

QUARTERLY UPDATE WRHS SPECIAL ED

October 28, 2022

We are winding down the first quarter of the 22-23 school year. It's been a busy first nine weeks. This newsletter will provide information about how the transition planning form is used to guide our IEP writing process, what to expect when seeing the first quarter progress reports, and we are highlighting the newest member of our special education teaching staff, Julianne Abbascia.

The Transition Planning Form

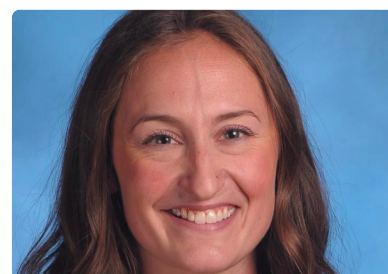
In Massachusetts, transition planning is mandated for students 14 years of age and older. What does this mean? It means that not only are all high school students invited and encouraged to attend their team meetings, but they are a vital part of guiding the discussion and planning for the next IEP cycle. The transition planning form is used both before and during the IEP meetings. It's important to note that the transition planning form itself is not a form that has goals that are mandated to occur, but it is used to create the IEP goals that are mandated. It is the form that guides the IEP writing process. Transition planning starts with asking students about their post-secondary vision and then we take additional steps to ensure we are looking at their needs and interests on the whole. The IEP has many sections within it that incorporate the information gathered through the transition planning form. The goal is for students and their parents/guardians to see the IEP as the bridge between where they are and where they want to be when they leave school.

Progress Reports

All students with Individualized Education Plans are required to have quarterly progress. These come out within a week of the report card and provide measurable progress on each objective within the student's IEP goals. For now, the progress reports are emailed to parents but will soon be accessible directly through power school. The student's liaison (noted as the academic advisor on power school) is the person that sends the progress report to the parents/guardians.

New Staff Highlight:

Julianne Abbascia joined our life skills teaching staff this summer. She comes to us from the New England Center for Children. She did her undergrad at UMASS Amherst (Sociology and Public Health) then continued her education by earning a Master's in Special



Education from Simmons University, and completed additional graduate coursework in Applied Behavior Analysis at Western New England University. She worked at the New England Center for Children for 6 years before coming to Wachusett. She's working on expanding the types of work experiences available in school to access various types of employment. One of the many new inclusion opportunities for students in life skills is occurring in our school store because Julianne is collaborating with our general education business teacher. When she is not in school, she enjoys playing with her rescue dog Luna. We are thrilled to have her on our special education team.

Upcoming Events

Parents Night: Nov 2, 6:00-8:30

Center For Living and Working Workshops: The 4th Tuesday of each month during the activity period.

First Quarter Progress Reports: Will be sent between November 14-18.



Shanna Hauver

Shanna is using Smore to create beautiful newsletters