



# **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**





# 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

# 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

<https://www.doe.mass.edu/sped/PRB/>

### DISCUSS AS A FAMILY

- College, Transition Program or Work?
- Open discussions regarding learning challenges and accommodations needed



# LPS ROLE in College/Transition Programs

- ★ College Application process- Some schools have their own application, while others will use the [Common Application](#)
- ★ Follow up on requests for recommendation letters from teachers
- ★ Issue official transcripts
- ★ Register student for accommodations on SAT or ACT exams
- ★ Provide Fee Waivers

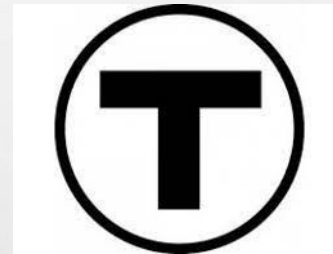


# LPS ROLE in Work Placement



# FAMILY ROLE

**Increase independence at home  
& connect with outside agencies**



[TRANSITION RESOURCES](#)



# FAMILY ROLE

when considering a  
College

- ❑ Review [SENIOR YEAR COLLEGE APPLICATION TIMELINE](#)
- ❑ Help to fill out college applications
- ❑ Follow up with your student regarding essays for applications and teacher recommendations requests
  - You and your student will need to decide whether to apply for Early Decision or Regular Decision
- ❑ Register your student for SAT or ACT exam, if needed
- ❑ Complete written request for all applicable forms, transcripts, recommendations from LPS through your student's transition counselor

**PLEASE USE THE [RECORDS RELEASE FORM](#) TO REQUEST TRANSCRIPTS, IEPS OR TESTING TO BE SENT TO SCHOOLS**

- ❑ Pay all fees related to college application
- ❑ After you and your student submit college applications , you should prepare the [FAFSA](#) form to see if you are eligible for financial aid

# FAMILY ROLE

**when considering a  
Transition Program**

- ❑ Visit a variety of post High School Programs
  - [Post High School Program Definitions](#)
  - [Examples of Post High School Programs for LD Students](#)
- ❑ Complete written request for all applicable forms, transcripts, recommendations from LPS through your student's transition counselor

**PLEASE USE THE [RECORDS RELEASE FORM](#) TO REQUEST TRANSCRIPTS, IEPS OR TESTING TO BE SENT TO SCHOOLS**

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# FAMILY ROLE

when considering a  
Work Placement

- ❏ Explore career areas of interest
- ❏ Consider transportation and living options
- ❏ Help your student to request letters of recommendation/reference contacts
- ❏ Help your student to request work placement accommodations as needed



# SENIOR YEAR FOCUS during Academic Week

Continue learning in the academic areas of  
**English, Math, & History**

Students will also continue to increase their independence & self-advocacy skills

## CONSUMER SKILLS

2x/week

- Money management
- Controlling your spending
- Budgeting needs vs wants
- Credit cards & loans

## HEALTH

2x/week

- Social Communication
- Age of Majority
- Independent Thinking
- Healthcare Management
- Transition & Graduation

## CAREER ED

3x/week

- Post High School planning
- Professionalism
- Self-awareness, self advocacy
- IDEA Laws

# SENIOR YEAR FOCUS during ELP Week

★ Placement based on ability level

★ Job Coach provided as needed

★ Workplace goals

★ Community and classroom based life skills

★ Complete ELP work packets

## CONSUMER MATH

- Finances
- Time Management
- Budgeting
- Measurement
- Travel

## TECHNOLOGY

- Google Suite
- Organization
- Typing
- Editing
- Cyber safety,
- Online etiquette

## WRITING

- Personal information
- Personal reflections
- Emergency contact

## READING

- Job descriptions
- Instructions
- Directions
- Reading for fun

## COLLEGE PREP

- Application Process
- Campus Services
- Self-advocacy
- Academic planning
- Campus Life

# SENIOR YEAR EVENTS

## Transition Information Night for Parents

- November 8, 2022 6:00-8:00pm
- 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:

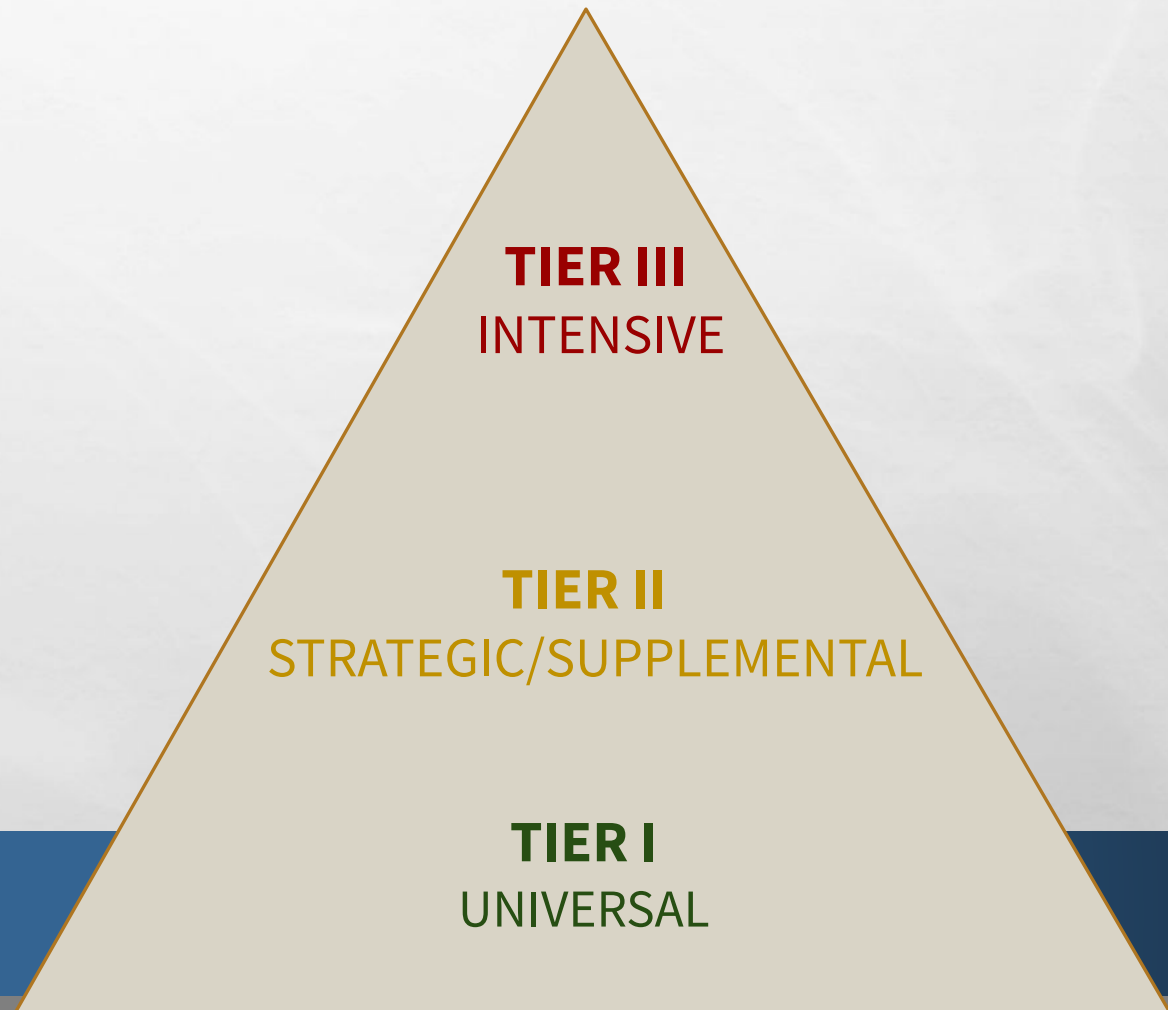
- Disability Disclosure Statement/ Learning Style Statement
- Accommodations for Work
- Accommodations for School
- A copy of ADA laws
- Thinking Maps templates

# Multi-Tier System of Support

**TIER III**  
Individualized supports for  
students  
<10%




**TIER II**  
Small group supports for  
students  
(10-20%)

**TIER I**  
Universal accommodations  
for **ALL** LPS students



# Panther Pride





	Classroom	Hallway	Cafeteria	Community
<b>Compassion</b> 	Be mindful of others  Use kind words and tone	Politely move to the side to allow space for a student to walk by	Choose to be kind to your peers	Share the conversation and give others an opportunity to speak  Build positive connections with others
<b>Courage</b> 	Strive to be an active participant  Progress not perfection  Self advocate	Focus conversation on the positives  Words matter, choose wisely	Invite others to join your table	Embracing challenges while making a commitment to work them through
<b>Honesty</b> 	Be truthful in all communication  Complete your own work  Report anything inappropriate	Only travel to and from assigned areas	Only consume food/beverages that belong to you  Report any problems	Clearly, concisely and calmly communicate your feelings



# Panther Pride



	Classroom	Hallway	Cafeteria	Community
<b>Respect</b> 	Use appropriate language  Be aware of people's individual space	Arrive to class on time  Show consideration for others	Collaborate politely with your peers and faculty	Participate in your community in a positive manner  Value others and our school
<b>Responsibility</b> 	Complete work to the best of your ability	Go to class on time  Walk and talk  Act safely	Clean up your area  Wait your turn in line	Take control and ownership of your actions  Build positive relationships

# Dual Enrollment Update

## On-Site Course at LPS

- LPS would work with MassBay to select an appropriate course from their spring catalog
- MassBay faculty member would teach on-site at LPS
- LPS students would be enrolled as non-degree MassBay students with access to library, accessibility services, and other student resources

## Next Steps

- Minimum of 7 LPS students to offer on-site course
- Families are responsible for tuition, books
- Learning Prep will coordinate with MassBay
- Transition Dept. staff will support students in understanding syllabus, self-advocacy, etc.

# REMEMBER TO BREATHE AND REACH OUT

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