

TTA Position: TUSD Adult Transition Program

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TTA's position is based on the following guiding principles:

- All stakeholders should have a place to offer feedback and professional expertise.
- Adult Transition Program (ATP) Teachers represent a huge wealth of “in the trenches” professional expertise that should always be consulted in matters of educational importance.
- Concerns and questions should be encouraged and viewed as critical information that is positive and central to the process rather than seen as a sign of dissent.
- True educational debate and discussion provides a broad base for clarification of purpose and products for the highest good.

The Torrance Teachers Association (TTA) believes & recommends:

- The Adult Transition Program (ATP) currently housed at the Hamilton Adult School site should immediately move to the Levy Adult School site to meet the legal health and safety needs of the students and staff.
- TUSD must provide adequate staffing to allow for legal and contractual lunch and preparation and planning periods.
- TUSD must provide adequate staffing to allow for multiple staff to administer Individual Education Programs (IEPs) in compliance with state and federal law.
- TUSD must consult with ATP certificated staff in building rosters that align with IEPs and teacher-observed student needs.
- TUSD must schedule regular administrative site visits, as well as have site administrators available on call to address staff needs.
- TUSD must correct issues with School to Career to provide job placements for all ATP students. Currently, certain students are being denied access to jobs based on their disability thus violating the IDEA Act.
- TUSD must provide access to appropriate technology, such as Chromebooks, for student use as it is essential for student success.
- TUSD needs to have consistent communication with guardians regarding the students and the program. One recommendation is to host a family orientation attended by both the guardians and the student as they make the transition from high school to ATP. Another recommendation is to host a day in the spring prior to the student's transition to tour their new ATP site and learn about the program.
- TUSD needs to create classrooms that maximize student progress by creating balanced ratios based on students' cognitive and physical abilities. The most dependent classroom (i.e., profound, medically fragile, and dependent on adaptive daily living skills) must have a ratio of 1 teacher per 8 students with 5 special education paraeducators. The more independent classroom (i.e., mild to moderate disabilities and able body and independent of adaptive daily living skills) must have a ratio of 1 teacher per 12 students with 3 special education paraeducators.
- TUSD needs to provide a balanced (i.e., a ratio of 1 case carrier to 16 cases/students) caseload to ensure that teachers are spending the majority of their working hours in the classroom rather than assuming larger caseloads that forces them to be in IEPs rather than instructing their students.
- TUSD must provide weekly TUSD transportation services that meet the needs of the most dependent classrooms (i.e., profound, medically fragile, and dependent on adaptive daily living skills). Certain students are unable to utilize public transportation based on their disabilities which prevents them from exploring and learning from their community. Not all ATP students are being given the same educational access.
- TUSD needs to provide appropriate time for certificated staff to attend monthly SPED Talks with the appropriate grade level(s).