

Corning Union High School Special School Board Meeting

DATE February 14, 2023

TYPE OF MEETING:
Special

TIME: 12: 30 P.M.

MEMBERS ABSENT:

PLACE: Corning Union High School
Library

VISITORS:

MEMBERS PRESENT:

Jim Bingham
Cody Lamb, Larry Glover
Tony Turri

SCHOOL DISTRICT REPRESENTATIVES:

Jared Caylor, District Superintendent
Audri Bakke, Alternative Ed Director
Heather Felciano, Special Ed Director
Jessica Marquez, Administrative Assistant to Superintendent

THE CORNING UNION HIGH SCHOOL -

- 1. CALL TO ORDER:** The meeting was called to order at 12:30 p.m. by Board President, Larry Glover.
- 2. PLEDGE OF ALLEGIANCE:** Board President, Larry Glover asked the Board and audience to stand for the flag salute.
- 3. ROLL CALL:** Board President, Larry Glover asked for a roll call.

Attendance is as follows:

- Tony Turri
- Larry Glover
- Cody Lamb
- Jim Bingham

Absent:

- Todd Henderson

- 4. PUBLIC COMMENT STUDY SESSION ITEM:**

There was none.

5. STUDY SESSION:

Director of Special Ed, Heather Felciano shared with the board the following information:

Her education and credentials

Her past employment

Her duties as the Special Education Director for CUHS.

- IEP's
- 504
- Homeless Liaison
- Foster Youth Liaison
- Workability
- ASSET's grant

Some highlights:

Student Focused

Individualized

Inclusion with typically developing peers

Least restrictive environment

Provide Ed Benefits

Safety

The Department

7 Case Carriers

14 Support Staff

1 School Psychologist

1 Speech and Language (county)

Mental Health Clinicians

Data Technicians/ Admin. Assistant

Multiple Outside Services (provided from the county level)

182 Students served with IEPS

General Ed Classes

Skill Center and iLab

Centennial

Special Ed Classes Mild/Moderate

English- Resource level classes

Math- Resource level classes

Special Ed Classed Moderate/Severe

STRIVE- Life skills, Transition Skills, Communication Skills
Independent Living Skills, Life and Work Prep

Annual Training is needed for the following:

Toileting- requires 2 staff for the safety of the students

Seizure Protocol

G-Tube feeding

De-Escalation Training

WELLNEST- Online curriculum, behavior grading, training: De-Escalation Techniques

SOAR- Life Skills, Transition Skills, Communication Skills, Independent Living Skills, Life and Work Prep

Challenges

- Serving more involved students who experience homelessness and substance abuse
- EL Students on an IEP
- Arranging for supports when staff is out
- Maintaining reasonable caseloads for our case carriers who are also responsible for teaching 5 periods
- Growing number of Psychoeducational evaluations to maintain compliance

What is an IEP?

Legally binding document assigned to a student with a disability that impacts their ability to learn while at school.

The purpose is to provide learning accommodations that empower the student to benefit from their time spent at school.

Writing an annual IEP can take up to 3 hours collecting data, interviewing the students and writing the IEP. Completion of an evaluation review IEP can take 5-7 hours.
There are annual meetings averaging about 1 hour and an education review which averages about 90 minutes.

There was a discussion regarding the diplomas and certificate of completions (services until the age 22). Superintendent, Jared Caylor shared that there is currently proposed language in the governor's budget regarding these items and possible movement to open both pathways to offer diplomas for students like this. Further discussion about once a student receives a diploma, is the IEP gone. Director of Special Ed, Heather Felciano shared that ½ of the students are currently on track to receive a certificate of completion. All students are entitled to public education- we cannot discriminate. It costs a lot of money to serve some of the students and it is becoming more common. There was a discussion of comparisons of public and non-public schools, different funding and resources.

Accommodations vs Modifications

Each case carrier is responsible for assuring their students are receiving accommodations and modifications in all 7 of their classes.

Case Carriers average 26 students per caseloads plus teaching classes.

Accommodations- Changes how skills and standards are taught
Helps students demonstrate learning of a skill or standard.

Modifications- Changes/lowers learning expectations and changes what is being taught.

Services and Related Services- Psych, counseling, transportation, outside Providers.

Safety - annual training offered on Behavior De-escalation strategies (CPI/ProAct), toileting, feeding tubes, seizure protocol, Dept of Rehabilitation services, hard of hearing services, IBI training, para training.

Successes- Creating a strong team of professionals who serve each student's individual needs to the best of their abilities.

Providing variety of support staff

Implementing a new program that meets the needs of students from a non-public program.

Opening a Clothing Closet for the district

Other topics:

Section 504 vs IEP

Foster and Homeless Youth- AB 1806, AB 167 and AB 2306

CUHS currently has 29 students classified as homeless.

Heather ended her presentation with sharing the project she worked on recently to create a welcoming space for parents as they entered the counseling office.

Board Member, Tony Turri asked is Heather was always a special Ed teacher- yes.

Board Member, Larry Glover asked if once a kid leaves (severe disabilities) is there anything else that we can offer them? Some agencies have programs but it is not like the high school with much less community involvement.

Board Member, Larry Glover asked if students graduate with IEP's? Of 183 students, 20 are on track to receive their certificate of completion and the rest will receive a high school diploma.

Board Member, Cody Lamb asked if the school nurse helped with feeding tubes? – Yes, and she helps with toileting and feeding. She assists with training and ensuring that everyone is trained properly to ensure the

safety of the students. She signs off on all plans and training. There is also a health aid who assists the nurse.

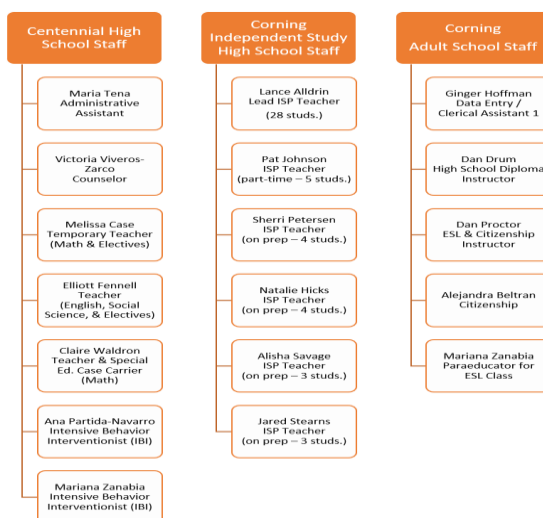
The Board thanked Heather for the great presentation and all of the information that she shared.

Break 2:00-2:12

CUHSD Alternative Education- Presented by Director of Alternative Education, Audri Bakke

Audri Bakke oversees- Centennial, Corning Independent Study and Corning Adult School.

Staff is as follows:



Yearly Calendars & Daily Schedules

Centennial High School

- 180 instructional days with students (same calendar as CUHS)
- Teachers & counselor required to participate in additional 2 in-service days
- Daily Class Schedule
 - State requires at least 3 hours per day, 15 hours per week for continuation school students
 - We offer two daily sessions that are 3 and ½ hours long
 - 4 class periods each session
 - All subjects / courses offered each session
 - Nutrition break (breakfast) is offered in the morning; lunch is offered to both sessions

Corning Independent Study High School

- 180 instructional days with students (same calendar as CUHS)

- Teachers required to participate in additional 2 in-service days
- Currently, 6 teachers
 - 1 lead teacher (full time - 25 students + up to 5 additional)
 - 1 part time teacher (5 students; paid hourly)
 - 4 CUHS teachers (4 students max)
- Weekly Schedule
 - Students meet with their instructor for 1 hour each week to submit & review previous work, take assessments, and gather new work.
- Student attendance is based on both amount of work completed in a week and being at the weekly meeting

Corning Adult School

- Year-round; takes the same holidays and breaks as CUHSD during school year
- Open Monday through Friday 9am-2pm
 - Pre-& post testing
 - High School Diploma
- Tuesday & Thursday Nights 6-8pm
 - High School Diploma
 - ESL
- Monday & Wednesday Nights 6-8pm
 - Citizenship Preparation
- 2 support staff
 - 1 assists with citizenship class and citizenship application process
 - 1 assists with ESL

Basic Budgets

Centennial High School

- 2022-23 Budget: \$125,143
 - Textbooks
 - Toner & paper
 - Curriculum / classroom supplies
 - Student incentives (snacks, rewards)

Corning Adult School

- 2022-23 Budget: \$21,628
 - Books
 - Materials & supplies

Superintendent, Jared Caylor shared that the primary funding for Adult Ed is a Shasta College Consortium. Money is distributed to all participating districts.

-Model is based off of historical attendance

It will be interesting to see if there is any change and if we could regionalize efforts to find funding opportunities (share resources)

Recent Changes and Additions at Centennial

- New schedule
 - Morning: 8-11:31am
 - Afternoon: 12:03-3:20pm
 - 4 periods per session (47 minutes each)
- New staff
 - 1 new admin
 - 3 new teachers
 - 1 new IBI
- Hands-on elective class (cooking, art)
- Halo Sensors in the bathrooms
- 11 Graduates so far this school year

Director of Alt Ed, Audri Bakke expressed that she would like to have the woodshop up and running. There was a brief discussion on how the district would need to find a teacher with a CTE Credential or someone who is interested in obtaining their CTE Credential. It is not too hard; the person would require some background/industry experience and the education. The board agreed that this would be a good idea and they all would like to lean toward framing, electrical and construction rather than the students cutting boards and making baskets.

There was a discussion of having a weight room also.

Corning Independent Study High School

- Staff from CUHS fills in as we accept more students
- No longer required to offer/give ISP to all students
 - We are back to giving students 3 chances before we transfer them back to CUHS
- New online courseware for A-G students
 - Some of the regular ISP students have tried using this instead of packets

Board Member, Cody Lamb asked why Independent Study might be a good option for some students? This is good for those who are self-motivated, depressed/ learning environment, work schedules, parents are controlling and would rather watch their child working at home. There is an application process for a request to be transferred and the district decides what is best for the students.

The district no longer has to say YES to Independent Study. There is a cap and there are some teachers on main campus who are able to help teach ISP on their prep. They are compensated 1/7 of salary for teaching during their prep period. This works and the district still receives the ADA for those students.

Corning Adult School

- Offering a second evening of the high school diploma class
- Providing paraeducator support for the evening ESL class
- 6 Adult School Graduates

Challenges

Centennial High School

- Student motivation
 - Managing student behavior & consequences (other than suspensions)
 - Maxed out facilities (classrooms & meeting spaces for student support providers)
 - Maintaining staffing levels
 - Split schedule (especially with transportation)
 - Family Involvement
 - CTE course offerings / work experience
- ❖ The students at Centennial are all on a different track and most are credit deficient.

Corning Independent Study High School

- Students added to the program throughout the school year
- Not enough full-time teachers (program population fluctuates)
- Offering a variety of electives / art classes

Corning Adult School

- Data Technician is not bilingual
- Inadequate state funding
- Lack of childcare for adult parents in classes
- Staffing an empty school
- Overflowing classrooms in the evening!

Future Hopes and Dreams

Centennial High School

- CTE credit offerings
 - Utilizing CTE teachers on prep from the main campus
 - Offering work experience at the ranch
 - Using the woodshop
- Stronger community connections
 - Family Nights
 - Participation in community events
 - Student mentorships with local businesses
- Advisory Period (starting in Q4)
 - 20 minutes each Wednesday
 - Student announcements, graduation celebrations, direct instruction of study & life skills, SEL activities
- Clear Transition Policy between main campus & Centennial

Independent Study High School

- 1 additional full-time teacher

- More training in Edgenuity for those who use it

Corning Adult School

- CTE courses
 - Welding
 - Forklift Certification (possibly offered in conjunction with Shasta College in Fall 2023)
 - Computer / technology courses
- Additional ESL teacher

6. ADJOURNMENT:

A motion was made by Cody Lamb and seconded by Tony Turri to adjourn the meeting at 3:17 p.m.

Approved

Larry Glover, President

Jim Bingham, Clerk

Special Education

Education

CSU, Chico State (1993-2004)

- B.A. Liberal Studies
- Ed Specialist Credential (Mild/ Mod)
- Multiple Subjects Credential
- Master Degree, Special Education

Shasta County Office of
Education (2019)

- Preliminary Administrative Credential

1998-2004

Live Oak High School

Resource Specialist

2004-2023

Corning Union High School
District

Resource Specialist
ASSETS Grant Coordinator
HSSL/CAHSEE
Workability
Summer School Admin

Director of Special Education

- IEP's
- 504
- Homeless Liaison
- Foster Youth Liaison
- Workability
- ASSETS grant



STUDENT FOCUSED

INDIVIDUALIZED

INCLUSION WITH TYPICALLY DEVELOPING PEERS

LEAST RESTRICTIVE ENVIRONMENT

PROVIDE ED BENEFIT

SAFETY



Our Department

- 7 CASE MANAGERS
- 14 SUPPORT STAFF
 - 6 - PARAEUCATOR 1 (Para 1)
 - 5 - PARAEUCATOR 2 (Para 2)
 - 4 - INTENSIVE BEHAVIOR INTERVENTIONIST (IBI)
- 1 SCHOOL PSYCHOLOGIST
- 1 SPEECH AND LANGUAGE (contracted through county)
- MENTAL HEALTH CLINICIANS
- DATA TECHNICIANS/ ADMINISTRATIVE ASSISTANT
- MULTIPLE OUTSIDE SERVICE PROVIDERS FROM THE COUNTY LEVEL

Classes offered to our students include:

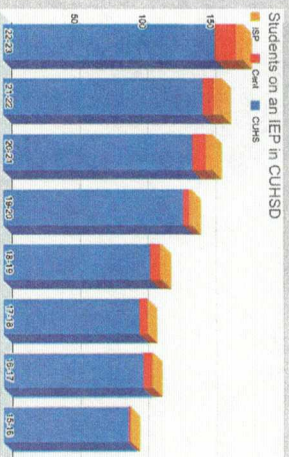
- 2 levels of English
- 4 levels of Math
- 6 sections of Skill Center
- 7 sections of ILab
- Life Skills
- Transition Skills
- Communication Skills
- Independent Living Skills
- Life and Work Prep
- Science (STEM)

Support to students within the General Education setting

	CUHS	Cent	ISP	District
22-23	156	15	6	177
21-22	147	8	6	161
20-21	139	10	5	154
19-20	132	5	2	139
18-19	108	7	2	117
17-18	100	6	0	106
16-17	103	6	1	110
15-16	92	1	1	94

31- Incoming 8th graders
40- graduating seniors

These numbers do not include adult students served through county programs.

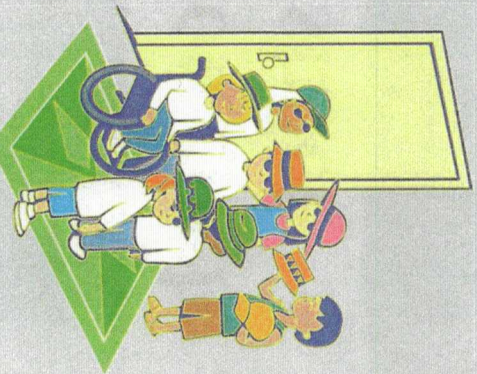


Students

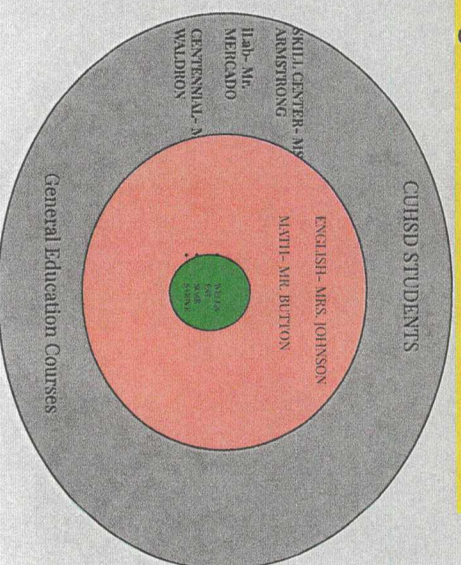
Currently serving 182 students on with an IEP.

- Specific Learning Disabilities (SLD)
- Other Health Impaired (OHI)
- Emotional Disturbance (ED)
- Speech and Language (SL)
- Autism (AUT)
- Intellectual Disability (ID)
- Hard of Hearing (HH)
- Multiple Disabilities (MD)
- Orthopedic Impairment (OI)
- Traumatic Brain Injury (TBI)
- Visual Impairment (VI)

Serving 29 students on 504



Classes and programs offered to students on an IEP



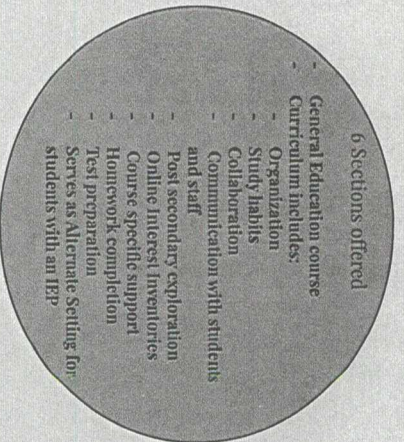
General Education Classes

SKILL CENTER- MS. ARMSTRONG

Caseload of 26 students, coaches Girls Basketball



Serve students with a qualifying disability of:
OHI, SLD, SLI, AUT, HH, TBI



Staffing: 1 Teacher, 1-2 Para professionals

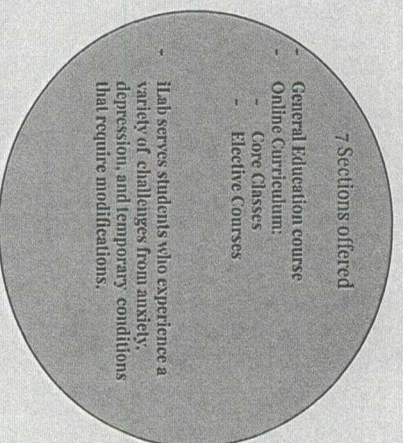
General Education Classes

iLab- Mr. Mercado

Coaches multiple Sports



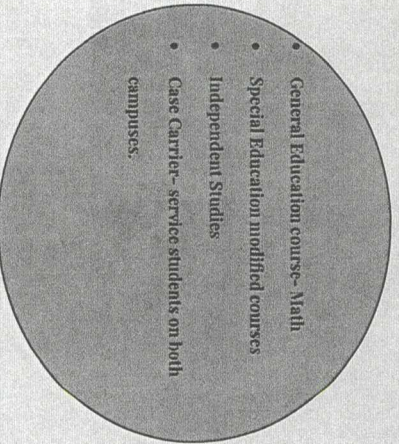
Staffing: 1 Teacher



General Education Classes

Centennial- Mrs. Waldron

Caseload of 26 students, ISF Teacher



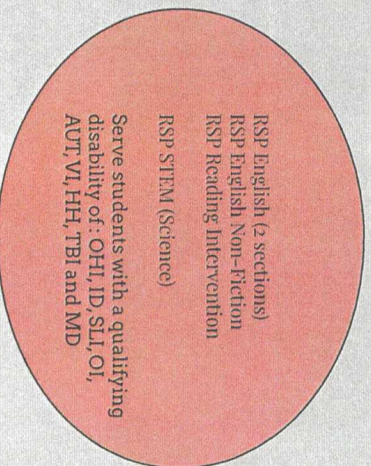
Special Education Classes- Mild/ Moderate

ENGLISH- MRS. JOHNSON-

Caseload of 27 students, Department Chair



1 Teacher, 1-3 Para professionals





Special Education Classes- Mild/ Moderate

Math- Mr. Button

Caseload of 28 students, Coaches Cross Country

Resource Level Classes: All students are being serviced under an IEP



- RSP Math (Mod/ Severe)
- RSP Course 1A
- RSP Course 1B
- RSP Algebra Essentials (2 sections)
- Serve students with a qualifying disability of: OHI, ID, SLI, OI, AUT, VI, HH, TBI and MD



Special Education Classes- Moderate/ Severe

STRIVE- MRS. ROBBINS

Caseload of 23 students, Varsity Field Hockey coach, HSSL, Para shuffle



Staffing: 1 Teacher, 3-5 Para professionals

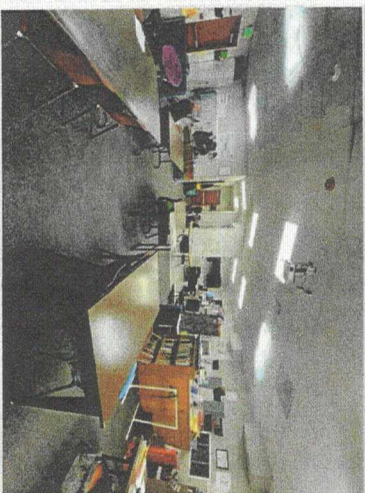
- STRIVE**
- Life Skills
- Transition Skills
- Communication Skills
- Independent Living Skills
- Life and Work Prep
- Serve students with a qualifying disability of : OHI, ID, SLI, OI, AUT, VI, TBI and MD



Special Education Classes- Moderate/ Severe

STRIVE- MRS. ROBBINS

Caseload of 23 students, Varsity Field Hockey coach, HSSL, Para shuffle



- Trainings needed annually:**
- Toileting
- Seizure Protocol
- G- Tube feeding
- De-Escalation Training
- Keenan Training
- FNRC
- DOR

Staffing: 1 Teacher, 3-5 Para professionals



Special Education Classes- Moderate/ Severe

STRIVE- MRS. ROBBINS



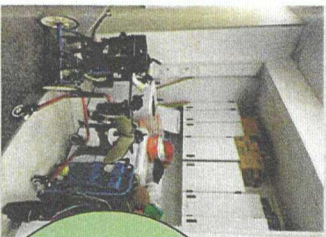
- Toileting**
- Independent
- Independent- Catheter
- Independent- Pull ups
- Dependent- Diapers
- Dependent- Transfer to changing table
- Dependent- Toilet Transfers
- Dependent- Proper hygiene, aim, cleanliness

Staffing: All toileting **requires 2 staff** for the safety of the students and staff



Special Education Classes- Moderate/ Severe

STRIVE- MRS. ROBBINS



- Life Skills**
- Cleaning Clothes
 - Folding clothes
 - Recycling
 - Organization
 - Money Skills
 - Sorting
 - Cooking
 - Daily Hygiene routine



- Meals**
- 23 hour continuous feed (G tube)
 - G-tube dependent
 - High chair
 - Supervision needed

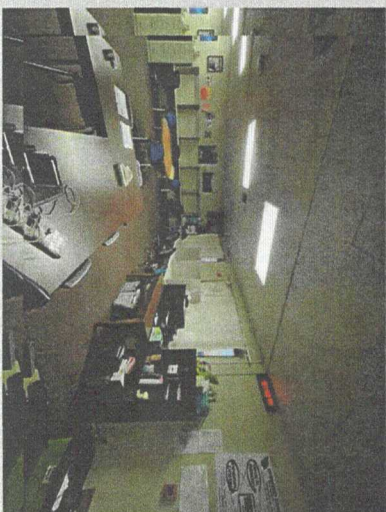
Staffing: 1 Teacher, 3-5 Para professionals



Special Education Classes- Moderate/ Severe

WellNest- Mr. Nelson

Caseload of 26 students



- WELLNEST**
- Online curriculum
 - Behavior Grading
 - Training: De-Escalation Techniques

Staffing: 1 Teacher, 1-2 Para professionals



Special Education Classes- Moderate/ Severe

WellNest- Mr. Nelson

Caseload of 26 students



- WELLNEST**
- Serve students who have qualifying disabilities such as ED, OHI, and SLD.
 - Behaviors impede their learning which required a specialized learning environment
 - Training: De-Escalation Techniques

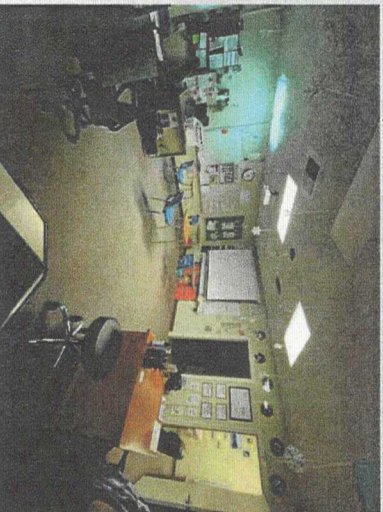
Staffing: 1 Teacher, 1-2 Para professionals



Special Education Classes- Moderate/ Severe

SOAR- MRS. PAYNE-SCATES (KERR)

Caseload of 24 students

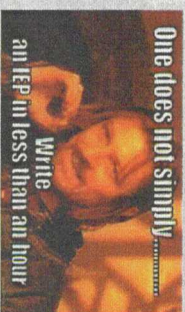


- SOAR**
- Life Skills
 - Transition Skills
 - Communication Skills
 - Independent Living Skills
 - Life and Work Prep

Staffing: 1 Teacher, 2-3 Para professionals

Time needed for an IEP

- Writing an annual IEP can take up to 3 hours collecting data, interviewing the student and writing the IEP.
- Completing an Evaluation Review IEP can take 5-7 hours with assessments, gathering data, interviewing the student and writing the IEP.
- Meetings
 - Annual- Average 1 hour
 - Evaluation Review- Average 90 minutes



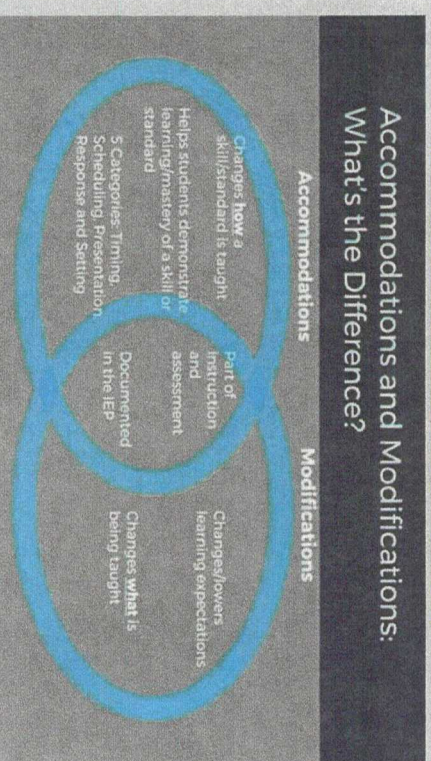
Each case carrier is responsible for assuring their students are receiving accommodations and modifications in all 7 of their classes.

Our case carriers average 26 students per caseload

Plus teaching classes

Accommodations vs Modifications

Accommodations and Modifications:
What's the Difference?



Services and Related Services

- S/L- Separate Setting**
- S/L- General Education Setting**
- Transition Services**
- Psych Services**
- Counseling Services**
- Transportation**
- Outside providers**
- VI Services**
- HH services**
- OT Services**
- APE Services**
- Mobility Services**
- Speech (2 days a week)**
- Nursing**



Priorities and important updates

- Safety**
- Annual training offered on Behavior De-escalation strategies (CPI/ProAct), toileting, Feeding tubes, seizure protocol, Department of Rehabilitation services, Hard of Hearing services, IBI training, para training.
- Updating procedures to prevent disproportionality
- Developing procedures for at risk students with high behavioral needs

Exploring MTSS strategies to best meet the needs of all students within the general education classroom

Successes

- Creating a **strong** team of professionals who serve each student's individual needs to the best of their abilities.
- Providing a variety of support staff to meet the wide needs of our students.
- Implementing a new program in our district that meets the needs of students from a Non-public program.
- Opening a Clothing Closet for our district.

Section 504

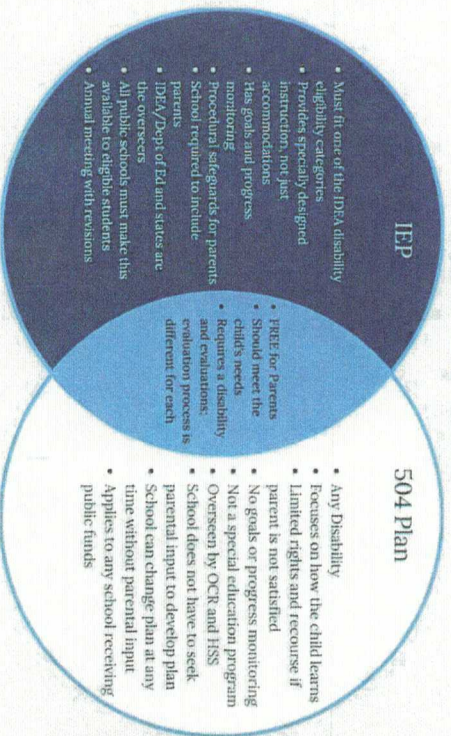
- CUHSD - 29 students
- Counselor serves as case manager
- Meetings- Average 30 minutes



Individualized Education Plan

- CUHSD - 182 students
- Education Specialists serves as case manager
- Meetings- Average 60-90 minutes
- Required attendees

IEP vs 504

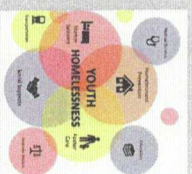


Foster and Homeless Youth

Definition of Homeless

The McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence. This definition also includes:

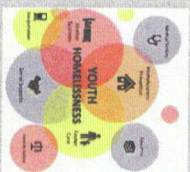
- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Children and youth who may be living in motels, hotels, trailer parks, shelters
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, or
- Migratory children who qualify as homeless because they are children who are living in similar circumstances listed above



Foster and Homeless Youth

What protections does the McKinney-Vento Act require for homeless children and youths? Under the McKinney-Vento Act, State educational agencies (SEAs) and local educational agencies (LEAs) must review and revise policies and procedures to remove barriers to a high-quality education for homeless children and youths.

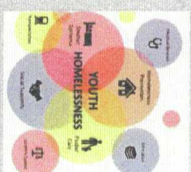
- Every SEA must have an Office of the State Coordinator to oversee implementation of the Act, and every LEA must designate a local liaison able to carry out their duties to ensure that homeless students are identified and have a full and equal opportunity to succeed in school.



Foster and Homeless Youth

The McKinney-Vento Act also requires that:

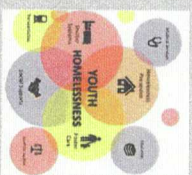
- homeless students who move have the right to remain in their schools of origin (i.e., the school the student attended when permanently housed or in which the student was last enrolled, which includes preschools) if that is in the student's best interest;
- If it is in the student's best interest to change schools, homeless students must be immediately enrolled in a new school, even if they do not have the records normally required for enrollment;
- Transportation must be provided to or from a student's school of origin, at the request of a parent, guardian, or, in the case of an unaccompanied youth, the local liaison;
- homeless students must have access to all programs and services for which they are eligible, including special education services, preschool, school nutrition programs, language assistance for English learners, career and technical education, gifted and talented programs, magnet schools, charter schools, summer learning, online learning, and before and after-school care;
- unaccompanied youths must be accorded specific protections, including immediate enrollment in school without proof of guardianship; and
- parents, guardians, and unaccompanied youths have the right to dispute an eligibility, school selection, or enrollment decision.



Foster and Homeless Youth

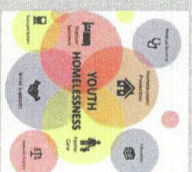
AB 1806

California Assembly Bill (AB) 1806 allows a school district to exempt a student who is a homeless child or youth, as define by Section 11434a(2) of Title 42 of the United States Code who transfers between schools any time after the completion of the student second year of high school from school district and statewide coursework requirements as specified in section 51225.3. Unless the district finds that the student is reasonably able to complete the school district graduation requirements in order to graduate by the end of the student's fourth year of high school. Students who qualify under AB1806 will be eligible to use the state coursework requirements of 130 credits.



Foster and Homeless Youth

Corning High School currently has **29** students classified as Homeless



Similar Assembly Bills

- AB 167- Foster Youth
- AB 2306- Former Juvenile court school student

Foster and Homeless Youth

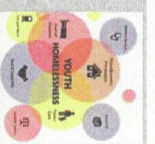
- Counselors gather information and verify homeless status each year.
- Students are offered supports throughout the year
- Credit reductions are offered- as NEEDED
- Legal Obligations are maintained

Foster and Homeless Youth

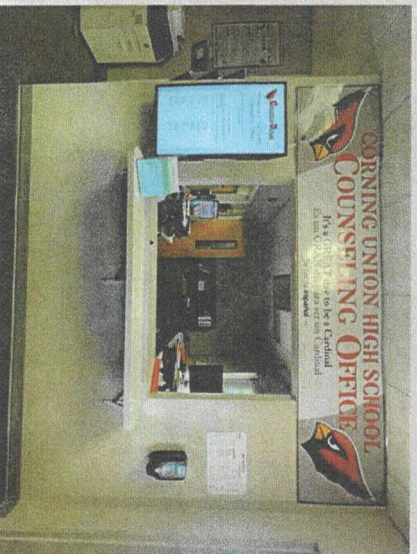
CUHS Clothing Closet



Funded through donations



FUN PROJECT- HELPING TO CREATE A WELCOMING SPACE FOR PARENTS



CUHSD Board Workshop

Alternative Education



Audri Bakke
Director of Alternative Education

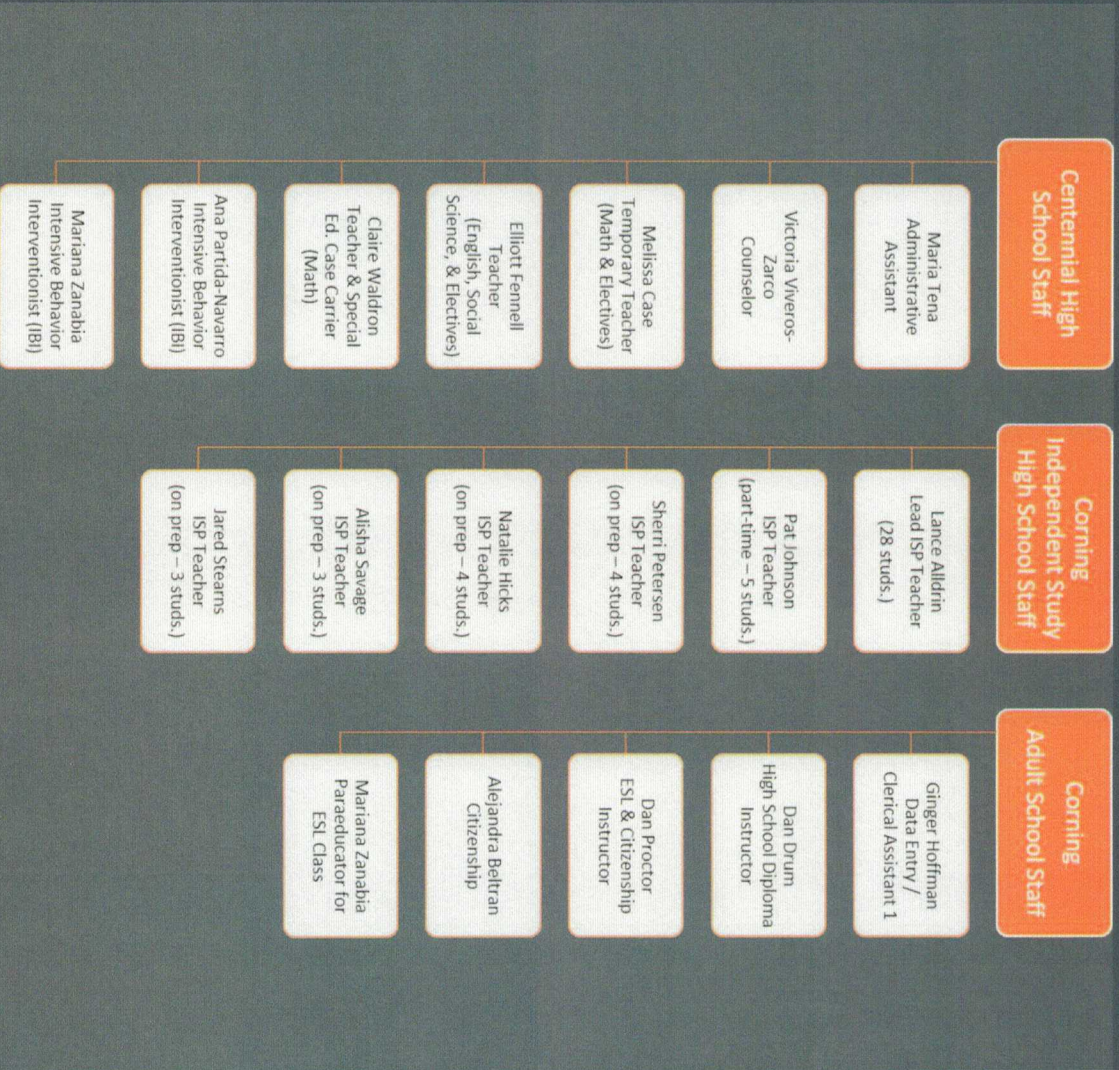


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CENTENNIAL HIGH SCHOOL

**CORNING INDEPENDENT
STUDY HIGH SCHOOL**

CORNING ADULT SCHOOL



Yearly Calendars & Daily Schedules

Centennial High School

- 180 instructional days with students (same calendar as CUHS)
- Teachers & counselor required to participate in additional 2 inservice days
- Daily Class Schedule
 - State requires at least 3 hours per day, 15 hours per week for continuation school students
 - We offer two daily sessions that are 3 and ½ hours long
 - 4 class periods each session
 - All subjects / courses offered each session
 - Nutrition break (breakfast) is offered in the morning; lunch is offered to both sessions

Yearly Calendars & Daily Schedules

Corning Independent Study High School

- 180 instructional days with students (same calendar as CUHS)
- Teachers required to participate in additional 2 inservice days
- Currently, 6 teachers
 - 1 lead teacher (full time - 25 students + up to 5 additional)
 - 1 part time teacher (5 students; paid hourly)
 - 4 CUHS teachers (4 students max)
- Weekly Schedule
 - Students meet with their instructor for 1 hour each week to submit & review previous work, take assessments, and gather new work.
- Student attendance is based on both amount of work completed in a week and being at the weekly meeting

Yearly Calendars & Daily Schedules

Corning Adult School

- Year-round; takes the same holidays and breaks as CUHSD during school year
- Open Monday through Friday 9am-2pm
 - Pre & post testing
 - High School Diploma
- Tuesday & Thursday Nights 6-8pm
 - High School Diploma
 - ESL
- Monday & Wednesday Nights 6-8pm
 - Citizenship Preparation
- 2 support staff
 - 1 assists with citizenship class and citizenship application process
 - 1 assists with ESL

Basic Budgets

Centennial High School

- 2022-23 Budget: \$125,143
 - Textbooks
 - Toner & paper
 - Curriculum / classroom supplies
 - Student incentives (snacks, rewards)

Corning Adult School

- 2022-23 Budget: \$21,628
 - Books
 - Materials & supplies

Recent Changes & Additions at Centennial High School

- New schedule
 - Morning: 8-11:31am
 - Afternoon: 12:03-3:20pm
 - 4 periods per session (47 minutes each)
- New staff
 - 1 new admin
 - 3 new teachers
 - 1 new IBI
- Hands-on elective class (cooking, art)
- Halo Sensors in the bathrooms

*11 graduates
so far this
school year!*

Recent Changes at Independent Study & Adult Ed

Corning Independent Study High School

- Staff from CUHS fills in as we accept more students
- No longer required to offer/give ISP to all students
 - We are back to giving students 3 chances before we transfer them back to CUHS
- New online courseware for A-G students
 - Some of the regular ISP students have tried using this instead of packets

Corning Adult School

- Offering a second evening of the high school diploma class
- Providing paraeducator support for the evening ESL class

6 Adult School
graduates so far!

Challenges

Centennial High School

- Student motivation
- Managing student behavior & consequences (other than suspensions)
- Maxed out facilities (classrooms & meeting spaces for student support providers)
- Maintaining staffing levels
- Split schedule (especially with transportation)
- CTE course offerings / work experience
- Family involvement

Challenges

Corning Independent Study High School

- Students added to the program throughout the school year
- Not enough full time teachers (program population fluctuates)
- Offering a variety of electives / art classes

Corning Adult School

- Data Technician is not bilingual
- Inadequate state funding
- Lack of childcare for adult parents in classes
- Overflowing classrooms in the evening!
- Staffing an empty school

Future Hopes & Dreams

Centennial High School

- CTE credit offerings
 - Utilizing CTE teachers on prep from the main campus
 - Offering work experience at the ranch
 - Using the woodshop
- Stronger community connections
 - Family Nights
 - Participation in community events
 - Student mentorships with local businesses
- Advisory Period (starting in Q4)
 - 20 minutes each Wednesday
 - Student announcements, graduation celebrations, direct instruction of study & life skills, SEL activities
- Clear Transition Policy between main campus & Centennial

Future Hopes & Dreams

Independent Study High School

- 1 additional full time teacher
- More training in Edgenuity for those who use it

Corning Adult School

- CTE courses
 - Welding
 - Forklift Certification (possibly offered in conjunction with Shasta College in Fall 2023)
 - Computer / technology courses
- Additional ESL teacher