

LTCAC
Transition Program Questionnaire Results- DRAFT

Eight tables returned completed questionnaires, although the suggested format for answering questions was not used in all cases.

Statement 1: *Given the need for results at the Transition level, our best teachers should teach Transitions classes.*

| <u>Responses:</u> | <u>No. of tables so responding</u> |
|-------------------|------------------------------------|
| Strongly agree | 2 |
| Agree | 1 |
| Neutral | 2 |

Comments:

All the table comments made it clear that the members defined “best” teachers for this program as those that

(1) want to work with these students. Not every teacher does, nor do all teachers necessarily have the compassion and empathy to do so. As Ms. Kulat stated, these teachers should have a special calling.

(2) are specifically trained to work with students who have the learning and/or social problems typically found with Transition level students.

(3) Administration should determine the specific training/educational requirements for these teachers.

Other comments:

- Teachers, not para-professionals should be used whenever possible.
- Best teachers should be used at this level and at higher level classes.

Statement 2: *Transition level of Special Education classes should be offered separate from the Transition English/math classes.*

| <u>Responses:</u> | <u>No. of tables so responding</u> |
|-------------------|--|
| Agree | 1 |
| Neutral | 3 (picked “neutral because of strong disagreement at table; isolating students may be problematic and counter-productive; Can see both Sides -guiding rule should be do not harm to either special ed kids or Kids at Trans level) |
| Disagree | 2 (another “level” separation of students should only be used as a last resort because of the beneficial aspects of heterogeneous classes) |
| Strongly disagree | 1 (if Special Ed students are already getting support in their special ed classes) |

Don't feel qualified to answer 1

Other: Offer it and leave it up to parents and students to decide if they want to be in it.

Statement 3: *STRIVE tutoring program should be made mandatory when a student has one or more D's or F's and should be added on at the end of the day until the 4:30*

late bus.

| <u>Response</u> | <u># of tables choosing response:</u> |
|---|---|
| Strongly agree | 2 but only if just mandatory for 1 or 2 days per week - School must consider special circumstances such as kids who work or help take care of younger siblings |
| Agree | 2 to make program more accepted, open it to more students |
| Strongly agree or agree if made <u>optional</u> for all students but not mandatory: | 5 |

Ranking of changes/alternatives:

| Average of rankings | Changes | Other comments |
|---------------------|---|---|
| 1.4 | Curriculum articulation with associate schools and ensure student who are behind get help they need before they come to high school | Yes Strongly agree Needs investigation |
| 2.6 | Extend the program to North Campus | Yes Strongly agree At least some aspects, like seminar, should be extended |
| 3 | Pull out of tradition schedule and concentrate in am or pm to free up time for other electives and courses | Yes Disagree |
| 3.5 | Leave Transition program as is | No Disagree Improve the program |
| 4.4 | Make it a mandatory program | No Disagree Only if legal t do so Only if additional evaluation is performed in conjunction with or after Explore test results |
| 6.6 | Remove transition math at South Campus and mainstream in to Prep level with more supports | No Disagree |
| 7 | Remove transition English at South Campus and mainstream into Prep level with mores supports | No Disagree |

Other: It is very important to better articulate the purpose and importance of the Explore test to students and parents. School should track and study kids who do not choose Transition level after recommendation from school, to then see if they are successful in school. If so, find out why.