

Alternative Education Schools - BUSD Board Report

February 2020

Palisade Glacier High School Bishop Independent Study Keith Bright School



2019-2020 LCAP Goals

Goal 1: Prepare students with the skills to excel in college and career.

Goal 2: Increase the quality of instruction for all students by deepening implementation of the Common Core State Standards.

Goal 3: Ensure all student populations achieve annual measurable academic growth.

Goal 4: Implement a plan to increase students' sense of feeling safe and connected at school.

Poetry Out Loud

(LCAP Goal 2: Common Core, Goal 4: Safe & Connected at School)

2020 saw record numbers of student participants for Poetry Out Loud from Pali. As part of our 2nd period English class, students prepared for the competition by analyzing poetry and connecting it to current events and texts, culminating in each student memorizing at least one poem. Claiborne Mitchell came twice a week leading up to the county competition to help students practice their presentation and work on memorization. Students who were too shy to read in front of the class ended up building up the courage to participate at the county level.

Seven students participated in the class competition and five participated in the Inyo County POL competition at ICA on Wednesday, February 6th. Seeing the students up on stage was inspiring. Their courage in getting up on stage, their articulation, and the depth of content they explored with their poem choices and in their presentations were all remarkable and we are so proud of them.



2020 POL reciters (right): Rainah, Sierra, Kayley, Erik, Joy, & Zarik (not pictured: NoVahVee)

Court School Visit to Bakersfield

(LCAP Goal 1: College & Career, Goal 4: Safe & Connected at School)

On February 4, 2020, the faculty of Keith Bright Juvenile Court School traveled with members of the Inyo County Office of Education, the Bishop Paiute Tribal Council, and the Inyo County Probation Department to Bakersfield where we visited two Kern County Superintendent of Schools Office court schools and the Nuui Cunni Native American Intertribal Cultural Center and Museum in Lake Isabella.

Our first stop was the Bridges Career Development Academy in Bakersfield, a vocational/educational school for wards of the court who between the ages of 16 – 19 years old. Bridges is one of three alternate ed schools at the site, and all schools are a collaborative effort between the Kern County Probation Department and the Kern County Superintendent of Schools Office. In addition to providing safe, structured school environments, all the programs provide mental health and substance abuse services. Probation provides transportation for all students. Each Bridges student is placed on an individual educational track to assist him/her in obtaining a high school diploma, GED, or Certificate of Completion while securing vocational training and employment. During the introductory portion of our visit, the Culinary Club provided us with made-to-order omelets. After introductions and overviews, we visited many of the classes. The curriculum at Bridges is project based, so there was much to see. In the woodworking class the fundamentals of woodworking and craftsmanship are taught. We observed students making patio furniture, yard games, and school benches. Much of the work is offered for sale to generate funds for later projects. Next we stopped at the Medical Training class. This course partners with the local college; if students successfully test on the various examinations, they not only receive their various certificates, they also earn community college credit. In the textile class, students create many items of clothing they donate to the homeless and others in need. Our last stop was a visit to the art classroom where we saw an impressive array of artwork students show at various art shows.

At the conclusion of our visit to Bridges, each of us received a handmade tool box that included a water bottle and message about the importance of hydrating from the Medical Class; a package of homegrown, fresh herbs from the Gardening Club; and a beanie knitted on the knitting loom from the Textile Club. Most of the clubs and classes create and either sell or donate their wares.

We were very impressed with the quality of work students were producing. All of the students we spoke to were proud of their accomplishments and many planned to continue their studies so that after graduation they would be prepared for entry-level positions in their chosen field. Staff and faculty are committed to continued follow up of students who have promoted out of the program, and for at least four quarters there is continuous communication, counseling, and support.

On our way to Camp Erwin Owen in Kernville, we visited the Nuui Cunni Native American Intertribal Cultural Center and Museum in Lake Isabella. Nuui Cunni is dedicated to preserving, restoring, and teaching Native American culture, history, and traditions. Their facility is available for educational, ceremonial, and social activities. The Center has partnered with local schools. Students work in the gardens, help build raised growing beds, and study the local culture with tribal members as teachers and mentors. Due to the dwindling numbers of tribal members, it is vital that the elders pass on their history and lessons.

Next we toured Camp Erwin Owen, a probation run residential placement for males between the ages of 14 and 18. There is an on-site, year-round school that is part of the Kern County Superintendent of Schools Office. Not only are core curriculum classes available, students also learn building maintenance, grounds keeping, meal preparation, agriculture, animal husbandry, laundry, sustainable living, and auto shop.

Seeing the types of programs offered and the successes students are having was very impressive and inspiring. We appreciate being included and look forward to a partnership among all the stakeholders who strive to ensure the youth of our area are well-served and provided with many opportunities for success.

KBS Big Horn Sheep Field Trip

(LCAP Goal 1: College & Career, Goal 4: Safe & Connected at School)

On Wednesday, Feb. 5, we joined Fish and Game and the Sierra Nevada Sheep Foundation field trip to observe Sierra Nevada Big Horn Sheep. Prior to setting off for Baxter Canyon, John Wehausen did a presentation and talk comparing Sierra Nevada and Desert Big Horns, Big Horn arrival to North America during the last Ice Age, their place in the local food web, the effect of domestic sheep disease and mountain lion predation on the population, and current methods of protecting the approximately 600 Sierra Nevada Big Horn sheep left in the world. Our student was impressed



when he realized that John was the man he had seen in Counting Sheep, which we had watched to prepare for the trip. We didn't get to actually see any sheep. The Baxter herd stayed quite high and the wind made observation through the sighting scope difficult; however, we had a

good time and were able to connect what we learned to our current classroom biology curriculum: Life Through Time. We added both Desert and Sierra Nevada Big Horn to our geologic timeline. We have also constructed food webs and energy pyramids to go with the timeline. The trip inspired us to include a modern food web that focuses on Sierra Nevada Big Horn sheep, using the web to see how the loss of wolves and grizzly bears in our area affected the mountain lion population and led to increased lion predation of Big Horns. *(Pictured right - KBS student at the siting scope)*

BUSD Alternative Education becoming increasingly “Trauma-Skilled”

(LCAP Goal 3: Academic Growth, Goal 4: Safe & Connected at School)

The PGHS staff would like to continue our work in transitioning our school and practice from trauma-informed to trauma-SKILLED. There is a certification process available now through the National Dropout Prevention Organization which is quite an undertaking. In the meantime we did find some online courses we can purchase to see how valuable the content is: <http://dropoutprevention.org/product-category/trauma-skilled-schools-courses/>.

We purchased a punching bag and boxing gloves for students to use at Pali to release some energy when they need to. We've had many instances this year of students, due to extreme personal/emotional circumstances, punching bathroom stalls, walls, and trees. We make efforts to teach our students positive coping strategies like breathing and journaling to deal with these emotional upheavals. The feedback from students is that they really need to HIT something though. So, hopefully the punching bag will do its job and give them a healthier outlet.

KBS staff are working closer with JKBS students and staff lately, a result of the Bakersfield trip (mentioned previously here) that fostered collaboration between the two schools. Our hope here is to serve students better using project based learning and offering our KBS teachers' support to individual JKBS students for pull-outs and tutoring on specific subjects. We look forward to the opportunities this model may have for students as our KBS #s have been very low these past couple of years and JKBS numbers have only increased. JKBS currently has 20 students enrolled. KBS has 2, neither of which have strong attendance.

Early Intervention / Mentoring Services @ PGHS

(Goal 4: Safe & Connected at School)

Last month, PGHS was concerned that the Early Intervention services we've been receiving from Inyo County Juvenile Probation might be coming to an end. Good news - it's only increased! Currently 3 different mentors come to PGHS for a couple hours a day to meet individually with students, supporting their overall emotional and personal wellbeing. Mentors are in high demand. *Virtually all of our student body has now been referred to the Early*

Intervention Program, enabling a positive adult role model to check in on them at least once a week. While this program isn't a replacement for counseling, it does serve as a huge support for students and staff alike, providing students with an opportunity to talk out what's on their minds and make a positive plan for the future. Soon, PGHS students will be starting a student garden out in the green house (on Sierra Adventure Center property) with guidance from Tabitha, one of the mentors, who has experience in this area. The Pali Pad has been the perfect spot for our mentors to call home - a confidential space that students can meet and talk openly. We're very grateful to our community neighbors (ICOE and ICJP) for supporting our students and our school!

Bronco Heath Clinic Services are coming to Pali!

(Goal 4: Safe & Connected at School)

Colleen McEvoy (Nurse Practitioner at the Bronco Health Clinic), Dr. Helvie, and I met earlier this month to discuss logistics for providing regular health clinic services to PGHS students. The Pali Pad has a room we have designated for counseling/mentoring services also has an adjacent room that we can designate for the health clinic. The hope here is to have Colleen at PGHS twice a month to provide health services to Pali students who are otherwise reluctant to use the Bronco Health Clinic at BUHS. We're really appreciative and looking forward to this continued partnership!