

# 8<sup>th</sup> Grade Overview

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9<sup>th</sup> Grade & HS Preview

# Agenda

## 8th Grade Year Focus

- Academics
- Related Services, PE, Electives and Enrichment
- 8<sup>th</sup> Grade Events/Activities
- Additional Information and MCAS
- LPS Core Values

## 9th Grade Year & High School Preview

- 9th Grade Year Focus
  - Academics
  - Related Services, PE, Electives
- 9<sup>th</sup> Grade Events/Activities
- Additional Information and Events
- MS vs. HS – Similarities and Differences
- HS Program Overview
- What is the Experiential Learning Program (ELP)?
- How do we help our kids prepare for college?
- Student Outcomes

# 8th Grade Year Focus: Academics

## Language Arts/Encoding & Decoding

During the eighth grade year, students are being taught from components from the Wilson and Megawords programs for decoding/encoding strategies and vocabulary development. Language arts and reading connections are made through daily encoding and decoding lessons. Students are exposed to a variety of daily warm ups (through activities and hands-on games and/or digital activities) and engaging instructional lessons. Pragmatic language skills including staying on topic, taking turns, and reading non-verbal messages and interpreting body language. History and Science courses teach students the mechanics and structure of content area composition writing.

## Reading Comprehension

Reading comprehension classes focus on guided reading instruction utilizing short articles and lengthier stories to strengthen and build vocabulary, accuracy, proper phrasing, and comprehension. Students participate in class discussions and learn the importance of active listening and turn taking. After class discussion, learners answer both short answer and open response comprehension questions of factual and inferential nature. With teacher guidance, Thinking Maps are utilized to organize learned information. Daily lessons include the introduction and application of new vocabulary, the development of close reading skills, and the practice of proper phrasing and expression. Students also investigate the analytical skill of drawing conclusions by supporting ideas with evidence from the text.



# 8th Grade Year Focus: Academics

## Middle School Math

### Math class appropriate to level

- Students in 8th Grade will work from the Number Worlds curriculum, and will be grouped by ability level. Concepts which students will learn can range from multiplication and division of multidigit numbers to operations with fractions and decimals. Students at the highest levels will work on Pre-Algebra related concepts in order to be ready for Algebra 1 in their 9th grade year. Calculator usage will be occasionally permitted, however students will spend a significant amount of time working towards proficiency in computational skills without the assistance of a calculator.

### Pre-Algebra

- Students taking Pre-Algebra will have the opportunity to gain proficiency with operations with fractions, decimals, and percents, along with understanding ratios and proportional relationships. Word problems and problem solving will continue to be reinforced, along with increased practice with multi step problem solving. Students will gradually begin to work with the concept of variables, and will gain an understanding of the basic rules of Algebra in order to simplify expressions and solve equations for unknown quantities. Students will often be permitted to use calculators in the classroom, as long as the focus is on problem solving and not solely on computational skills.

### Algebra 1

- Students taking Algebra 1 will build off their initial understanding of basic Algebra skills in order to prepare for higher level problem solving, along with more multi step equation solving. Working with linear representations and the concept of “rate of change” is also emphasized at this level. Students will examine this concept algebraically, but will also work frequently with graphs, and the idea of slope in order to visually represent a positive or negative rate of change. Students will often be permitted to use calculators in the classroom, as long as the focus is on problem solving and not solely on computational skills.

# 8th Grade Year Focus: Academics

## Science

- Students engage in activities that support their understanding of the cause and effect of key natural phenomena and designed processes. Topics include earth as a planet and its systems, heredity and evolution, matter and its interactions, and processing materials.

## Social Studies

- Civics: Students study the influences of how and why our Constitution was written and learn about the parts of the Constitution (The Preamble, the 7 articles, and the Bill of Rights). Students also learn how our government works by learning about the Legislative Branch, the Executive Branch, and the Judicial Branch of Government. Students will then learn about the government of Massachusetts.

Written language skills are worked on at different levels in the Middle School depending on the level/skills of the students in the class. Skills worked on include generating complete sentences, generating cohesive paragraphs, generating cohesive essays, using correct capitalization, ending marks, and grammar, and organizing content information using a variety of Thinking Maps.

# Related Services, PE, Electives and Enrichment

Speech and  
Language  
Therapy

If Applicable

Physical  
Education  
And  
Electives

Computers, art, food service,  
and horticulture

Focused on continuing to  
develop positive work behavior,  
social and soft skills

- Communication
- Teamwork
- Work ethic
- Task completion

Occupational  
Therapy

If Applicable

Counseling  
and  
Health Class

Health & Student Issues

Once per week  
Social thinking concepts,  
peer relationships, self  
esteem, disability  
awareness, conflict  
resolution, puberty,  
anti-bullying

Enrichment

Focused on  
developing social  
skills and exploring  
fun activities



# 8th Grade Events/Activities

## Events/Activities

- After School Activities
- Student Council
- GSA
- Yearbook
- Social Events
  - 3 dances per year
  - Field Day
  - Field Trips

## Specific for 8th graders

- Step Up Day
- Counselor support transitioning to the HS
  - Tours of the building
  - Speak to a HS student
- Moving On Ceremony

## Transition Information Night for Parents

- Adult service presentation
- Guardianship
- Independent living presentation
- Transition information

## 8th grade Additional Information

### Access to State Agencies

- Some of our 8th graders have the ability to register with these agencies
- Agencies commonly used by LPS students are:
  - Pre-ETS (begins at age 14): they work on skills including self advocacy, work readiness, career exploration, post-secondary education planning and community-based work experiences.
  - TAP (begins at age 14): Transition to Adulthood Program: students can work on money management, public transportation, setting long term goals, preparing for the driver's permit test, etc.
  - Easter Seals Youth Services:
    - Thrive (begins at age 14) - mentoring program for young women
    - Brothers Against Discrimination (BAD) (begins at age 14) - mentoring program for young men

### MCAS

- Testing in ELA, Math and Science
- Small group or 1:1
- Students receive all their IEP accommodations



# LPS Core Values Integrated into the Program



## Compassion

**LPS students are demonstrating compassion when they reflect on themselves and their peers as learners and individuals full of similarities and differences.**

*Students will:*

- Students will show empathy by being sensitive to the perspectives, needs and feelings of others
- Students will care about others and help them
- Students will reach out to those in need

## Compassion at LPS

- During counseling sessions LPS students use social communication strategies to navigate social situations and explore the thoughts and feelings of themselves and others.
- LPS students take part in being sensitive to the needs of others by participating in Breast Cancer Awareness and Unity days during the school year.

# LPS Core Values Integrated into the Program



## Honesty

**LPS students are fostering honesty when they are being truthful in their actions and words.**

*Students will:*

- Seek to tell the truth
- Accept ownership and responsibility for actions and work
- Maintain trust in all relationships

## Honesty at LPS

- LPS' Experiential Learning Program develops and improves students' "soft skills" in order to be successful participants in the workplace.
- LPS students are recognized on a weekly basis for displaying LPS' citizenship characteristics.

# LPS Core Values Integrated into the Program



## Courage

**LPS students are showing courage by making mistakes and persevering despite the setbacks.**

*Students will:*

- Stand up for what is right, even when it's unpopular
- Take appropriate risks
- Seek advice when making difficult decisions

## Courage at LPS

- LPS students engage in a common read which fosters diverse discussions and self reflections. ([2021 Common Read](#))
- LPS students are invited to participate in the Gender Sexuality Alliance and Blue/Green Spirit Program to expand and enrich our inclusive school culture.



# LPS Core Values Integrated into the Program



## Responsibility

**LPS students are showing responsibility when they take an active part in their learning by recognizing accountability for their own behaviors and academic goals.**

*Students will:*

- Demonstrate accountability for personal behavior
- Take initiative to do the things that are unexpected
- Follow through with commitments

## Responsibility at LPS

- Student Council consists of elected LPS students working together to organize, coordinate and participate in school-wide activities.
- LPS students participate in food services by preparing and planning a variety of dishes for their peers.

# LPS Core Values Integrated into the Program



## Respect

**LPS students show respect by honoring and valuing people, property, the environment, and themselves.**

*Students will:*

- Demonstrate polite and appropriate interactions with others
- Value themselves and others
- Care for surroundings

## Respect at LPS

- During daily Enrichment LPS students collaborate, create and problem solve with their peers.
- LPS' Horticulture program teaches mindfulness for our environment, value in working together and patience and care in harvesting the plants.



**9<sup>th</sup> Grade**

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**And HS Preview**



# 9th Grade Year Focus: Academics

- **Language Arts**
  - Vocabulary skill building
  - Compositions - narrative and persuasive
  - MCAS skill building
- **Literature**
  - Called reading comprehension in the middle school
  - Central idea and character building in text - a shift towards inferential thinking
  - MCAS skill building
- **Science**
  - Biology

- **History**
  - Called social studies in the middle school
  - US History 1
  - Expository writing
- **Math**
  - Integrated Math
  - Pre-Algebra
  - Algebra 1
- **Reading Tutoring** (if applicable)

# 9th Grade Year Focus

## Related Services

- **Consumer Skills**
  - Once per week
  - Work on everyday household tasks
    - grocery shopping, cooking, laundry, home maintenance
- Health
  - **Twice per week**
  - Social communication, drugs & alcohol awareness, sexuality, social safety & dating relationships
- Counseling
- Speech (if applicable)
- OT (if applicable)
- PE

## Electives

- Computer
- Art
- Food Service
- Horticulture
- **Child Care** (for students who are 15 years old and older)
- Focus on continuing to develop positive work behavior, social and soft skills
  - Communication
  - Teamwork
  - Work ethic
  - Task completion

# 9th Grade Events

## For Students

- Student council
  - Representatives
- GSA
- **Monthly student council social events in the evenings**
- Yearbook
- After school activities

## For Families

- **Transition Information Night for Parents**
  - Adult service presentation
  - Guardianship
  - Independent living presentation
  - Transition information
- **Post High School Fair** (families invited)

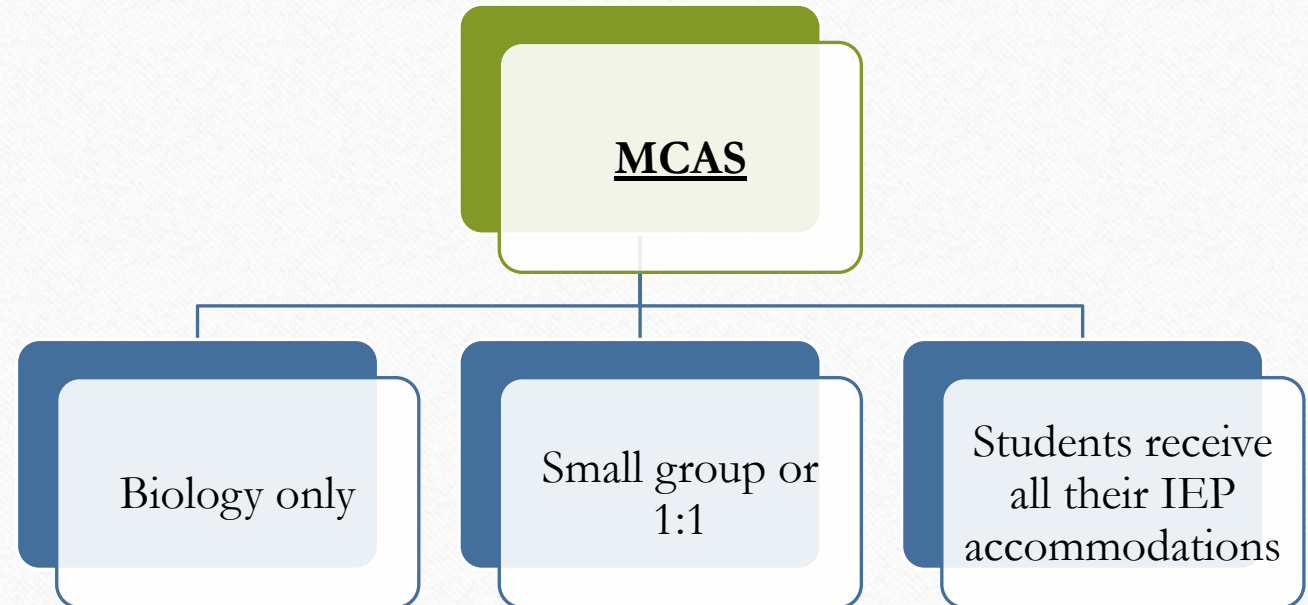


# 9th Grade Additional Information

## Access to State Agencies

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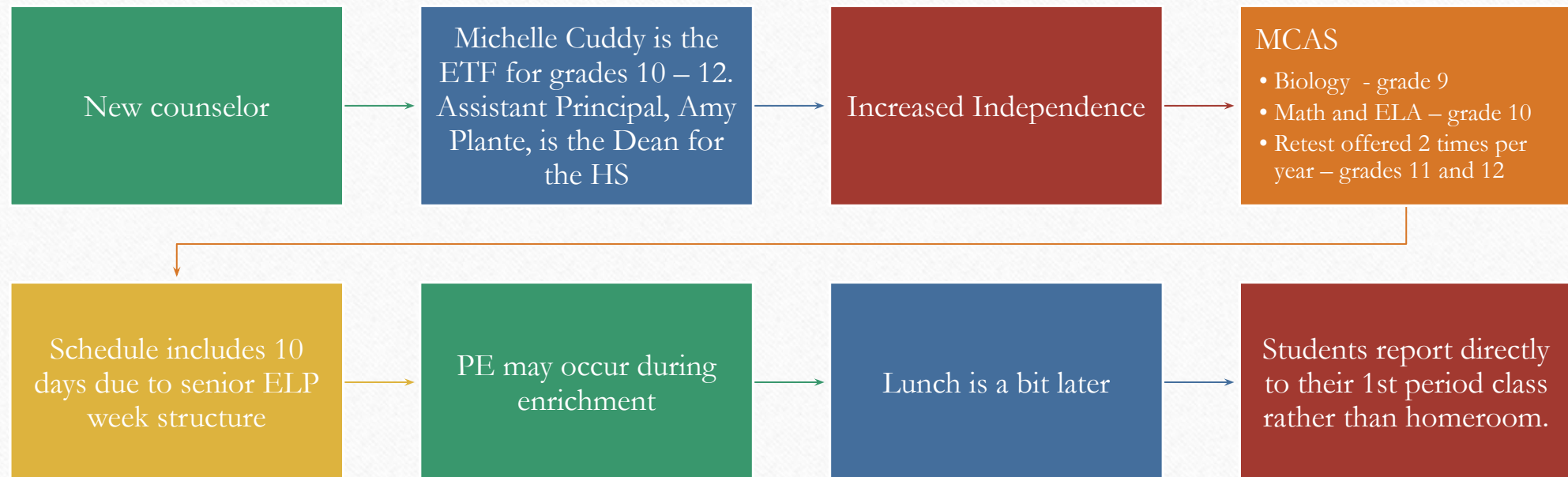
### • Transition Resources



# How is the High School the same as the Middle School?

- Safe Learning Environment
  - Thinking Maps and Social Thinking concepts
  - 1:1 Chromebook with Google Suite apps
  - Discipline
    - Students can earn a Referral for similar behaviors
    - Discuss behaviors with Amy Plante
    - Follow up phone call home
  - Language Based instruction
- Same executive functioning supports
    - structured schedule
    - binder system
    - 8:1 ratio
    - Student breaks are available but are typically less frequent and more independent.
  - Class rules are similar to Middle School.
  - Progress reports on IEP goals sent home with report cards
  - Good Citizen of the Week
  - Melissa Rudnick is the ETF for grade 9

# How is the High School the different from the Middle School?





# How is the High School the different from the Middle School?

Homework is assigned nightly in each academic subject, 20 minutes per subject per night, totaling about 1½ hours of homework per night assigned in Google Classroom

No tests are given on Mondays.

The testing schedule is as follows:

- Tuesdays – Science
- Wednesday – Math
- Thursday – History
- Friday – Language Arts and Literature

Report cards look different

- Include 5 comments and a grade

# Sample 9<sup>th</sup> Grade Schedule

21-22 Learning Prep High School Program 1507 Washington Street, W. Newton MA 02465 Page 1 of 1				Student Schedule For Grade: 09 Student Number: Term(s): Q2 Courses enrolled: 16						
	Term Q2 (11/08/2021-01/21/2022)									
	M1	T1	W1	TH1	F1	M2	T2	W2	TH2	F2
1	HS602-1 Horticulture Chiaravallot Isabella	HS802111-7 Consumer Skills Heath, Abagael Rm: 234B	HS701-4 Art Smith, Marianne Rm: 301	HS902101-8 HSI Owens, Robert Rm: 234A	HS902101-8 HSI Owens, Robert Rm: 234A	HS602-1 Horticulture Chiaravallot Isabella	HS802111-7 Consumer Skills Heath, Abagael Rm: 234B	HS701-4 Art Smith, Marianne Rm: 301	HS902101-8 HSI Owens, Robert Rm: 234A	HS902101-8 HSI Owens, Robert Rm: 234A
2	HSLA022-3 Language Arts Bushey, Martha Rm: 308	HSLA022-3 Language Arts Bushey, Martha Rm: 308	HSLA022-3 Language Arts Bushey, Martha Rm: 308	HSLA022-3 Language Arts Bushey, Martha Rm: 308	HSLA022-3 Language Arts Bushey, Martha Rm: 308	HSLA022-3 Language Arts Bushey, Martha Rm: 308	HSLA022-3 Language Arts Bushey, Martha Rm: 308	HSLA022-3 Language Arts Bushey, Martha Rm: 308	HSLA022-3 Language Arts Bushey, Martha Rm: 308	HSLA022-3 Language Arts Bushey, Martha Rm: 308
3	HSENRICH Enrichment	HS901-20 Physical Education Scafidi, Peter	HSENRICH Enrichment	HSENRICH Enrichment	HSENRICH Enrichment	HSENRICH Enrichment	HS901-20 Physical Education Scafidi, Peter	HSENRICH Enrichment	HSENRICH Enrichment	HSENRICH Enrichment
4	HS2151-2 Pre- Algebra Manzella, Jeffrey Rm: 335A	HS2151-2 Pre- Algebra Manzella, Jeffrey Rm: 335A	HS2151-2 Pre- Algebra Manzella, Jeffrey Rm: 335A	HS2151-2 Pre- Algebra Manzella, Jeffrey Rm: 335A	HS2151-2 Pre- Algebra Manzella, Jeffrey Rm: 335A	HS2151-2 Pre- Algebra Manzella, Jeffrey Rm: 335A	HS2151-2 Pre- Algebra Manzella, Jeffrey Rm: 335A	HS2151-2 Pre- Algebra Manzella, Jeffrey Rm: 335A	HS2151-2 Pre- Algebra Manzella, Jeffrey Rm: 335A	HS2151-2 Pre- Algebra Manzella, Jeffrey Rm: 335A
5	HS100023-4 Speech Ortega, Rosa Rm: 25A	HS1100112 Work Center/ O.T. Therapy Dabdoub, Katie Rm: 328A	HS100023-4 Speech Ortega, Rosa Rm: 25A	HS1100112 Work Center/ O.T. Therapy Dabdoub, Katie Rm: 328A	HS90311-18 Counseling Boehmer, Lina Rm: 311	HS100023-4 Speech Ortega, Rosa Rm: 25A	HS1100112 Work Center/ O.T. Therapy Dabdoub, Katie Rm: 328A	HS100023-4 Speech Ortega, Rosa Rm: 25A	HS1100112 Work Center/ O.T. Therapy Dabdoub, Katie Rm: 328A	HS90311-18 Counseling Boehmer, Lina Rm: 311
6	HSLIT012-3 Literature Bushey, Martha Rm: 308	HSLIT012-3 Literature Bushey, Martha Rm: 308	HSLIT012-3 Literature Bushey, Martha Rm: 308	HSLIT012-3 Literature Bushey, Martha Rm: 308	HSLIT012-3 Literature Bushey, Martha Rm: 308	HSLIT012-3 Literature Bushey, Martha Rm: 308	HSLIT012-3 Literature Bushey, Martha Rm: 308	HSLIT012-3 Literature Bushey, Martha Rm: 308	HSLIT012-3 Literature Bushey, Martha Rm: 308	HSLIT012-3 Literature Bushey, Martha Rm: 308
7	HSLUNCH- Lunch	HSLUNCH- Lunch	HSLUNCH- Lunch	HSLUNCH- Lunch	HSLUNCH- Lunch	HSLUNCH- Lunch	HSLUNCH- Lunch	HSLUNCH- Lunch	HSLUNCH- Lunch	HSLUNCH- Lunch
8	HS302-4 Biology Baggen, Cheryl Rm: 232A	HS302-4 Biology Baggen, Cheryl Rm: 232A	HS302-4 Biology Baggen, Cheryl Rm: 232A	HS302-4 Biology Baggen, Cheryl Rm: 232A	HS302-4 Biology Baggen, Cheryl Rm: 232A	HS302-4 Biology Baggen, Cheryl Rm: 232A	HS302-4 Biology Baggen, Cheryl Rm: 232A	HS302-4 Biology Baggen, Cheryl Rm: 232A	HS302-4 Biology Baggen, Cheryl Rm: 232A	HS302-4 Biology Baggen, Cheryl Rm: 232A
9	HS401-4 US History I DiBenedetto, Jonathan Rm: 245A	HS401-4 US History I DiBenedetto, Jonathan Rm: 245A	HS401-4 US History I DiBenedetto, Jonathan Rm: 245A	HS401-4 US History I DiBenedetto, Jonathan Rm: 245A	HS401-4 US History I DiBenedetto, Jonathan Rm: 245A	HS401-4 US History I DiBenedetto, Jonathan Rm: 245A	HS401-4 US History I DiBenedetto, Jonathan Rm: 245A	HS401-4 US History I DiBenedetto, Jonathan Rm: 245A	HS401-4 US History I DiBenedetto, Jonathan Rm: 245A	HS401-4 US History I DiBenedetto, Jonathan Rm: 245A



# High School Course Curriculum

Grouped by skill level			Modified grade-level content						
	5x/week	5x/week	5x/week	5x/week	5x/week	2x/week	1x/week		
9 <sup>th</sup>	Language Arts	Literature	Levels available: Integrated Math Pre-Algebra Algebra I Geometry Intgr. Geometry Consumer Math Algebra II Pre-Calculus	United States History 1	Biology	Health and Student Issues	Counseling	Consumer Skills (1x/week)	
10 <sup>th</sup>	Language Arts	Literature		United States History 2	Earth Science	Health and Student Issues	Counseling	Consumer Skills (1x/week)	
11 <sup>th</sup>	Language Arts	Literature		World History	Environmental & Physical Science	Health and Student Issues	Counseling	Consumer Skills (1x/week)	Career Education (2x/week)
12 <sup>th</sup>	Language Arts	Literature		American Government and Civics	Applied Biology available	Health and Student Issues	Counseling	Consumer Skills (2x/week)	Career Education (3x/week)
Students alternate all year between Academic Week and Experiential Learning Week									
Experiential Learning Program (Bi-weekly)									

Experiential Learning Program (Bi-weekly)

Available Services:

- Speech & Language Therapy (Small group)
- Occupational Therapy/Work Center (Small group)

Enrichment

Daily for all students' period 3.

Options have included Yoga, Book Club, Journaling, Photography, Sports history, Cultural group, Yearbook & more.

Electives:

- Horticulture
- Food Service
- Computers
- Art
- Physical Education
- Child Care (Age 15+)



# High School Course Curriculum

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Daily for all students' period 3.  
Options have included Yoga, Book Club, Journaling, Photography, Sports history, Cultural group, Yearbook & more.

### Electives:

- Horticulture
- Food Service
- Computers
- Art
- Physical Education
- Child Care (Age 15+)

# What is the Experiential Learning Program (ELP)?

This program integrates real-life academics and independent/community living components into each student's overall Experiential Learning Program (ELP) week experience.

- Students are assigned to week 1 or week 2, alternating with their academic week.
- Once weeks are allocated, each student is placed further into groups based on their post high school plans and level of support while working.
- Students begin first period each day with a real-life academic class. Class topics include; computers, reading, writing, math, social/soft skills and college prep. Typically, on Mondays, Tuesdays, and Wednesdays, students leave for their work placements immediately after first period ends and return for 9th period to participate in ELP classes. On Thursdays and Fridays, students participate in community-based outings which may include community service or activities with exposure to real-life situations such as T training, navigating a community, college visits or a trip to the bank, to name a few.

# How does LPS help kids prepare for college?

## All Classes

- Emphasis on self-advocacy and independence

## Academic Classes

- Increasing expectations as students move through the grades (such as writing lengthier essays, reading more complex texts, completing more word problems and multi-step problems in math)
- Teaching students' strategies they can use independently (such as highlighting key terms, comprehension strategies like looking at headings and images, using Thinking Maps to organize prior to writing, using reference sheets in math, etc)

## Counseling

- Developing an understanding of the students' individual learning style, reviewing their IEP, and looking at needed accommodations so they can advocate more effectively
- Working on social/emotional skills specific to the student that will be needed in adult life- ranging from coping strategies for anxiety to setting boundaries with peers

## Career Education and ELP

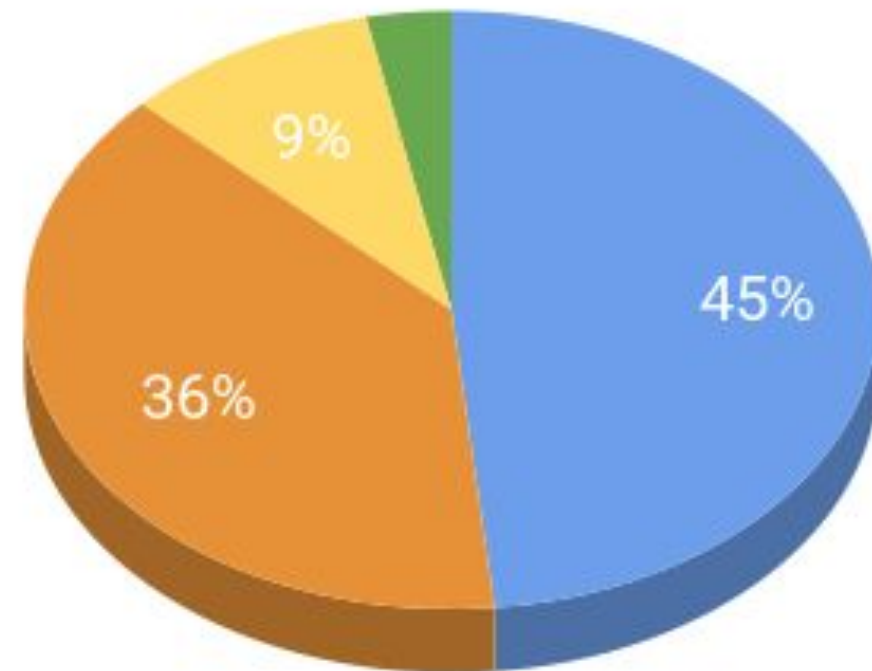
- Developing an understanding of the ADA laws and how self advocacy changes after leaving high school, learning about college and what supports are available



# Student Outcomes

## 2017-2021 Placement Outcomes

● Transition ● College ● Workforce ● Trade School



# Questions?

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# 9<sup>th</sup> Grade Overview

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10<sup>th</sup> Grade Preview



# Agenda

## 9th Grade Year Focus

- Academics
- Related Services, PE, Electives and Enrichment
- 9<sup>th</sup> Grade Events/Activities
- Additional Information and MCAS
- LPS Core Values

## 10th Grade Year

- 10th Grade Year Focus
  - Academics
  - Related Services, PE, Electives
- 10<sup>th</sup> Grade Events/Activities
- Additional Information and Events
- Similarities and differences between 9th and 10th grade
- Sample 10th grade schedule
- HS Program Overview
- What is the Experiential Learning Program (ELP)?
- How do we help our kids prepare for college?
- Student Outcomes
- Questions

# 9th Grade Year Focus: Academics

## Language Arts

During the 9th grade year, core writing instruction shifts from Science and History to Language Arts. Students move from crafting content area compositions, to composing paragraph level descriptive, narrative, and persuasive writing. Writing assignments begin with expansion of Thinking Maps for planning and drafting in order to sharpen the focus on the development of original ideas. Writers are tasked with introducing a topic and then developing the topic with relevant details which are presented in an organized manner. Writers begin to study and apply writing terminology such as: point of view, mood, tone, audience and purpose. Writing conventions (capitalization, punctuation, etc.) and spelling are addressed with more independence through the use of checklists and word processing. Compositions at the 9th grade level are typically one to three paragraphs in length and are highly scaffolded. Vocabulary development is taught through the use of the Wordly Wise program.

## Literature

**Reading comprehension is developed through exposure to various genres and cultures via short stories and novels. Readers learn to determine the central idea of a text and then look to identify and highlight specific information which supports the theme. Readers are taught the specific elements of plot, and they learn how to track character development. Class discussions involve more critical thinking as readers are encouraged to think about character motivation in order to address questions asking “why”. With support, readers make text-to-text, text-to-self, and text-to-world connections. Figurative language is identified and labeled (simile, metaphor, idiom, etc) in isolation as well as within a text.**

# 9th Grade Year Focus: Academics

## Math

### **Integrated Math (9th)**

Students taking Integrated Math will have the opportunity to work on basic skills involving concepts of number sense, operations, mathematical reasoning, and problem solving. While students will practice problem solving with four main mathematical operations, they will also continue to develop their knowledge of working with parts of a whole, understanding the conceptual relationship between fractions, decimals, and percents. Students will often be permitted to use calculators in the classroom, as long as the focus is on problem solving and not solely on computational skills.

### **Pre-Algebra (9th/10th)**

Students taking Pre-Algebra will have the opportunity to gain proficiency with operations with fractions, decimals, and percents, along with understanding ratios and proportional relationships. Word problems and problem solving will continue to be reinforced, along with increased practice with multi step problem solving. Students will gradually begin to work with the concept of variables, and will gain an understanding of the basic rules of Algebra in order to simplify expressions and solve equations for unknown quantities. Students will often be permitted to use calculators in the classroom, as long as the focus is on problem solving and not solely on computational skills.

### **Algebra 1 (9th/10th)**

Students taking Algebra 1 will build off their initial understanding of basic Algebra skills in order to prepare for higher level problem solving, along with more multi step equation solving. Working with linear representations and the concept of “rate of change” is also emphasized at this level. Students will examine this concept algebraically, but will also work frequently with graphs, and the idea of slope in order to visually represent a positive or negative rate of change. Students will often be permitted to use calculators in the classroom, as long as the focus is on problem solving and not solely on computational skills.



# 9th Grade Year Focus: Academics

## Science - Biology

In 9th grade Biology, students are learning that everywhere we look there is biology at work. Students are challenged to explain processes, create persuasive arguments, develop logical thinking skills, solve problems, and engage their world. Topics covered are: **Chemistry of Life, Ecology, Cell Biology, Genetics & Heredity, Evolution & Biodiversity and Anatomy & Physiology.** Students are preparing for the Biology MCAS.

## History - US History 1

In 9th grade US History 1, students are examining early colonial America through World War I, including geography, and common themes that emerge through multi-sensory lessons, short writing responses, weekly quizzes, vocabulary review, and guided note-taking. Students work on developing skills to compose paragraph to multi-expository writing.

# Related Services, PE, Electives and Enrichment



# 9th Grade Events/Activities

## Events/Activities

- After School Activities
- Student Council
  - Representatives
  - Elected positions: Secretary, Public Relations, or Advertising
- GSA
- Yearbook
- Monthly Social Events

## MCAS

- Testing in Biology only
- Small group or 1:1
- Students receive all their IEP accommodations

## **Transition Information Night for Parents**

- Adult service presentation
- Guardianship
- Independent living presentation
- Transition information

**Post High School Fair (families invited)**



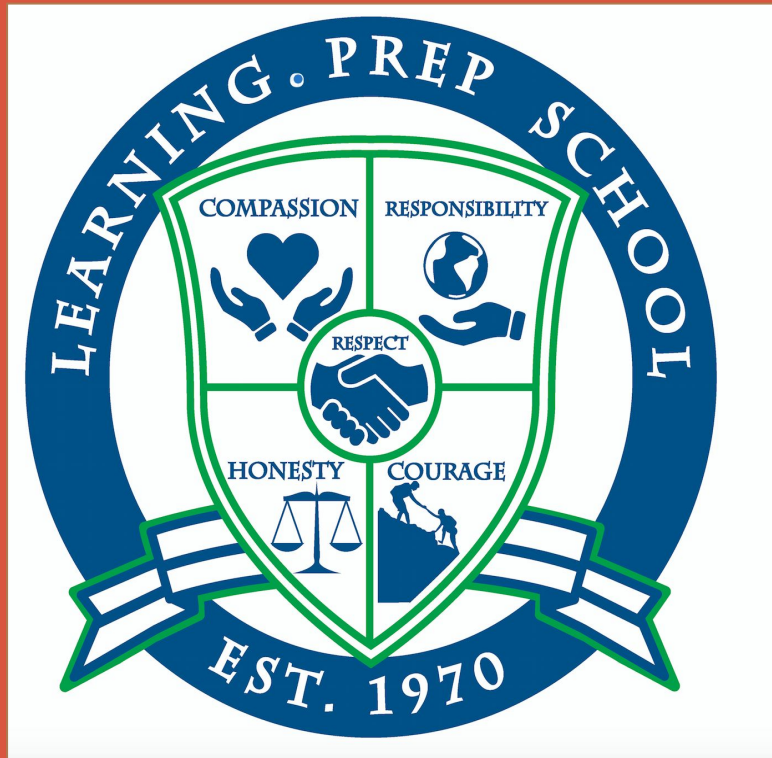
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  - Easter Seals Youth Services:
    - Thrive (begins at age 14) - mentoring program for young women
    - Brothers Against Discrimination (BAD) (begins at age 14) - mentoring program for young men
    - Youth Leadership Network (begin at age 16) - advocacy and education program

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## Compassion

**LPS students are demonstrating compassion when they reflect on themselves and their peers as learners and individuals full of similarities and differences.**

*Students will:*

- Students will show empathy by being sensitive to the perspectives, needs and feelings of others
- Students will care about others and help them
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## Compassion at LPS

- During counseling sessions LPS students use social communication strategies to navigate social situations and explore the thoughts and feelings of themselves and others.
- LPS students take part in being sensitive to the needs of others by participating in Breast Cancer Awareness and Unity days during the school year.

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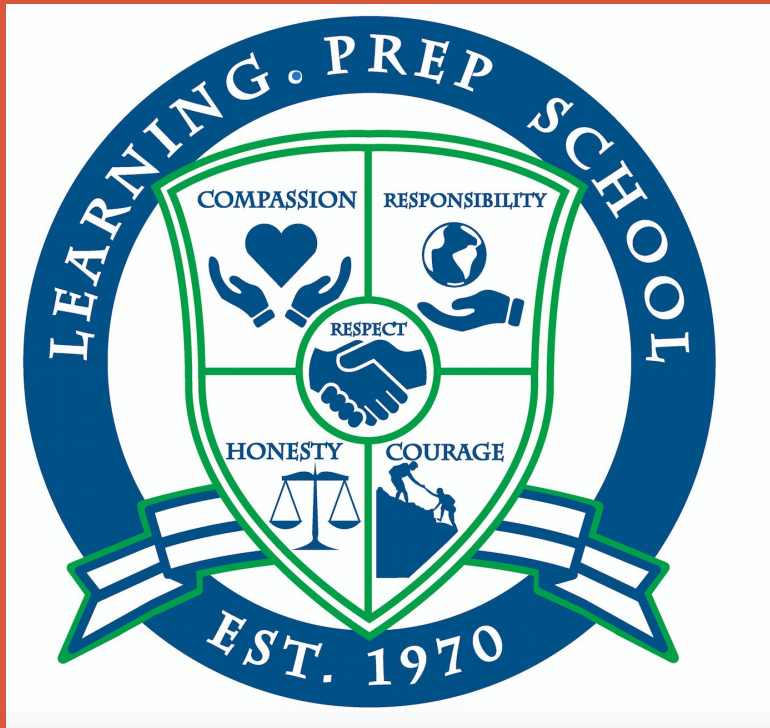
- Seek to tell the truth
- Accept ownership and responsibility for actions and work
- Maintain trust in all relationships

## Honesty at LPS

- LPS' Experiential Learning Program develops and improves students' "soft skills" in order to be successful participants in the workplace.
- LPS students are recognized on a weekly basis for displaying LPS' citizenship characteristics.



# LPS Core Values Integrated into the Program



## Courage

**LPS students are showing courage by making mistakes and persevering despite the setbacks.**

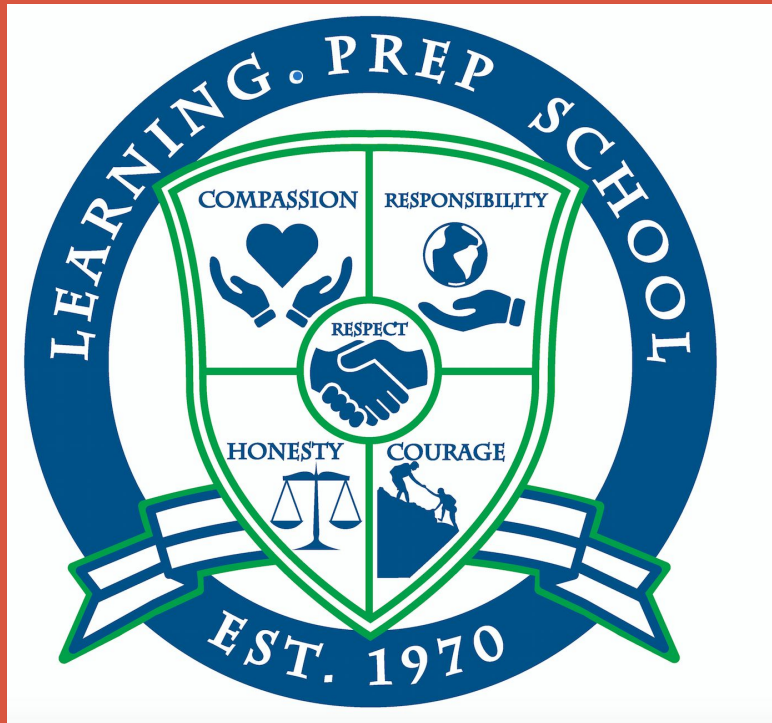
*Students will:*

- Stand up for what is right, even when it's unpopular
- Take appropriate risks
- Seek advice when making difficult decisions

## Courage at LPS

- LPS students engage in a common read which fosters diverse discussions and self reflections. ([2021 Common Read](#))
- LPS students are invited to participate in the Gender Sexuality Alliance and Blue/Green Spirit Program to expand and enrich our inclusive school culture.

# LPS Core Values Integrated into the Program



## Responsibility

**LPS students are showing responsibility when they take an active part in their learning by recognizing accountability for their own behaviors and academic goals.**

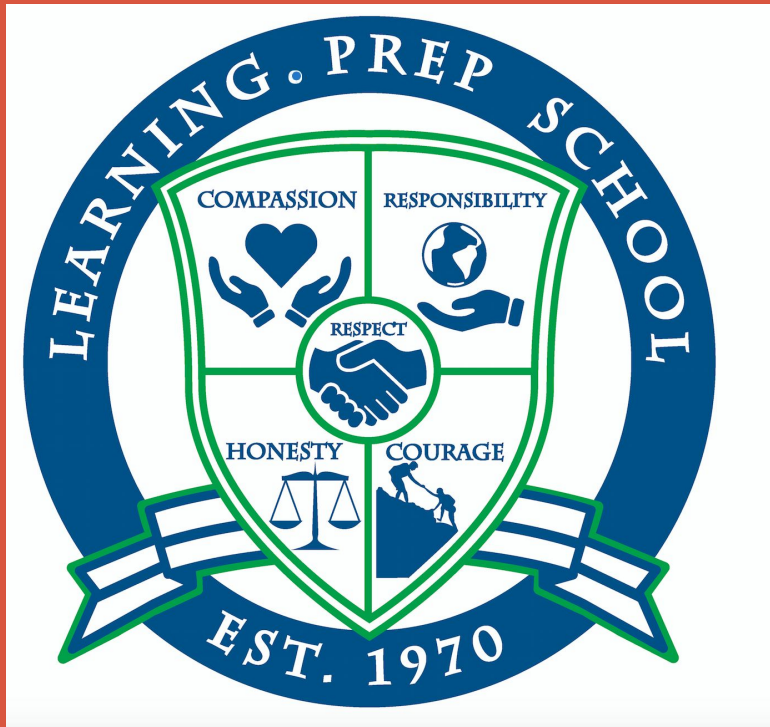
*Students will:*

- Demonstrate accountability for personal behavior
- Take initiative to do the things that are unexpected
- Follow through with commitments

## Responsibility at LPS

- Student Council consists of elected LPS students working together to organize, coordinate and participate in school-wide activities.
- All LPS students show responsibility by completing homework and helping contribute to our safe school community.

# LPS Core Values Integrated into the Program



## Respect

**LPS students show respect by honoring and valuing people, property, the environment, and themselves.**

*Students will:*

- Demonstrate polite and appropriate interactions with others
- Value themselves and others
- Care for surroundings

## Respect at LPS

- During daily Enrichment LPS students collaborate, create and problem solve with their peers.
- LPS' Horticulture program teaches mindfulness for our environment, value in working together and patience and care in harvesting the plants.



**10<sup>th</sup> Grade**

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**Preview**

# 10th Grade Year Focus: Academics

- **Language Arts**
  - Vocabulary skill building
  - Compositions - narrative and persuasive
  - MCAS skill building
- **Literature**
  - Central idea and character building in text - a shift towards inferential thinking
  - MCAS skill building
- **Science**
  - Earth Science

- **History**
  - US History 2
  - Expository writing
- **Math**
  - Pre-Algebra
  - Algebra 1
  - Geometry
- **Reading Tutoring** (if applicable)

# 10th Grade Year Focus

## Related Services

- **Consumer Skills**
  - Once per week
  - Work on career cluster exploration, career interest surveys, employability surveys
- Health
  - Twice per week
  - Social communication, drugs & alcohol awareness, sexuality, social safety & dating relationships
- Counseling
- Speech (if applicable)
- OT (if applicable)
- PE

## Electives

- Computer
- Art
- Food Service
- Horticulture
- **Child Care** (for students who are 15 years old and older)
- Focus on continuing to develop positive work behavior, social and soft skills
  - Communication
  - Teamwork
  - Work ethic
  - Task completion



# 10th Grade Events

## For Students

- Student council
  - Can run for student office or as a representative
  - Elected positions: President, Vice President, Advertising, Secretary and Public Relations
- GSA
- Monthly student council social events in the evenings
- Yearbook
- After school activities

## For Families

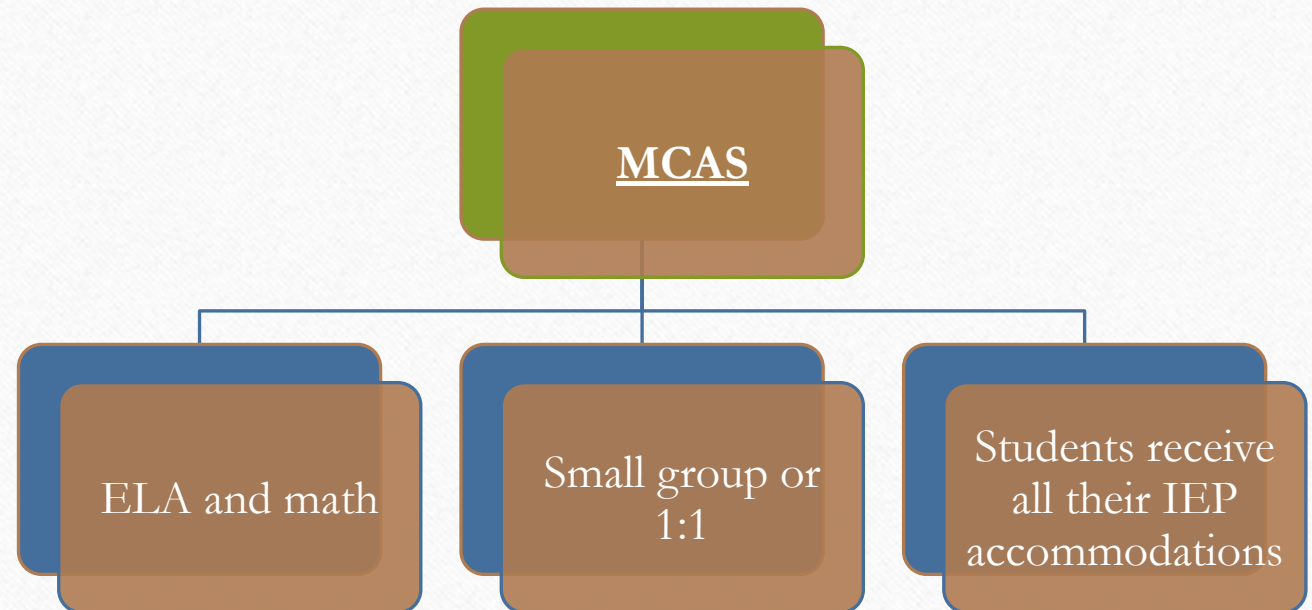
- **Transition Information Night for Parents**
  - Adult service presentation
  - Guardianship
  - Independent living presentation
  - Transition information
- **Post High School Fair** (families invited)

# 10th Grade Additional Information

## Access to State Agencies

- Our 10th graders have the ability to register with these agencies

- Transition Resources

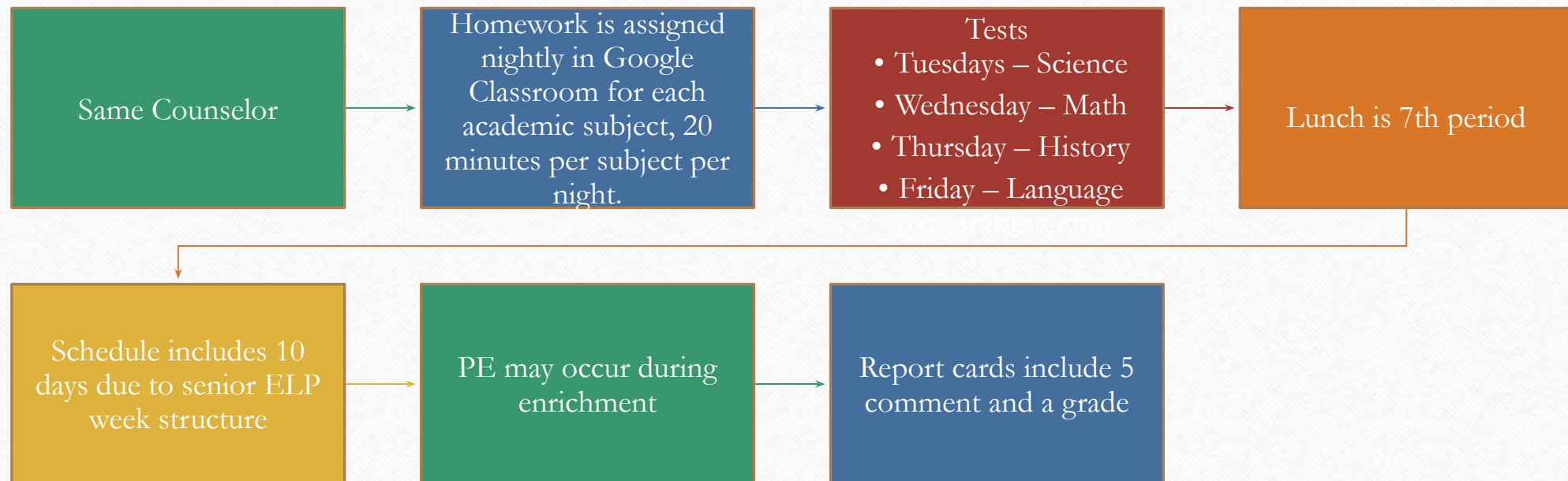


# All the same supports

- Safe Learning Environment
  - Thinking Maps and Social Thinking concepts
  - 1:1 Chromebook with Google Suite apps
  - Discipline
    - Students can earn a Referral for similar behaviors
    - Discuss behaviors with Amy Plante
    - Follow up phone call home
  - Language Based instruction
- Same executive functioning supports
    - structured schedule
    - binder system and google organization
    - 8:1 ratio
    - Student breaks are available but are typically less frequent and more independent.
  - Class rules are the same from year to year.
  - Progress reports on IEP goals sent home with report cards
  - Good Citizen of the Week



# How is the 10th grade the same as the 9th grade?



**How is  
the 10th  
grade  
different  
from the  
9th grade?**

Increased independence and work expectations.

Michelle Cuddy is the ETF for grades 10 – 12.

### MCAS

- Math and ELA – grade 10
- Retest offered 2 times per year –
  - grades 11 and 12 for Math and ELA
  - grade 10 for Biology



# Sample 10<sup>th</sup> Grade Schedule

[illegible]



# High School Course Curriculum

Grouped by skill level				Modified grade-level content					
5x/week		5x/week	5x/week	5x/week	5x/week	2x/week	1x/week		
9 <sup>th</sup>	Language Arts	Literature	Levels available: Integrated Math Pre-Algebra Algebra I Geometry Intgr. Geometry Comsumer Math Algebra II Pre-Calculus	United States History 1	Biology	Health and Student Issues	Counseling	Consumer Skills (1x/week)	
10 <sup>th</sup>	Language Arts	Literature		United States History 2	Earth Science	Health and Student Issues	Counseling	Consumer Skills (1x/week))	
11 <sup>th</sup>	Language Arts	Literature		World History	Environmental & Physical Science	Health and Student Issues	Counseling	Consumer Skills (1x/week)	Career Education (2x/week)
12 <sup>th</sup>	Language Arts	Literature		American Government and Civics	Applied Biology available	Health and Student Issues	Counseling	Consumer Skills (2x/week)	Career Education (3x/week)
Students alternate all year between Academic Week and Experiential Learning Week									
Experiential Learning Program (Bi-weekly)									

Experiential Learning Program (Bi-weekly)

Available Services:

- Speech & Language Therapy (Small group)
- Occupational Therapy/Work Center (Small group)

Enrichment:

Daily for all students' period 3.

Options have included Yoga, Book Club, Journaling, Photography, Sports history, Cultural group, Yearbook & more.

Electives:

- Horticulture
- Food Service
- Computers
- Art
- Physical Education
- Child Care (Age 15+)

# What is the Experiential Learning Program (ELP)?

This program integrates real-life academics and independent/community living components into each student's overall Experiential Learning Program (ELP) week experience.

- Students are assigned to week 1 or week 2, alternating with their academic week.
- Once weeks are allocated, each student is placed further into groups based on their post high school plans and level of support while working.
- Students begin first period each day with a real-life academic class. Class topics include; computers, reading, writing, math, social/soft skills and college prep. Typically, on Mondays, Tuesdays, and Wednesdays, students leave for their work placements immediately after first period ends and return for 9th period to participate in ELP classes. On Thursdays and Fridays, students participate in community-based outings which may include community service or activities with exposure to real-life situations such as T training, navigating a community, college visits or a trip to the bank, to name a few.

# How does LPS help kids prepare for college?

## All Classes

- Emphasis on self-advocacy and independence

## Academic Classes

- Increasing expectations as students move through the grades (such as writing lengthier essays, reading more complex texts, completing more word problems and multi-step problems in math)
- Teaching students' strategies they can use independently (such as highlighting key terms, comprehension strategies like looking at headings and images, using Thinking Maps to organize prior to writing, using reference sheets in math, etc)

## Counseling

- Developing an understanding of the students' individual learning style, reviewing their IEP, and looking at needed accommodations so they can advocate more effectively
- Working on social/emotional skills specific to the student that will be needed in adult life- ranging from coping strategies for anxiety to setting boundaries with peers

## Career Education and ELP

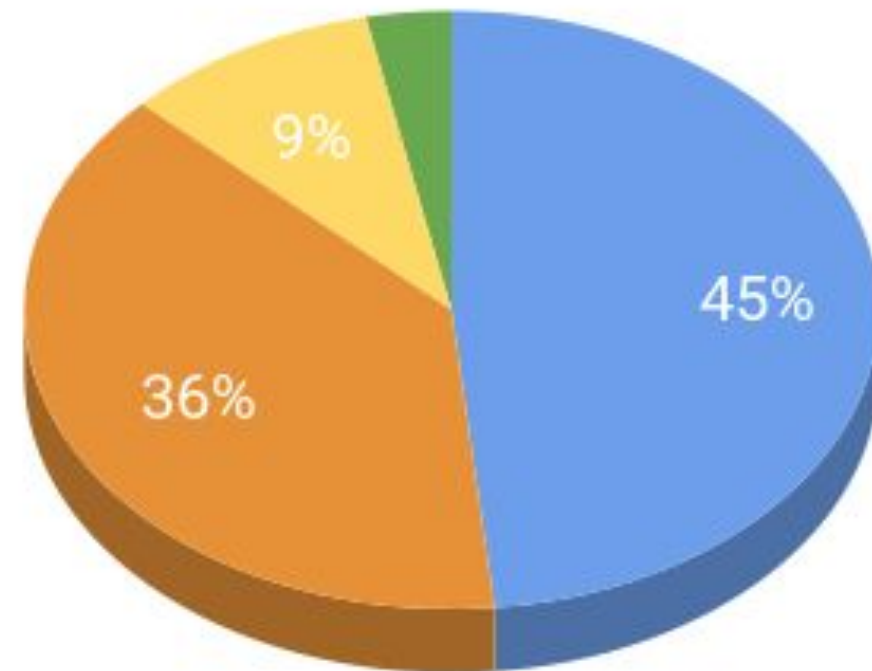
- Developing an understanding of the ADA laws and how self advocacy changes after leaving high school, learning about college and what supports are available



# Student Outcomes

## 2017-2021 Placement Outcomes

● Transition ● College ● Workforce ● Trade School



# Questions?

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# 10<sup>th</sup> Grade Overview

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11<sup>th</sup> Grade Preview



# Agenda

## 10th Grade Year Focus

- Academics
- Related Services, PE, Electives and Enrichment
- 10<sup>th</sup> Grade Events/Activities
- Additional Information and MCAS
- LPS Core Values

## 11th Grade Year

- 11th Grade Year Focus
  - Academics
  - Related Services, PE, Electives
- 11<sup>th</sup> Grade Events/Activities
- Additional Information and Events
- MCAS
- HS Program Overview
- What is the Experiential Learning Program (ELP)?
- How do we help our kids prepare for college?
- Student Outcomes
- Questions

# 10th Grade Year Focus: Academics

## Language Arts

During the 10th grade Language Arts classes, students develop multi- paragraph level descriptive, narrative, and persuasive writing. Writing assignments begin with expansion of Thinking Maps for planning and drafting in order to sharpen the focus on the development of original ideas. Writers are tasked with introducing a topic and then developing the topic with relevant details which are presented in an organized manner. Writers incorporate concrete details and begin to use quotations to support writing. Independence with writing conventions (capitalization, punctuation, etc.) and spelling is encouraged through the use of checklists and word processing. Compositions at the 10th grade level are typically one to three paragraphs in length and are moderately scaffolded. Vocabulary development is taught through the use of the Wordly Wise program. After the Winter Break, students begin a unit specifically targeting MCAS preparation.

## Literature

Reading comprehension is developed through exposure to various genres and cultures via short stories and novels. Readers learn to identify a theme of a text and analyze its development over the course of the text. Readers are taught to recognize that authors make choices regarding how to develop story elements and they learn to analyze how complex ideas or events are developed through the course of a text. Class discussions involve critical thinking as readers are encouraged to think about character motivation in order to address questions asking “why”. With support, readers make text-to-text, text-to-self, and text-to-world connections. Figurative language is identified and labeled (simile, metaphor, idiom, etc) in isolation as well as within a text. After the Winter Break, students begin a unit specifically targeting MCAS preparation.

# 10th Grade Year Focus: Academics

## Math

### Pre-Algebra (9th/10th)

Students taking Pre-Algebra will have the opportunity to gain proficiency with operations with fractions, decimals, and percents, along with understanding ratios and proportional relationships. Word problems and problem solving will continue to be reinforced, along with increased practice with multi step problem solving. Students will gradually begin to work with the concept of variables, and will gain an understanding of the basic rules of Algebra in order to simplify expressions and solve equations for unknown quantities. Students will often be permitted to use calculators in the classroom, as long as the focus is on problem solving and not solely on computational skills.

### Algebra 1 (9th/10th)

Students taking Algebra 1 will build off their initial understanding of basic Algebra skills in order to prepare for higher level problem solving, along with more multi step equation solving. Working with linear representations and the concept of “rate of change” is also emphasized at this level. Students will examine this concept algebraically, but will also work frequently with graphs, and the idea of slope in order to visually represent a positive or negative rate of change. Students will often be permitted to use calculators in the classroom, as long as the focus is on problem solving and not solely on computational skills.

### Geometry (10th/11th)

Students will review, build upon, and extend their prior knowledge of Geometric skills and concepts. Students will also be able to use what they already know to learn about new concepts involving angle relationships, volume, surface area, parallel and perpendicular lines, and Geometric notation. Reinforcement of basic problem solving skills, such as solving word problems, and reviewing skills with money and time are also embedded within the curriculum. Students will often be permitted to use calculators in the classroom, as long as the focus is on problem solving and not solely on computational skills.



# 10th Grade Year Focus: Academics

## Science - Earth Science

In 10th grade Earth Science, students are learning about Earth's place in the universe, Earth's systems, as well as Earth and human activity. Students are challenged to develop and use models, construct scientific explanations, and evaluate and communicate information.

## History - US History II

In 10th grade US History II, students are focusing on historical events that occurred in the early 1900s in the United States up until present day. Some topics students study include America's involvement in wars, civil rights, the Great Depression, the Space Race and how these events impact society today. They also work on current events weekly, short writing prompts, completing graphic organizers more independently and quizzes.

# Related Services, PE, Electives and Enrichment

## Speech and Language Therapy

If Applicable

## Physical Education And Electives

Computers, art, food service, child are, and horticulture

Focused on continuing to develop positive work behavior, social and soft skills

Communication

Teamwork

Work ethic

Task completion

## Occupational Therapy

If Applicable

## Consumer Skills

Once per week

Focuses on Career Exploration: assessing strengths & interests, and examine potential career fields

## Counseling and Health Class

Health & Student Issues

Twice per week  
Social thinking concepts, peer relationships, self esteem, disability awareness, conflict resolution, puberty, anti-bullying

## Enrichment

Focused on developing social skills and exploring fun activities

# 10th Grade Events/Activities

## Events/Activities

- After School Activities
- Student Council
  - Representatives
  - Elected positions:  
President, Vice-President,  
Secretary, Public Relations,  
or Advertising
- GSA
- Yearbook
- Monthly Social Events

## MCAS

- Testing in ELA and Math
- Small group or 1:1
- Students receive all their IEP accommodations

## **Transition Information Night for Parents**

- Adult service presentation
- Guardianship
- Independent living presentation
- Transition information

**Post High School Fair (families invited)**



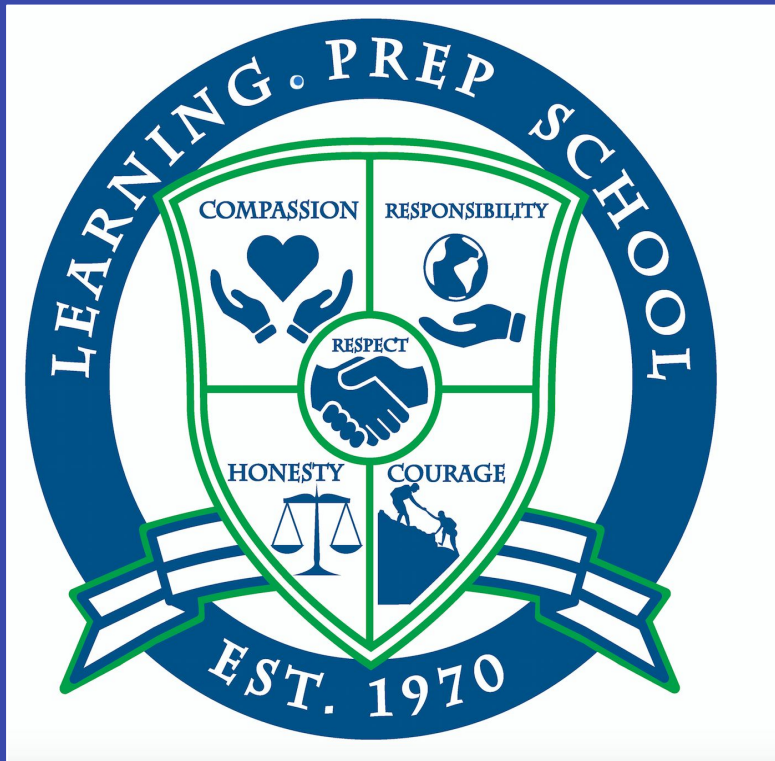
## 10th grade Additional Information

### Access to State Agencies

Some of our 10th graders have the ability to register with these agencies

- Agencies commonly used by LPS students are:
  - MRC (Massachusetts Rehabilitation Commissions): Vocational Rehabilitation, Community Living, and Disability Determination for federal benefit programs
  - Pre-ETS (begins at age 14): they work on skills including self advocacy, work readiness, career exploration, post-secondary education planning and community-based work experiences.
  - TAP (begins at age 14): Transition to Adulthood Program: students can work on money management, public transportation, setting long term goals, preparing for the driver's permit test, etc.
  - Easter Seals Youth Services:
    - Thrive (begins at age 14) - mentoring program for young women
    - Brothers Against Discrimination (BAD) (begins at age 14) - mentoring program for young men
    - Youth Leadership Network (begin at age 16) - advocacy and education program

# LPS Core Values Integrated into the Program



## Compassion

**LPS students are demonstrating compassion when they reflect on themselves and their peers as learners and individuals full of similarities and differences.**

*Students will:*

- Students will show empathy by being sensitive to the perspectives, needs and feelings of others
- Students will care about others and help them
- Students will reach out to those in need

## Compassion at LPS

- During counseling sessions LPS students use social communication strategies to navigate social situations and explore the thoughts and feelings of themselves and others.
- LPS students take part in being sensitive to the needs of others by participating in Breast Cancer Awareness and Unity days during the school year.

# LPS Core Values Integrated into the Program



## Honesty

**LPS students are fostering honesty when they are being truthful in their actions and words.**

*Students will:*

- Seek to tell the truth
- Accept ownership and responsibility for actions and work
- Maintain trust in all relationships

## Honesty at LPS

- LPS' Experiential Learning Program develops and improves students' "soft skills" in order to be successful participants in the workplace.
- LPS students are recognized on a weekly basis for displaying LPS' citizenship characteristics.

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**LPS students are showing courage by making mistakes and persevering despite the setbacks.**

*Students will:*

- Stand up for what is right, even when it's unpopular
- Take appropriate risks
- Seek advice when making difficult decisions

## Courage at LPS

- LPS students engage in a common read which fosters diverse discussions and self reflections. ([2021 Common Read](#))
- LPS students are invited to participate in the Gender Sexuality Alliance and Blue/Green Spirit Program to expand and enrich our inclusive school culture.



# LPS Core Values Integrated into the Program



## Responsibility

**LPS students are showing responsibility when they take an active part in their learning by recognizing accountability for their own behaviors and academic goals.**

*Students will:*

- Demonstrate accountability for personal behavior
- Take initiative to do the things that are unexpected
- Follow through with commitments

## Responsibility at LPS

- Student Council consists of elected LPS students working together to organize, coordinate and participate in school-wide activities.
- All LPS students show responsibility by completing homework and helping contribute to our safe school community.

# LPS Core Values Integrated into the Program



## Respect

**LPS students show respect by honoring and valuing people, property, the environment, and themselves.**

*Students will:*

- Demonstrate polite and appropriate interactions with others
- Value themselves and others
- Care for surroundings

## Respect at LPS

- During daily Enrichment LPS students collaborate, create and problem solve with their peers.
- LPS' Horticulture program teaches mindfulness for our environment, value in working together and patience and care in harvesting the plants.

**11<sup>th</sup> Grade**

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**Preview**



# 11th Grade Year Focus: Academics

- **Language Arts**
  - Vocabulary skill building
  - Compositions - narrative and persuasive
  - personal essays for college applications
- **Literature**
  - Central idea and character building in text - a shift towards inferential thinking
- **Science**
  - Environmental Science & Technology

- **History**
  - World History
  - Expository writing
- **Math**
  - Geometry
  - Algebra Fundamentals
  - Algebra 2
- **Reading Tutoring** (if applicable)

# 11th Grade Year Focus

## Related Services

- **Career Education**
  - Twice per week
  - Work on Smart goals, soft skills, resume, cover letter, job skills, interviewing skills, post high school planning, communication in the workplace
- **Consumer Skills**
  - Once per week
  - Community Resources: Taxes, resources in your community, emergency assistance, services for workers, services for citizens, spending habits, banking, shopping for goods and services, consumer rights
- Health
  - Twice per week
  - Social communication, drugs & alcohol awareness, sexuality, social safety & dating relationships
- Counseling
- Speech (if applicable)
- OT (if applicable)
- PE

## Electives

- Computer
- Art
- Food Service
- Horticulture
- **Child Care** (for students who are 15 years old and older)
- Focus on continuing to develop positive work behavior, social and soft skills
  - Communication
  - Teamwork
  - Work ethic
  - Task completion

# 11th Grade Events

## For Students

- Student council
  - Can run for student office or as a representative
  - Elected positions: President, Vice President, Public Relations, Secretary and Public Relations
- GSA
- Monthly student council social events in the evenings
- Yearbook
- After school activities

## For Families

- **Transition Information Night for Parents**
  - Adult service presentation
  - Guardianship
  - Independent living presentation
  - Transition information
- **Post High School Fair** (families invited)
- **Financial Literacy Fair**



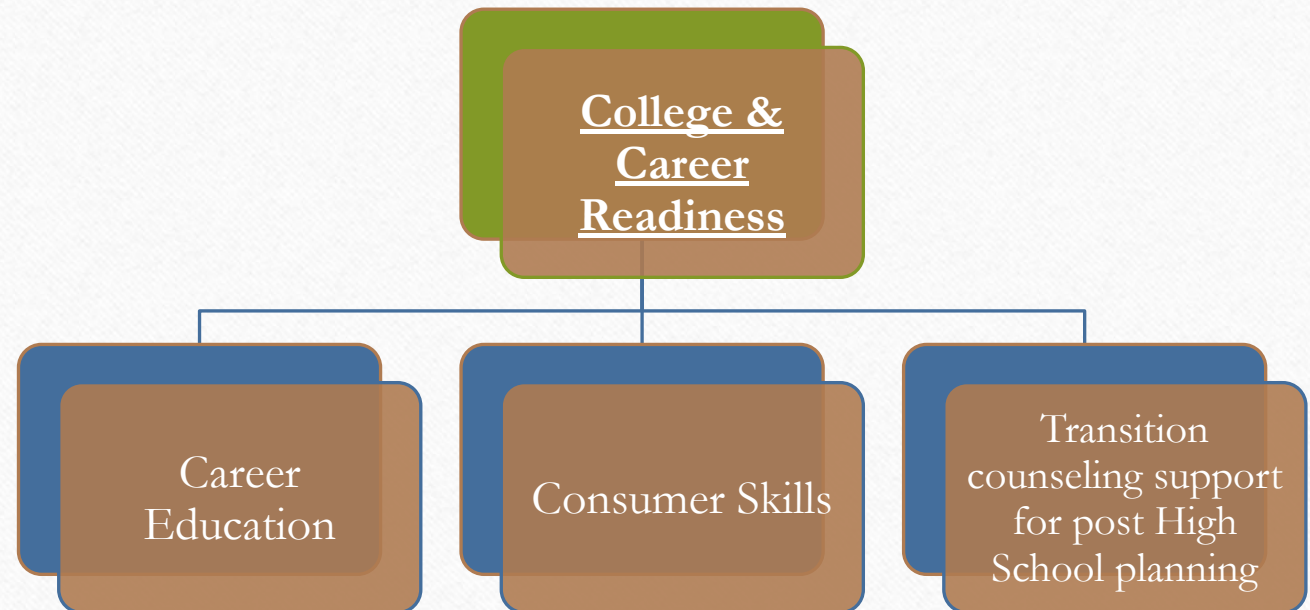
# 11th Grade Additional Information

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## Access to State Agencies

- Our 11th graders have the ability to register with these agencies

- Transition Resources



# MCAS

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What if my child doesn't pass MCAS the first time taking each test?

- Cohort Appeal
  - Group of student who have taken the same classes
  - Student must be within the mean GPA of the group
  - Success when student received a score close to passing
- Retests
  - Offered 2 times each year
  - No age limit to taking the retest
- Competency Portfolio
  - Portfolio of grade level work, outlined by DESE standards, for review
  - Students must receive passing scores on all work submitted

# High School Course Curriculum

Grouped by skill level			Modified grade-level content						
	5x/week	5x/week	5x/week	5x/week	5x/week	2x/week	1x/week		
9 <sup>th</sup>	Language Arts	Literature	Levels available: Integrated Math Pre-Algebra Algebra I Geometry Intgr. Geometry Comsumer Math Algebra II Pre-Calculus	United States History 1	Biology	Health and Student Issues	Counseling	Consumer Skills (1x/week)	
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Students alternate all year between Academic Week and Experiential Learning Week									Experiential Learning Program (Bi-weekly)

Experiential Learning Program (Bi-weekly)

**Available Services:**

- Speech & Language Therapy (Small group)
- Occupational Therapy/Work Center (Small group)

**Enrichment:**

Daily for all students' period 3.

Options have included Yoga, Book Club, Journaling, Photography, Sports history, Cultural group, Yearbook & more.

**Electives:**

- Horticulture
- Food Service
- Computers
- Art
- Physical Education
- Child Care (Age 15+)



# What is the Experiential Learning Program (ELP)?

This program integrates real-life academics and independent/community living components into each student's overall Experiential Learning Program (ELP) week experience.

- Students are assigned to week 1 or week 2, alternating with their academic week.
- Once weeks are allocated, each student is placed further into groups based on their post high school plans and level of support while working.
- Students begin first period each day with a real-life academic class. Class topics include; computers, reading, writing, math, social/soft skills and college prep. Typically, on Mondays, Tuesdays, and Wednesdays, students leave for their work placements immediately after first period ends and return for 9th period to participate in ELP classes. On Thursdays and Fridays, students participate in community-based outings which may include community service or activities with exposure to real-life situations such as T training, navigating a community, college visits or a trip to the bank, to name a few.

# How does LPS help kids prepare for college?

## All Classes

- Emphasis on self-advocacy and independence

## Academic Classes

- Increasing expectations as students move through the grades (such as writing lengthier essays, reading more complex texts, completing more word problems and multi-step problems in math)
- Teaching students' strategies they can use independently (such as highlighting key terms, comprehension strategies like looking at headings and images, using Thinking Maps to organize prior to writing, using reference sheets in math, etc)

## Counseling

- Developing an understanding of the students' individual learning style, reviewing their IEP, and looking at needed accommodations so they can advocate more effectively
- Working on social/emotional skills specific to the student that will be needed in adult life- ranging from coping strategies for anxiety to setting boundaries with peers

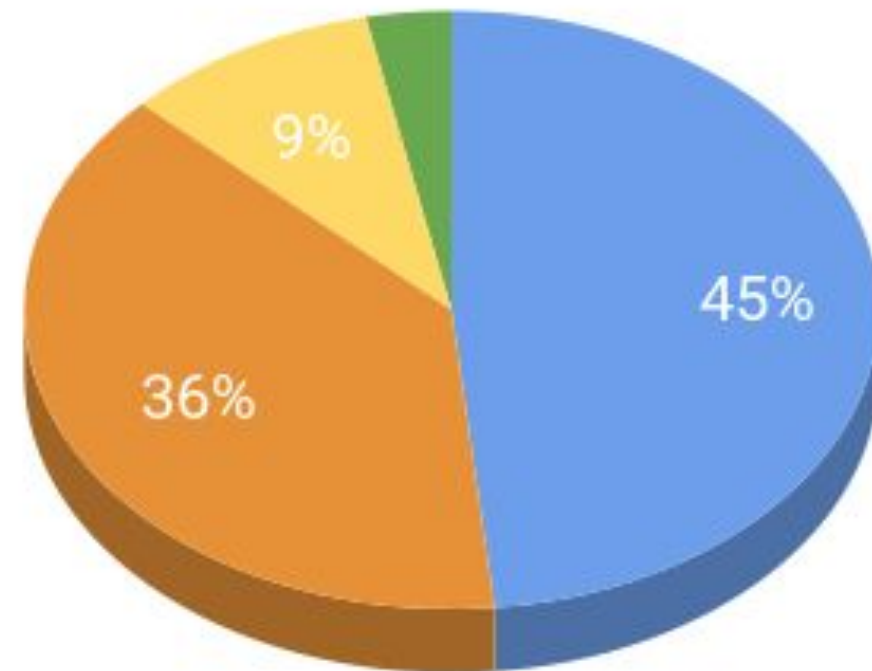
## Career Education and ELP

- Developing an understanding of the ADA laws and how self advocacy changes after leaving high school, learning about college and what supports are available

# Student Outcomes

## 2017-2021 Placement Outcomes

● Transition ● College ● Workforce ● Trade School





# Questions?

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# 11<sup>th</sup> Grade Overview

12<sup>th</sup> Grade Preview

# Agenda

- Junior Year Focus
  - Academics
  - Related Services, PE, Electives and Enrichment
  - College and Career Readiness
  - Experiential Learning Program Prep
  - MCAS
  - Post High School Planning
  - How Does LPS Prepare Kids for College
  - Additional Information and Events
- Senior Year Preview
  - What is the ELP?
  - Senior Year Focus
    - Academics
    - Related Services, PE, Electives and Enrichment
  - Post High School Planning
  - Additional Information and Events

# Junior Year Focus Academics

## Lang arts

- Short term and long-term writing assignments focus on planning, drafting and editing. Writers are tasked with using specific and relevant information and presenting it in an organized fashion. Personal essays are completed for college applications.
- Students are taught to address specific audiences with a determined purpose. Figurative language and vocabulary development help writers paint more vivid pictures.
- Students begin exploring research writing and learn the importance of using quotations and citations in order to avoid plagiarism. Independence and time management are promoted with the inclusion of longer assignments.

## Literature

- Reading comprehension is developed through the use of text annotation, the study of inferential thinking, and the investigation of figurative language.
- Students analyze how complex ideas or events are developed throughout the course of a text.
- Discussion continues to contribute to understanding and critical thinking. Independence is promoted throughout the with the inclusion of long-term reading assignments.

## Math

- Algebra Fundamentals
  - Students will practice and explore introductory topics of Algebra, such as equation solving, rate of change/slope, and graphing linear equations. Reinforcement of basic problem-solving skills, such as solving word problems, and reviewing skills with money and time are also embedded within the curriculum.
- Geometry
  - Students will review, build upon, and extend their prior knowledge of Geometric skills and concepts. Students will also be able to use what they already know to learn about new concepts involving angle relationships, volume, surface area, parallel and perpendicular lines, and Geometric notation. Reinforcement of basic problem-solving skills, such as solving word problems, and reviewing skills with money and time are also embedded within the curriculum.
- Algebra 2
  - Students will build upon the skills they learned in Algebra 1 to solve problems involving higher level algebraic concepts, such as quadratic functions, absolute value equations, and systems of equations. Students will also continue with graphing equations on a coordinate plane, including systems of linear equations, then moving to the concept of exponential functions and equations. Reinforcement of basic problem-solving skills, such as solving word problems, and reviewing skills with money and time are also embedded within the curriculum.

# Junior Year Focus

## Academics

- **Science**

- Environmental Science and Technology
  - The curriculum for Environmental Technology is based on standards for Earth Science, Biology, and Engineering that address understanding systems and designing solutions to reduce the impact of human activity on the environment. Students will synthesize information from a variety of sources and construct and utilize graphic organizers to answer open response questions related to the topics covered in class.
  - A writing component is incorporated into each lesson where the students answer questions and respond in a paragraph format.

- **History**

- World History
  - Students are examining human development from the beginning of civilization to present day including geography and common patterns that emerge throughout cultures through multi-sensory lessons, short writing responses, weekly quizzes, vocabulary review, and independent note-taking.
  - Students are working on writing by organizing information from a source (usually notes, research, readings, etc.) into graphic organizers such as a Thinking Map or paragraph template to answer a prompt. They work on one longer essay (5 paragraphs) per term which includes incorporating feedback, revising, and editing using a checklist as well as outlining essays.



# Related Services, PE, Electives and Enrichment

Speech and  
Language  
Therapy

If Applicable

Physical  
Education  
And  
Electives

Computers, art, food service,  
horticulture, childcare (for  
students 15 years old and older)

Focused on continuing to  
develop positive work behavior,  
social and soft skills

- Communication
- Teamwork
- Work ethic
- Task completion

Occupational  
Therapy

If Applicable

Counseling  
and  
Health Class

Health

Twice per week

Social communication,  
pregnancy, parenting,  
decision  
making/assertiveness  
training

Enrichment

Focused on  
developing social  
skills and exploring  
fun activities

# College and Career Readiness

## Career Education

- Two times per week
- Smart goals
- Soft skills
- Resume writing and cover letters
- Job skills
- Interviewing skills
- Post high school planning
- Communication in the workplace

## Consumer Skills

- Once per week
- Community Resources
- Taxes
- Resources in your community
- Emergency assistance
- Services for workers
- Spending habits
- Banking
- Shopping for goods and services
- Consumer rights

## Transition Counseling support for Post High School Planning

- Beginning by connecting with our transition counselor
- Follow the [Junior Year Transition Timeline](#)
- Connect with [Outside Agencies](#)

## Experiential Learning Program Preparation

February - March

Junior needs assessment questionnaire sent to families, staff and students to complete

April- May

Transition staff gather all junior information from the questionnaire and transition planning form in the IEP to determine appropriate support and work experience sites

June

Students participate in work experience site tours

Current sites  
Roche Brothers, Babson College, Dana Hall, YMCA, Rock the Spectrum, Carol Center for the Blind

Past sites  
Flower shop, hair salon, animal shelter, Ace Hardware, Police Station, New TV, Star Market, Boston Castings, childcare centers, BC dining

Plans are made for senior year

Work experience sites are decided for senior year and the application process begins

Senior ELP week is decided based on academic, social and work experience site placements

Senior tiers are decided based on ability levels and post high school plans

With spring report cards, families and students are notified of which senior week they will be on as well as which tier



# MCAS

What if my child doesn't pass MCAS the first time taking each test?

- Cohort Appeal
  - Group of student who have taken the same classes
  - Student must be within the mean GPA of the group
  - Success when student received a score close to passing
- Retests
  - Offered 2 times each year
  - No age limit to taking the retest
- Competency Portfolio
  - Portfolio of grade level work, outlined by DESE standards, for review
  - Students must receive passing scores on all work submitted

## Competency Determination (CD)

- Before COVID
  - Students must earn a passing score on the MCAS tests in English Language Arts (ELA) and Mathematics, and one of the Science and Technology/Engineering (STE) tests (Biology, Chemistry, Introductory Physics, and Technology/Engineering) to meet their CD requirement
- Modifications due to COVID for current 11th and 12th graders regarding MCAS tests

## Current 11th grade

- CD for Science
  - Successful completion of a relevant high school course
- CD for ELA
  - Earn a score between 455 and 471 and fulfill the requirements of an Educational Proficiency Plan
  - Scores above 472 are passing with no EPP
- CD for Math
  - Earn a score between 469 and 485 and fulfill the requirements of an Educational Proficiency Plan
  - Scores above 486 are passing with no EPP

# POST HIGH SCHOOL PLANNING

## HOW TO DECIDE WHAT'S RIGHT FOR YOUR CHILD

### COMMUNICATE WITH TEACHERS, IEP LIAISON, TRANSITION COUNSELOR, AND/OR COUNSELOR FOR INFORMATION REGARDING

- LEARNING STYLE
- LEVEL OF INDEPENDENCE
- SELF-ADVOCACY SKILLS
- ACADEMIC SKILL LEVEL

### DISCUSS AS A FAMILY

#### SCHOOL OR WORK

- WHICH SCHOOL OR JOB IS THE BEST FIT

#### OPEN DISCUSSIONS REGARDING LEARNING CHALLENGES AND ACCOMMODATIONS NEEDED

- WHAT IS THE BEST ENVIRONMENT FOR FUTURE SUCCESS

# How does LPS help kids prepare for college?

## All Classes

- Emphasis on self-advocacy and independence

## Academic Classes

- Increasing expectations as students move through the grades (such as writing lengthier essays, reading more complex texts, completing more word problems and multi-step problems in math)
- Teaching students strategies they can use independently (such as highlighting key terms, comprehension strategies like looking at headings and images, using Thinking Maps to organize prior to writing, using reference sheets in math, etc)

## Counseling

- Developing an understanding of the students' individual learning style, reviewing their IEP, and looking at needed accommodations so they can advocate more effectively
- Working on social/emotional skills specific to the student that will be needed in adult life—ranging from coping strategies for anxiety to setting boundaries with peers

## Career Education and ELP

- Developing an understanding of the ADA laws and how self advocacy changes after leaving high school, learning about college and what supports are available

## Assistive Technology

- spell/grammar check, word prediction, speech to text, text to speech



# Junior Year Additional Information and Events

## Age of Majority

- Students complete an Age of Consent Decision Form (usually with the ETF) once they turn 18. They have 3 choices related to their rights as an adult related to school:
  - Make all decisions
  - Share decision making with a parent, parents, or other adult (this is what most students choose)
  - Delegate decision making to a parent, parents, or other adult
- If parents obtain guardianship, that over-rides the age of consent decision form.

## 688 Referral

- A 688 referral is a referral to an adult agency by a public school district.
- Agencies commonly used by LPS students are:
  - DDS: Department of Developmental Services: they primarily work with students diagnosed with Autism or students with Full Scale IQs lower than 70
  - MRC: Massachusetts Rehabilitation Commission: they work with students with a wider range of disabilities
- Adult services can provide assistance with career planning, connecting to additional resources, help in college, and more.

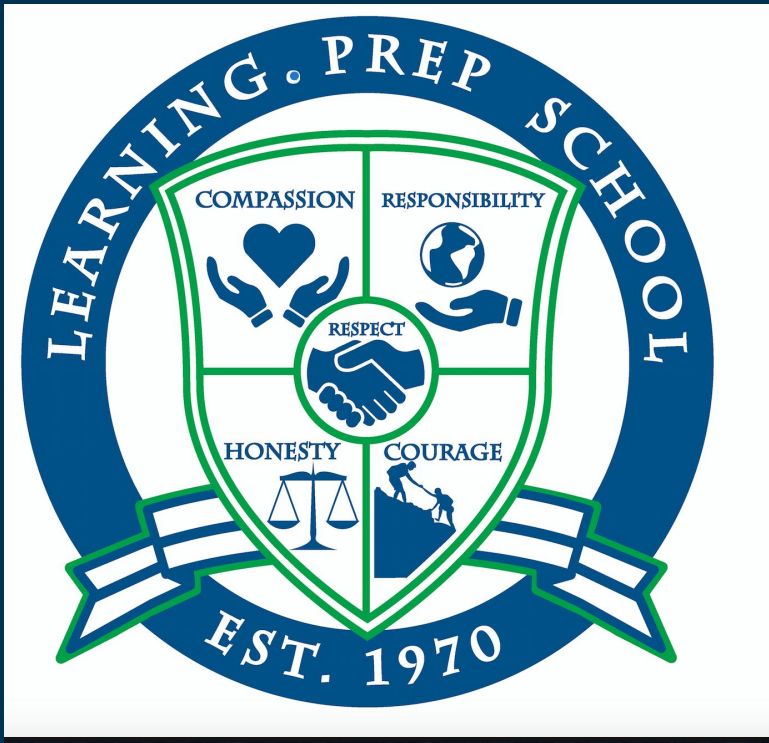
## For Students

- Financial Literacy Fair
- Post High School Fair (families invited)
- Prom

## Transition Information Night for Parents

- Adult service presentation
- Guardianship
- Independent living presentation
- Transition information

# LPS Core Values Integrated into the Program



## Compassion

**LPS students are demonstrating compassion when they reflect on themselves and their peers as learners and individuals full of similarities and differences.**

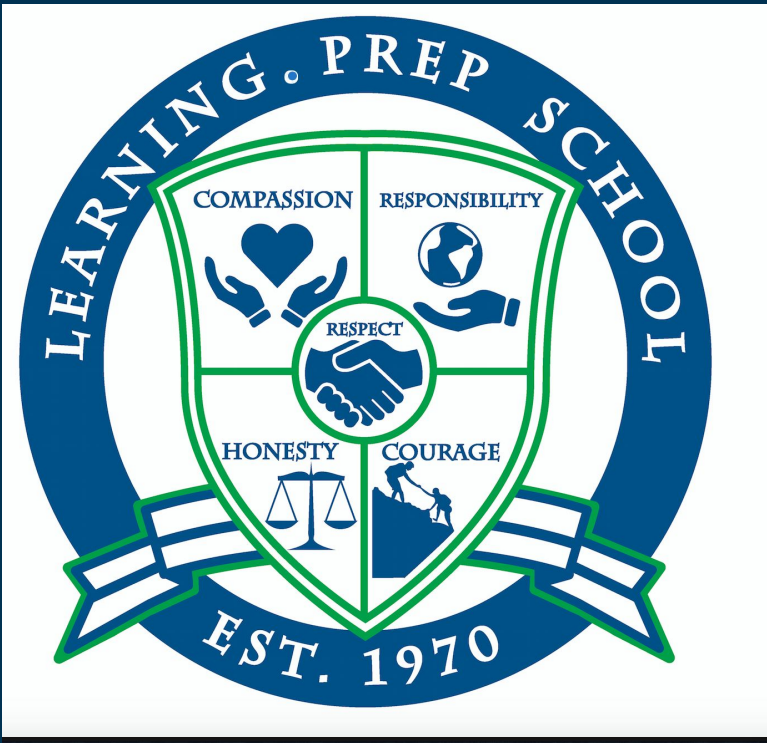
*Students will:*

- Students will show empathy by being sensitive to the perspectives, needs and feelings of others
- Students will care about others and help them
- Students will reach out to those in need

## Compassion at LPS

- During counseling sessions LPS students use social communication strategies to navigate social situations and explore the thoughts and feelings of themselves and others.
- LPS students take part in being sensitive to the needs of others by participating in Breast Cancer Awareness and Unity days during the school year.

# LPS Core Values Integrated into the Program



## Honesty

**LPS students are fostering honesty when they are being truthful in their actions and words.**

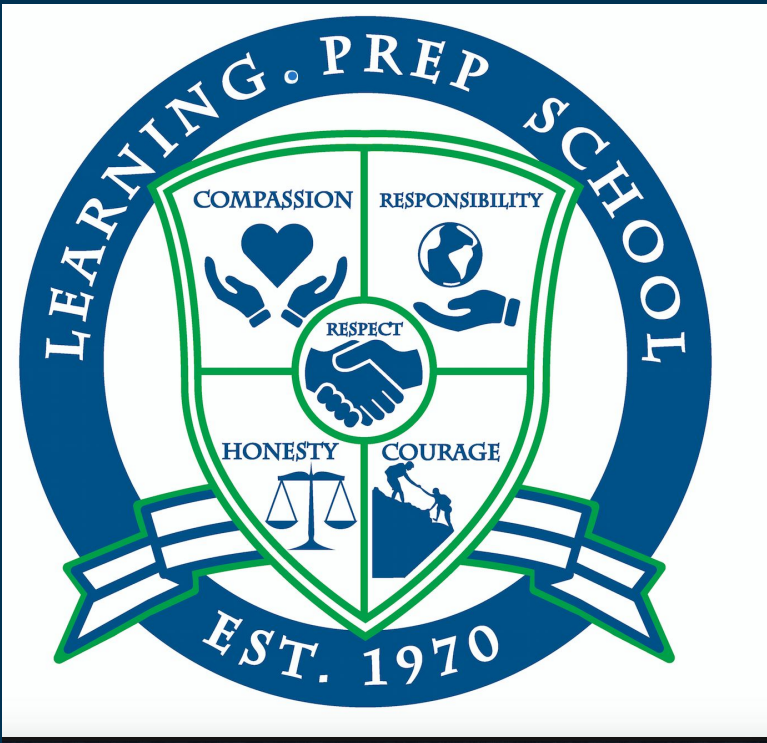
*Students will:*

- Seek to tell the truth
- Accept ownership and responsibility for actions and work
- Maintain trust in all relationships

## Honesty at LPS

- LPS' Experiential Learning Program develops and improves students' "soft skills" in order to be successful participants in the workplace.
- LPS students are recognized on a weekly basis for displaying LPS' citizenship characteristics.

# LPS Core Values Integrated into the Program



## Courage

**LPS students are showing courage by making mistakes and persevering despite the setbacks.**

*Students will:*

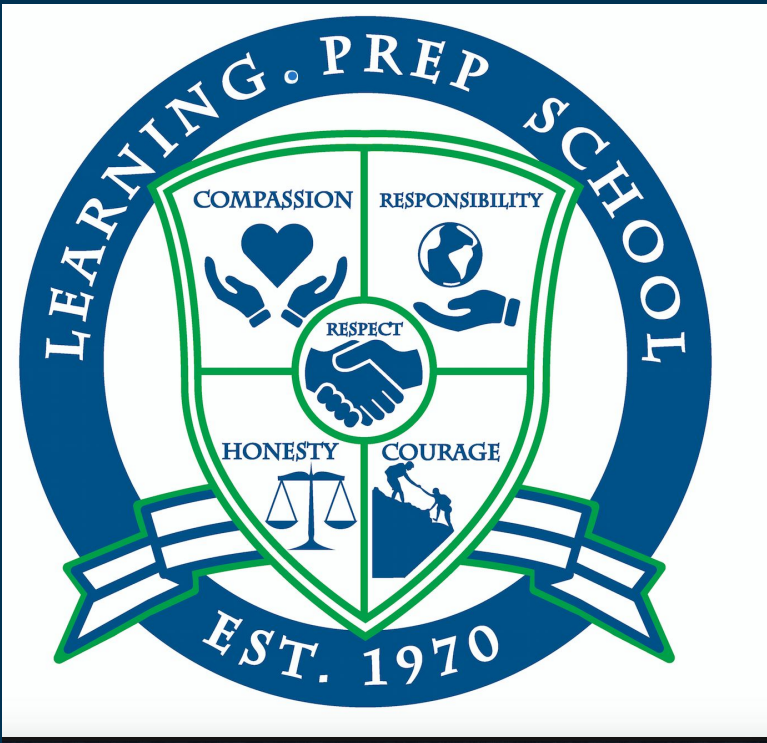
- Stand up for what is right, even when it's unpopular
- Take appropriate risks
- Seek advice when making difficult decisions

## Courage at LPS

- LPS students engage in a common read which fosters diverse discussions and self reflections. ([2021 Common Read](#))
- LPS students are invited to participate in the Gender Sexuality Alliance and Blue/Green Spirit Program to expand and enrich our inclusive school culture.

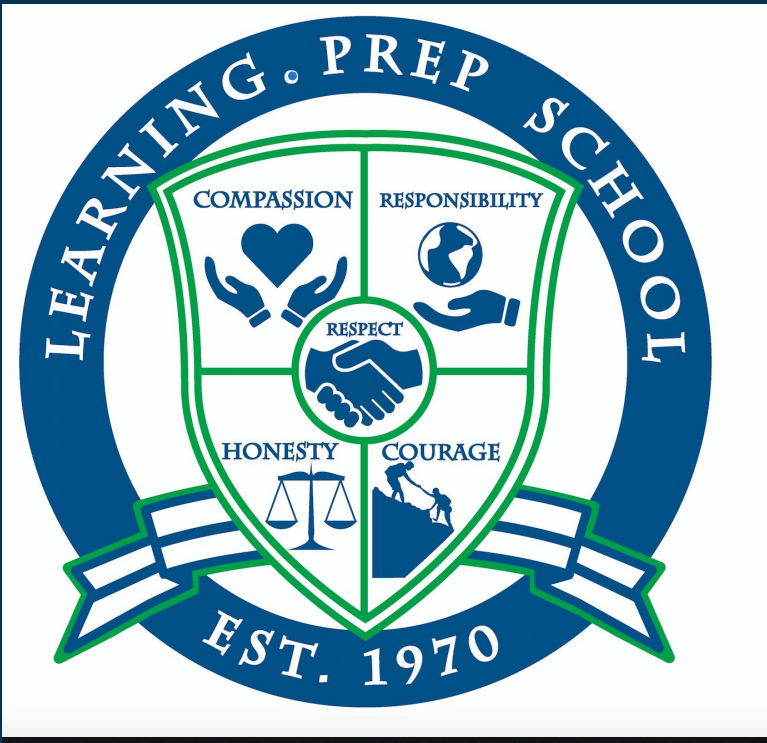


# LPS Core Values Integrated into the Program



Responsibility	Responsibility at LPS
<p><b>LPS students are showing responsibility when they take an active part in their learning by recognizing accountability for their own behaviors and academic goals.</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• Demonstrate accountability for personal behavior</li><li>• Take initiative to do the things that are unexpected</li><li>• Follow through with commitments</li></ul>	<p>→ Student Council consists of elected LPS students working together to organize, coordinate and participate in school-wide activities.</p> <p>→ LPS students participate in food services by preparing and planning a variety of dishes for their peers.</p>

# LPS Core Values Integrated into the Program



## Respect

**LPS students show respect by honoring and valuing people, property, the environment, and themselves.**

*Students will:*

- Demonstrate polite and appropriate interactions with others
- Value themselves and others
- Care for surroundings

## Respect at LPS

- During daily Enrichment LPS students collaborate, create and problem solve with their peers.
- LPS' Horticulture program teaches mindfulness for our environment, value in working together and patience and care in harvesting the plants.

# 12<sup>th</sup> Grade Preview

# What is the Experiential Learning Program (ELP) ?

This program integrates functional academics and independent/community living components into each student's overall Experiential Learning Program (ELP) week experience.

- Students are assigned to week 1 or week 2, alternating with their academic week.
- Once weeks are allocated, each student is placed into Tier 1 or Tier 2 life/community skills and functional academic groups.
  - Tiers are assigned based on students' current abilities and independence levels. Tier 1 and Tier 2 sections enable us to structure each curriculum to more efficiently meet each individual student's needs.
  - Our expectation is that as students increase their independent living skills and knowledge, they will have the opportunity to move up through the life skills program as needed. Tier 1 and Tier 2 experiential week schedules look similar, with the main differences being some of the topics offered, the pace of the lessons being taught, and the specific material included in each lesson.
- Both sections begin first period each day with a functional academic topic. \*On Mondays, Tuesdays, and Wednesdays, students leave for their work placements immediately after first period ends and return for 9<sup>th</sup> period. On Thursdays and Fridays, each section has one designated classroom-based life skill day and one community-based life skill day.



# What is the Experiential Learning Program (ELP)?

## Functional Academics

- Math
  - Finances, Time Management, Budgeting, Measurement, Travel
- Computers
  - Google Suite, Organization, Typing, Editing, Cyber Safety, Etiquette, Research
- Writing
  - Personal Information, Personal Reflections, Emergency Contact
- Reading
  - Job Descriptions, Step by Step Instructions, Applications, Directions, Reading for Fun
- College Prep
  - Application Process, Campus Services, Self Advocacy, Academic Planning, Campus Life

# What is the Experiential Learning Program (ELP)?

## Community and Classroom-based Life Skills

- Field trips and classroom activities promoting independence and exposure to real life situations
- Community service
- Functional experiences including shopping, using public transportation, planning leisure activities, identifying resources

## Work Placement

- 3 days per week
- Focus on [Workplace Soft Skills](#)
- Students are assigned to work placements consistent with their interests, independence level, and abilities.
- Placements have included Newton-Wellesley Hospital, Boston College, Star Market, Ace Hardware, Bruegger's Bagels, Natick Service Council, Dana Hall, the Massachusetts State House, and the Newton Police Station.
- Job coaching assistance
- Fluid – can move to increase or decrease challenge

# SENIOR YEAR FOCUS

## CONTINUED LEARNING IN THE ACADEMIC AREAS OF ENGLISH, MATH AND HISTORY

- RESEARCH AND CIVICS COLLABORATIVE PROJECT IN ENGLISH AND HISTORY
- INCREASED INDEPENDENCE
- INCREASED EXPECTATIONS FOR SELF-ADVOCACY
- ELP WEEK WORK PACKETS

## CAREER EDUCATION

- THREE TIMES PER WEEK
- POST HIGH SCHOOL PLANNING, PROFESSIONALISM, SELF-AWARENESS, SELF-ADVOCACY, ADA/IDEA LAWS, MOTIVATION & INITIATIVE, READINESS FOR INDEPENDENCE

## CONSUMER SKILLS

- TWICE PER WEEK
- MONEY MANAGEMENT
  - CONTROLLING YOUR SPENDING, BUDGETING, NEEDS VS. WANTS, CREDIT CARDS AND LOANS

## •HEALTH

- TWICE PER WEEK
- SOCIAL COMMUNICATION, AGE OF MAJORITY, INDEPENDENT THINKING, HEALTHCARE MANAGEMENT, TRANSITION AND GRADUATION

## •COUNSELING

- ONCE PER WEEK

## •SPEECH AND LANGUAGE THERAPY

- AS APPLICABLE

## •OCCUPATIONAL THERAPY

- AS APPLICABLE

## • ENRICHMENT

- EACH DAY, FOCUSING ON SOCIAL SKILLS

# POST HIGH SCHOOL PLANNING

## LPS Role

### COLLEGE/TRANSITION PROGRAMS

- ASSIST WITH PERSONAL ESSAYS DURING ELA CLASSES
- ASSIST WITH THE COLLEGE APPLICATION PROCESS IF NEEDED
  - SOME SCHOOLS HAVE THEIR OWN APPLICATIONS, WHILE OTHERS USE THE [COMMON APPLICATION](#), WHICH ALLOWS YOU TO FILL OUT FORMS ONCE AND SEND THEM TO A NUMBER OF SCHOOLS.
- FOLLOW UP ON REQUESTS FOR RECOMMENDATION LETTERS FROM TEACHERS
- ISSUE OFFICIAL TRANSCRIPTS
- REGISTER STUDENTS FOR ACCOMMODATIONS FOR SAT OR ACT EXAMS, IF NEEDED
  - MOST COLLEGES AND PROGRAM ARE NOT REQUIRING THESE TESTS OR WAIVE THEM FOR STUDENTS ON AN IEP
- PROVIDE FEE WAIVERS

### WORK PLACEMENT

- ASSIST WITH CAREER EXPLORATION, AS NEEDED
- ASSIST WITH JOB APPLICATION PROCESS, AS NEEDED
- ASSIST WITH WORK PLACEMENT ACCOMMODATION REQUESTS, AS NEEDED



# POST HIGH SCHOOL PLANNING

## Family Role

### INCREASE INDEPENDENCE AT HOME

- LAUNDRY, COOKING, BANKING, DRIVING, PLANNING FAMILY TRIPS, NAVIGATING THE ENVIRONMENT, MAKING AND KEEPING TRACK OF APPOINTMENTS, AFTER SCHOOL OR WEEKEND JOBS
- CONNECT WITH OUTSIDE AGENCIES FOR ASSISTANCE SUCH AS MASSACHUSETTS REHABILITATION COMMISSION (MRC).
- [TRANSITION RESOURCES](#)

### COLLEGE/TRANSITION PROGRAM

- REVIEW [SENIOR YEAR COLLEGE APPLICATION TIMELINE](#)
- VISIT A VARIETY OF POST HIGH SCHOOL PROGRAMS
  - [POST HIGH SCHOOL PROGRAM DEFINITIONS](#)
  - [EXAMPLES OF POST HIGH SCHOOL PROGRAMS FOR LD STUDENTS](#)
- FILL OUT COLLEGE APPLICATIONS (INCLUDING APPLICATION ESSAYS AND TEACHER RECOMMENDATION REQUESTS) WITH LPS ASSISTANCE IF NEEDED
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  - PLEASE USE THE [RECORDS RELEASE FORM](#) TO REQUEST TRANSCRIPTS, IEPs OR TESTING TO BE SENT TO SCHOOLS
- PAY ALL FEES

AFTER YOU SUBMIT YOUR APPLICATIONS, YOU SHOULD PREPARE THE [FAFSA](#) FORM TO SEE IF YOU ARE ELIGIBLE FOR FINANCIAL AID

### WORK PLACEMENT

- EXPLORE CAREER AREAS OF INTEREST
- CONSIDER TRANSPORTATION AND LIVING OPTIONS
- REQUEST LETTERS OF RECOMMENDATIONS/REFERENCE CONTACTS, WITH ASSISTANCE AS NEEDED
- APPLY FOR AVAILABLE JOBS, WITH ASSISTANCE AS NEEDED
- REQUEST WORK PLACEMENT ACCOMMODATIONS, AS NEEDED

# Senior Year Additional Information and Events

## MCAS

### Resource Toolbox

- Cover Letter
- Resume
- Job Application Cheat Sheet
- References/ Letters of Recommendation
- Disability Disclosure Statement/ Learning Style Statement
- Accommodations for Work
- Accommodations for School
- A copy of ADA laws
- Thinking Maps templates

- Continue to work on portfolio – if applicable
- Retests offered 2 times

### Transition Information Night for Parents

- Adult service presentation
- Guardianship
- Independent living presentation
- Transition information

### For Students

- Financial Literacy Fair
- Post High School Fair (families invited)
- Prom
- Senior week activities



Questions?



# **12<sup>TH</sup> GRADE OVERVIEW**

**WELCOME TO  
SENIOR YEAR!**



# FEELING ALL OF THE FEELINGS

**Anxious**

**Scared**

**Curious**

**Happy**

**Excited**

**Stressed**

- AN ONSLAUGHT OF EMOTIONS ARE FELT DURING SENIOR  
YEAR FOR PARENTS AND STUDENTS

**Confident**

**Proud**

**Frustrated**

**Confused**

**Eager**

**Hopeful**

**Unsure**

**SAD**

# **YOU ARE NOT ALONE**

**WE'RE HERE TO HELP**



# POST HIGH SCHOOL PLANNING

## HOW TO DECIDE WHAT'S RIGHT FOR YOUR CHILD

### COMMUNICATE WITH TEACHERS, IEP LIAISON, TRANSITION COUNSELOR, AND/OR COUNSELOR FOR INFORMATION REGARDING

- LEARNING STYLE
- LEVEL OF INDEPENDENCE
- SELF-ADVOCACY SKILLS
- ACADEMIC SKILL LEVEL

### REQUEST A TRANSITION MEETING WITH YOUR TEAM - LPS STAFF AND DISTRICT

- DISCUSS IF SERVICES ARE NEEDED AFTER HIGH SCHOOL
  - ACCEPT OR DEFER THE DIPLOMA IF APPLICABLE
- KNOW YOUR RIGHTS
  - PARENT'S NOTICE OF PROCEDURAL SAFEGUARDS
  - [HTTPS://WWW.DOE.MASS.EDU/SPE/PED/PRB/](https://www.doe.mass.edu/spe/ped/prb/)

### DISCUSS AS A FAMILY

- SCHOOL OR WORK
  - WHICH SCHOOL OR JOB IS THE BEST FIT
- OPEN DISCUSSIONS REGARDING LEARNING CHALLENGES AND ACCOMMODATIONS NEEDED
  - WHAT IS THE BEST ENVIRONMENT FOR FUTURE SUCCESS



# LPS ROLE

## COLLEGE/TRANSITION PROGRAMS

- ASSIST WITH PERSONAL ESSAYS DURING ELA CLASSES
- ASSIST WITH THE COLLEGE APPLICATION PROCESS IF NEEDED
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- PROVIDE FEE WAIVERS



# LPS ROLE

## WORK PLACEMENT

- ASSIST WITH CAREER EXPLORATION, AS NEEDED
- ASSIST WITH JOB APPLICATION PROCESS, AS NEEDED
- ASSIST WITH WORK PLACEMENT ACCOMMODATION REQUESTS, AS NEEDED

# FAMILY ROLE

- INCREASE INDEPENDENCE AT HOME
  - LAUNDRY, COOKING, BANKING, DRIVING, PLANNING FAMILY TRIPS, NAVIGATING THE ENVIRONMENT, MAKING AND KEEPING TRACK OF APPOINTMENTS, AFTER SCHOOL OR WEEKEND JOBS
- CONNECT WITH OUTSIDE AGENCIES FOR ASSISTANCE SUCH AS MASSACHUSETTS REHABILITATION COMMISSION (MRC).
- [TRANSITION RESOURCES](#)

# FAMILY ROLE

## COLLEGE/TRANSITION PROGRAM

- REVIEW [SENIOR YEAR COLLEGE APPLICATION TIMELINE](#)
- VISIT A VARIETY OF POST HIGH SCHOOL PROGRAMS
  - [POST HIGH SCHOOL PROGRAM DEFINITIONS](#)
  - [EXAMPLES OF POST HIGH SCHOOL PROGRAMS FOR LD STUDENTS](#)
- FILL OUT COLLEGE APPLICATIONS (INCLUDING APPLICATION ESSAYS AND TEACHER RECOMMENDATION REQUESTS) WITH LPS ASSISTANCE IF NEEDED
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# FAMILY ROLE

- REGISTER STUDENT FOR SAT OR ACT EXAM, IF NEEDED
  - MOST COLLEGES AND PROGRAM ARE NOT REQUIRING THESE TESTS OR WAIVE THEM FOR STUDENTS ON AN IEP
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# FAMILY ROLE

## WORK PLACEMENT

- EXPLORE CAREER AREAS OF INTEREST
- CONSIDER TRANSPORTATION AND LIVING OPTIONS
- REQUEST LETTERS OF RECOMMENDATIONS/REFERENCE CONTACTS, WITH ASSISTANCE AS NEEDED
- APPLY FOR AVAILABLE JOBS, WITH ASSISTANCE AS NEEDED
- REQUEST WORK PLACEMENT ACCOMMODATIONS, AS NEEDED

# SENIOR YEAR FOCUS

## ACADEMIC WEEK

- CONTINUED LEARNING IN THE ACADEMIC AREAS OF ENGLISH, MATH AND HISTORY
  - RESEARCH AND CIVICS COLLABORATIVE PROJECT IN ENGLISH AND HISTORY
  - INCREASED INDEPENDENCE
  - INCREASED EXPECTATIONS FOR SELF-ADVOCACY
  - ELP WEEK WORK PACKETS
- CAREER EDUCATION
  - THREE TIMES PER WEEK
  - POST HIGH SCHOOL PLANNING, PROFESSIONALISM, SELF-AWARENESS, SELF-ADVOCACY, ADA/IDEA LAWS, MOTIVATION & INITIATIVE, READINESS FOR INDEPENDENCE



# SENIOR YEAR FOCUS

## ACADEMIC WEEK

- CONSUMER SKILLS
  - TWICE PER WEEK
  - MONEY MANAGEMENT
    - CONTROLLING YOUR SPENDING, BUDGETING, NEEDS VS. WANTS, CREDIT CARDS AND LOANS
- HEALTH
  - TWICE PER WEEK
  - SOCIAL COMMUNICATION, AGE OF MAJORITY, INDEPENDENT THINKING, HEALTHCARE MANAGEMENT, TRANSITION AND GRADUATION





# SENIOR YEAR FOCUS

## EXPERIENTIAL LEARNING PROGRAM WEEK

- WORK EXPERIENCE
  - PLACEMENT BASED ON ABILITY LEVEL
  - JOB COACH PROVIDED AS NEEDED
  - WORKPLACE GOALS
    - COMMUNICATION, TEAMWORK, WORK ETHIC, TASK COMPLETION, SELF-ADVOCACY, INITIATION, TAKING A RISK, INDEPENDENCE





# SENIOR YEAR FOCUS

## EXPERIENTIAL LEARNING PROGRAM WEEK

- FUNCTIONAL ACADEMICS
  - CONSUMER MATH
    - FINANCES, TIME MANAGEMENT, BUDGETING, MEASUREMENT, TRAVEL
  - COMPUTERS
    - GOOGLE SUITE, ORGANIZATION, TYPING, EDITING, CYBER SAFETY, ETIQUETTE, RESEARCH
  - WRITING
    - PERSONAL INFORMATION, PERSONAL REFLECTIONS, EMERGENCY CONTACT
  - READING
    - JOB DESCRIPTIONS, STEP BY STEP INSTRUCTIONS, APPLICATIONS, DIRECTIONS, READING FOR FUN
  - COLLEGE PREP
    - APPLICATION PROCESS, CAMPUS SERVICES, SELF ADVOCACY, ACADEMIC PLANNING, CAMPUS LIFE



# SENIOR YEAR FOCUS

## EXPERIENTIAL LEARNING PROGRAM WEEK

- COMMUNITY AND CLASSROOM-BASED LIFE SKILLS
  - FIELD TRIPS AND CLASSROOM ACTIVITIES PROMOTING INDEPENDENCE AND EXPOSURE TO REAL LIFE SITUATIONS
  - COMMUNITY SERVICE
  - FUNCTIONAL EXPERIENCES INCLUDING SHOPPING, USING PUBLIC TRANSPORTATION, PLANNING LEISURE ACTIVITIES, IDENTIFYING RESOURCES



# SENIOR YEAR EVENTS

## Transition Information Night for Parents

- Adult service presentation
- Guardianship
- Independent living presentation
- Transition information

## For Students

- Financial Literacy Fair
- Post High School Fair – if applicable
- Prom
- Senior Week Activities



# RESOURCE TOOLBOX

All seniors will create a resource toolbox to take with them as well as their own personal gmail account to transfer any information they have collected over the years in their LPS email accounts

## Section 1:

- Cover Letter
- Resume
- Job Application Cheat Sheet
- References/ Letters of Recommendation

## Section 2:

- Disability Disclosure Statement/ Learning Style Statement
- Accommodations for Work
- Accommodations for School
- A copy of ADA laws
- Thinking Maps templates



# REMEMBER TO BREATHE AND REACH OUT

GRETCHEN PETERSEN, COO – [GPETERSEN@LEARNINGPREP.ORG](mailto:GPETERSEN@LEARNINGPREP.ORG)

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