

## LT COMMUNITY ADVISORY COUNCIL

7:00 PM – April 18, 2007

### Minutes

#### Handouts:

1. Hall of Fame Nomination Form
2. End of Year Membership Survey
3. Membership Commitment Form
4. DRAFT-Recommendations of the LTCAC to the Board of Education Concerning Staff Development and Training LTHS
5. Transition Program Questionnaire
6. Transition Program Fact Sheet

- I. LTCAC Call to Order: Committee Reports; Secretary's Report (7:05 PM)
  - A. Angela Curran called meeting to order.
  - B. Membership given time to fill out forms and questionnaire
  - C. February 2007 minutes were approved as submitted by the attending LTCAC members
  - D. Four elected LTCAC positions will be vacant at the end of the 2006-2007 LTCAC calendar. Nominated slate follows:
    1. Co-Chair 1: Joyce McFadden
    2. Co-Chair 2: Marilyn Kosin
    3. Secretary: Ernest Froemel
    4. Membership Committee Chairman: Patty Rocco
  - E. Members should RSVP to Joyce Marine for the May 16, 2007 meeting
- II. Superintendent Report (Dr. Kelly) (7:17 PM)
  - A. Virginia Tech incident and its relevance to LTHS
    1. High School campuses have the ability to expel students that prove to be a threat to others while colleges do not have that ability.
    2. Safety and Crisis Plan was amended based on the details of the Virginia Tech incident.
    3. David Franson will ask the LTHS community to participate in making sure that the communication lines stay open in order to prevent someone from creating havoc on either of the campuses.
    4. Board of Education election results: incumbents Bill Sprague and John Polacek along with Heather Alderman were elected to serve until 2011; Todd Shapiro will be retiring from the Board and will be missed. The complete membership of the BOE will attend the final LTCAC meeting for 2007 on May 16.
    5. New state regulations regarding the age of special education students to leave the school system have been acknowledged and the BOE has

extended the invitation to allow any special ed student the chance to stay at LTHS past their 22nd birthday in order complete their current school year. This decision will impact about 5 students a year.

6. LTHS student residency requirements are being made more stringent. A conservative estimate claims 2% of the student body are non-residents. In order to curtail non-resident enrollments, yearly residency credentials for each student will be verified during registration. This will be the case for students who are currently enrolled at LT. Parents are encouraged to present residency data up to thirty (30) days prior to registration to avoid the lines. Entering freshmen and transfer students will be asked to present the most rigorous residency requirement proof. Subsequent submission of registration proof will be less detailed. No student will be exempt from this procedure.

7. A new assistant principal was hired.

8. Ed Piotrowski was promoted to associate principal position, after Mike Hogan retires.

### III. Old Business- Review summary of table feedback concerning teacher development (7:35PM)

A. Proposed recommendations to the Board of Education regarding technology were approved as submitted by the attending LTCAC members. They will be submitted to the Board at their next meeting.

### IV. New Business-LTHS Transition Program-Scott Eggerding, Director of Curriculum & instruction (7:37PM)

A. Members filled out Transition Program survey

B. Scott's presentation was also distributed to the membership as a handout.

C. LTHS is cognizant of the mixed community perceptions of the Transition Program and would like to educate the community with facts about the program.

1. Transition Program is less than 15 yrs. old and evolved from a prior program called Quest.

2. 21% of students at LT qualify for the Transition Program.

3. Class size ranges from 15-18.

4. Transition Program features Math and English, but students can be exposed to a full range of course studies.

5. Electives are introduced into a student's schedule by a case-by-case evaluation process.

6. Because many Transition Program students do not plan to attend four-year college programs, language courses are not required.

7. Transition students are encouraged to enter mainstream classes as their skills improve.

8. There are after school tutoring opportunities available-Strive program.

9. Some Transition students (up to 30%) have IEP's.

10. Parents are invited to participate in the Transition Program with their students, though few do.

11. Transition students are identified for the program by their Explore Test scores, their grades and through teacher recommendations.

12. The challenge in developing the Transition Program is to be fair to all students; there is a wide range of capabilities among the students who populate the program.

13. Most Transition students who progress to their junior year graduate.

14. The transition teachers receive special training: CRISS is one such program.

15. Statistical evaluations of the transition student test scores do not present any real trends. It is hard to make good recommendations for the program because of this lack of steering data.

16. The LT teachers who participate in the Transition Program believe it has merit, but it provides many challenges:

a) They ask for administrative consistency.

b) They'd like help in correcting the perceptions about the Transition Program in both the student population and the community

c) They welcome format changes, like co-teaching and better or more extensive/specialized use of para-professionals.

d) They encourage better exchange of information in the articulation meetings with feeder schools that occur three times a year.

**V. Question and Answer Session, Open Discussion (9:00 PM)**

A. Small groups filled out Transition Program evaluation surveys.

**VI. Meeting Adjourns (9:40 p.m.)**