short time and you’ll laugh while learning. Officer Dishman guarantees it.

Session 9-e

**FOSTER AND HOMELESS LEGAL ISSUES**

Bryan Martin: aalrr Law Firm

Districts must be aware of the legal rights and protections for Foster and Homeless students. This includes all applicable education code laws, and current case law. This presentation will ensure that you are legally up to date and understand your LEA’s responsibility for this identified sub group.

Session 9-f

**ALTERNATIVE DISCIPLINE STRUCTURES: A COMPREHENSIVE APPROACH TO CHANGING BEHAVIOR**

Dr. Jennifer Watson: Assistant Professor California State University Fresno

Are you looking to lower student suspensions, and create a positive school climate? This presentation will focus on structures such as: Character education, peer mediation, and school wide behavior systems that can be used to support a healthy learning environment.
Session 9-g

**MY LIFE MY CHOICE (MLMC) COUNSELING PROGRAM FOR AT RISK TEEN GIRLS**
Central Valley Justice Coalition

MLMC offers a unique continuum of services spanning youth service provider training, prevention groups for vulnerable adolescent girls, case consultation, and survivor mentoring to young victims of commercial sexual exploitation. **MLMC** aims to have a significant impact on a hard-to-reach population by employing survivors as group leaders, trainers, and mentors. Their first-hand accounts of victimization have informed group and training curricula and are the voice of authenticity to girls entrapped in a life of abuse. This program is an effective intervention program and support group for at-risk girls. Schools across the nation have been utilizing this counseling program with amazing results.

Session 9-h

**POSITIVE SCHOOL CLIMATE LEADERSHIP STRATEGIES FOR SITE AND DISTRICT ADMINISTRATORS**
Susan Levine: Riverside County Office of Education

The school climate affects everyone associated with the school: students, staff, parents, and the community. It is the belief system or culture that underlies the day-to-day operations. As school leaders, administrators are tasked with collaborating with stakeholders to create and maintain an optimal learning environment. In this interactive presentation, participants will explore how to conduct a meaningful planning process with stakeholder buy-in, develop a list of priorities for school improvement, put forth school/district wide initiatives and include these actions in your MTSS, the school site plan and District LCAP. Participants will leave infused with new and practical ideas to implement for the upcoming school year.

Session 9-i

**TRAUMA INFORMED PRACTICES FOR EDUCATORS**
Martha Merchant, Psy.D. Clinical Psychologist: University of California San Francisco

11:00 a.m. – 12:30 p.m.

Understanding the effects of trauma on student emotional and academic success cannot be understated. If educators do not understand how trauma can effect a student neurologically, then how can they be expected to support at-risk students. This is an informative session that will change the way you see student behavior problems and achievement difficulties. We must acknowledge that many of our students experience trauma on a regular basis and we must be prepared to support these students. This is an extended session. Lunch will still be available after this session.

Session 9-j

**ATTENDANCE MATTERS: FRESNO UNIFIED SCHOOL DISTRICT AND FRESNO COUNTY DISTRICT ATTORNEY’S OFFICE**
April Abigail: Fresno Unified School District
Melanie Taylor: Fresno County District Attorneys Office

The Attendance Matters Program is a partnership between FUSD and the Fresno County District Attorney’s Office in order to promote attendance and decrease absenteeism. Selected elementary sites participate in the AM Program which specifically targets those with high absenteeism. Child Welfare and Attendance Specialists collaborate with the DA to provide additional interventions to families prior to the SARB process.
82nd Annual State Conference
FEATURED SPEAKERS & HIGHLIGHTS

Phil Hyden, M.D.
**Valley Children's Hospital**

Dr. Hyden is a nationally renowned expert in child abuse and neglect. He has given numerous lectures on child abuse and maltreatment topics across the country to diverse audiences, ranging from law enforcement and judicial agencies to health organizations. Dr. Hyden joined Valley Children’s Hospital in May 2010 from Kapi‘olani Medical Center for Women and Children in Hawaii, where he was medical director of Child Maltreatment Services, which included the Kapi‘olani Child Protection Center and Sexual Abuse Treatment Center. Prior to this, he was director of the Child Protection Program at Cornell University Medical College-New York Presbyterian Hospital. Dr. Hyden received his medical degree from the University of Florida in Gainesville, Fla. Dr. Hyden completed a pediatric fellowship in child abuse and neglect at the University of Colorado Health Sciences Center C. Henry Kempe National Center for the Prevention and Treatment of Child Abuse and Neglect in Denver, Colo. Dr. Hyden will present a key note and a break out session covering the effects of child abuse and how systems can work to identify and respond to the early signs of trauma and abuse.

Jennifer Johnson, LCSW
**California State University, Stanislaus**

Trauma can have a direct, immediate, and potentially overwhelming impact on the ability of a child to learn. Yet, this issue has largely been ignored by our education system. Educators can begin to understand the role of trauma, its effect on children and learning, and how educators can change methods of interacting and responding to children impacted by trauma. By adopting a trauma-informed approach, schools undertake a paradigm shift at the staff and organizational level to recognize, understand and address the learning needs of children impacted by trauma. This requires a commitment to shaping school culture, practices, and policies to be sensitive to the needs of traumatized learners. This effort positively impacts schools and changes the life-trajectory of vulnerable students. Jennifer will present an extended session for educators and law enforcement to help them understand the effects of trauma and practical ways that support students and turn the traumatic experience into a growth opportunity.

Sherman Garnett
**Founder Sherman Garnett & Associates**

Sherman is a veteran thirty- eight year educator who has been a teacher, coach, dean, assistant principal, principal at both the comprehensive and alternative school level and district office/ county office level administrator and school board member. Mr. Garnett is the past President of CASCWA and a member of the executive board of the National Truancy Prevention Association (NTPA) and is currently serving in a appointed position by the California State Superintendent of Schools as a member of the California State School Attendance Review Board (SARB). He continues to provide the most up to date legal trainings and legislative analysis for CASCWA and districts around the state.

Dr. Ken Magdaleno
**Founder Center for Leadership & Equity**

Dr. Kenneth R. Magdaleno serves as Director of the Doctoral Program in Educational Leadership at California State University, Fresno. He is also the Founding Executive Director of the Center for Leadership, Equity, and Research (CLEAR), a nonprofit primarily active in California’s Central Valley addressing the development of educational leaders of color thru mentoring, middle school mentoring for at-risk youth, issues of equity and school discipline, and research on Men and Boys of Color. His most recent published works include Factors Impeding the Social and Academic Progress of African American Males in Foster Care: Educational Leaders and the Acknowledgement Gap (Journal of School Leadership, 2015), Equation for Access (Cabinet Support –Staff Mentorship) = A Leadership Pipeline (International Mentoring Association, 2014 with Dr. Cynthia Teniente - Matson) and Mentoring Latina and Latino Leaders in Keeping and Improving Tomorrow’s School Leaders (Rowman and Littlefield Education, 2010). His primary research interests are developing leadership development and resilience, leadership mentoring, culture and social justice, and critical race theory.

Alan Autry
**Founder CenCal Mentoring**

Alan Autry was born in Shreveport, Louisiana on July 31, 1952, and grew up as a migrant farm worker in the fields of San Joaquin Valley in California. A star quarterback in high school, Autry won a college scholarship and was drafted by the Green Bay Packers. Quickly cut from the team, he made his way to Hollywood to be an actor, starring in films and television. He is best known for his role as Captain "Bubba" Skinner on the television series In the Heat of the Night. From 2000 to 2008, Autry served as mayor of Fresno, California, and afterward returned to film, acting and producing. He is the founder of CenCal Mentoring which serves at-risk children, teens and students in Central California by making a positive, measurable and lasting impact upon their lives.

Dr. Nancy Dome
**Epoch Education**

Dr. Nancy Dome has been supporting children to overcome their barriers and developing educators for over 20 years. Starting her career as a Child Care Worker, she has always had a strong desire to support those students most at risk. Realizing the education track would allow her greater flexibility and reach than the social services track, she reeducated to become a teacher and spent 10 years working in multiple capacities, ranging from classroom teacher, Mentor Teacher and Teacher on Special Assignment, in the Juvenile Court and Community Schools in San Diego. Roles which allowed her to train and support teachers in becoming more culturally competent educators for the diverse population they served. Nancy will be doing multiple breakout sessions covering equity and diversity training and issues.

Performing Above the High
**Tier 1 Drug Prevention Program**

**California Health Collaborative**

Daisy Lopez, M.A.: PATH Project Director

The Performing Above The High (PATH) project was created through funding from the Fresno County Department of Behavioral Health, Substance Use Disorder Services to reduce marijuana use among youth and young adults, ages 12-20. The Path Project intends to create community norms, regarding the negative effects of marijuana use by increasing knowledge and engagement of students, parents, community members, and law enforcement personnel. This multifaceted Tier 1 program is designed to target all students, parents, and community members.

Human Trafficking
**Keeping Kids Safe From Predators**

MillionKids.ORG

Opal Singleton: President & CEO Million Kids Training and Outreach

Human Trafficking is the fastest growing crime in America. Our middle school and high school students are the most vulnerable targets for being trafficked. The average age for entering prostitution in Southern California is 13 years old. 75% of kids who end up in prostitution have been previously sexually exploited. 40% come from foster homes and a near equal percentage come from broken homes or homes with single parent households. This training present the facts of human trafficking providing you with the necessary skills to help be part of the solution. Solutions start with Awareness.
FOCUS has proven to support students, increase academic achievement, and decrease behavior problems. Every school district and county office in California should consider adopting this approach.

Drug possession and drug use is one of the most frequent reasons why students are suspended in school. The exposure to illegal and legal drugs in our society has never been higher. Keeping current with today's drug trends is a must. Bath salts, butane hash oil, and nutmeg are just a few of the current drugs your students are exposed to. This 4 hour training will provide the details necessary for school staff to identify current drug trends, keep up on the "code language" that students are using to conceal their drug use, and have an awareness of how the body responds to the different types of drugs that students may be using. If you have not been through a drug training within the last year, then this training is a must.

Dora Dome, Esq.

Dora Dome has practiced Education Law for over 20 years, primarily in the areas of student issues and special education. In April 2016, she published her first book, Student Discipline, Special Education Discipline, Anti-Bullying and Other Relevant Student Issues: A Guide For Practitioners, which has been described as a "must-have" for anyone seeking to understand student discipline and bullying. She graduated from University of Hawaii, Richardson School of Law (J.D.) and from University of California, Los Angeles (B.A.).

Jennifer Rowe-Gonzalez

Partner FF&F LLP

Jennifer R. Rowe Gonzalez is a partner in the firms Fresno Fagen Friedman & Fullfrost LLP office. The focus of her practice is special education and student services. As a recognized leader in these specialties, Ms. Rowe Gonzalez advises school districts, County Offices of Education, and Special Education Local Plan Areas across the State. Her extensive special education practice includes mediations and due process hearings as well as appeals in District Court and before the Ninth Circuit Court of Appeals. Ms. Rowe Gonzalez also focuses her practice on student service issues, including assisting school districts with suspensions, expulsions, and expulsion appeals. She has spent significant time working with school districts to reduce disproportionality in student discipline. Prior to law school, Ms. Rowe Gonzalez taught for more than six years in public schools, including teaching fifth grade in a full inclusion pilot program. This experience as an educator greatly enriches and informs her practice of law.

Joshua Whiteside

Lozano Smith Attorneys at Law

Mr. Whiteside has a broad range of experience, including advising clients on landlord-tenant, consumer debt, domestic violence and elder abuse restraining orders, education, employment, estate planning, guardianship, health, immigration, and public benefits matters. He has also advised clients on a variety of health-related issues, including eligibility appeals for health insurance, debt collection defense, medical billing disputes, access to medical care and the Affordable Care Act. He also worked to educate high-risk and disadvantaged high school youth with a mock trial on environmental law.

Dr. Jessica Hannigan

School Psychologist, Author & Educational Consultants

Educational Consultant Dr. Jessica Djibrayan Hannigan works with school districts and county offices in California on designing and implementing effective, successful school and district Response to Intervention (RTI) behavior systems. She trains schools on the Positive Behavior Interventions and Supports (PBIS) Champion Model System that she designed, focusing on teaching teachers, administrators, and support staff to create behavior RTI systems similar to academic systems in schools. She is an adjunct professor at Fresno State University in the Educational Leadership Department as well as an adjunct faculty at Fresno Pacific University. Dr. Jessica Hannigan was recently named ACSA’s Exemplary Women Educator of the Year for the state of California.

Dr. John Hannigan

Principal, Author & Educational Consultant

Dr. John Hannigan is currently in his seventh year as principal of Ronald W. Reagan Elementary in Sanger Unified School District, where under his leadership has earned California State Distinguished School, California Title I Academic Achievement Award for closing the achievement gap by the California Department of Education; Gold Ribbon School for model program by the California Department of Education; a 2011, 2012, 2013, 2014 California Honor Roll school by California Business for Educational Excellence; a 10 out of 10 similar school statewide ranking; 2010, 2012, 2016 Bonner Award for Character Education; 2013 Silver Level Model School recognition, and 2014, 2015, 2016 Gold Level Model School recognition from Fresno County Office of Education for Positive Behavioral Interventions and Supports. Dr. Hannigan is Sanger Unified’s 2016 Administrator of the Year. He also serves on the Advisory Council for the Dean of California State University, Fresno, Kremen School of Education and Human Development.

Bryan G. Martin

Senior Counsel aalrr Law Firm

Bryan G. Martin is senior counsel in the Fresno office of Atkinson, Andelson, Loya, Rudd & Romo. Mr. Martin has used his litigation and school law background to prosecute personnel and disciplinary actions at the administrative and judicial levels. He has developed successful responses to complaints against districts and district personnel to the EEOC, “first Responder” at the Office of Civil Rights and the Public Employment Relations Board. Mr. Martin also handles issues related to labor relations, contracts, and a variety of transactional concerns. Additionally, Mr. Martin has developed a substantial practice in school facility and construction.

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Conference Committee Meet and Greet & Early Check-in
May 8, 2018
5:00 p.m.–8:00 p.m.
For those arriving Tuesday evening the Conference Committee would love to meet you and get you checked in for the conference. SI&A sponsored food and beverages.

State SARB Board: Model SARB Recognitions
May 9, 2018
12:00 p.m.–1:30 p.m.

Anthony Brucia Success Awards & Legal Books Scholarship
May 10, 2017
12:00 p.m.—1:30 p.m.
State President’s Reception

Section President’s Reception
May 9, 2018
6:00 p.m.—9:00 p.m.
This will be a time to meet and network with attendees from your section. This is a great way to make local contacts and get involved in your CASCWA section. San Joaquin sponsored food and beverages.

CASCWA “Ask the Experts Panel”
May 11, 2018
9:25 a.m.—10:30 a.m.
This is a time to ask questions that may not have been answered during the break out sessions. Our panel of legal and best practices experts will field all questions!! Participants will be able to post questions online during the conference or ask questions directly to the panel.
The San Joaquin Section of CASCWA is proud to host this year’s State Conference and Annual Model SARB Awards.

Partnering with the top legal firms, educators, and experts in the State, this conference will provide the most comprehensive and useful information for school and district administration and support services staff regarding programs, policies, and procedures to support a district’s ability to meet its established LCAP goals. Workshop presentations will be structured around equity, multi-tiered systems of support (MTSS), and best practices relating to student support services and interventions. The conference has been structured to meet LCAP funding guidelines, foster and homeless grant guidelines and all student services related funding guidelines.

For any questions, please contact our conference chairperson, Dr. Dennis Wiechmann, at dwiechmann@sbcglobal.net or (559) 351-1408.

**CASCWA Conference Registration Rates**

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<th>Registration Type</th>
<th>Rate</th>
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<tbody>
<tr>
<td>*Wednesday Through Friday: Individual Registration</td>
<td>$375.00</td>
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<tr>
<td>*Wednesday Through Friday: Group Discount (Districts/Agencies sending 5 or more)</td>
<td>$325.00 per person</td>
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<tr>
<td>*Thursday and Friday</td>
<td>$325.00</td>
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<tr>
<td>Law Enforcement Discount Available</td>
<td>$50.00 Discount on Individual Registrations (Membership Not Included)</td>
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*CASCWA annual membership and a free electronic copy of “California Laws Relating to Minors: The Red Book” and/or Dora Dome’s “Student Discipline, Special Education Discipline, Anti-Bullying and Other Relevant Student Issues a Guide for Practitioners” or a digital copy of Sherman Garnett’s “Guidelines on Pupil Records” or Nancy Dome’s Conversation Starter Deck

http://www.cascwa.wildapricot.org/event-2498895