

SEPAC NEWSLETTER

Board Members: Jenna O'Donnell Marisa Ronan Maureen Patroliia



CORY MACE

Thank you for coordinating efforts for 12/2 Special Educator's Day. **Thank you to all our families** that contributed to the endeavor.

Jenna MacDonald

Thank you for working with the school to secure a budget line for future SEPAC endeavors.

A Message From your Co-Chairs

With the season of gratitude upon us, we want to take a moment to acknowledge the powerful voices and efforts of so many before us that have profoundly impacted the lives of students with disabilities. The legislative changes that include FAPE, IDEA, The Olmstead Acts, and ADA, are just *some* of the laws that have provided accessibility to students around the country.

1

FIND US ON FACEBOOK
RT-SEPAC

2

WE ARE READING
Reimagining Special Education: Using Inclusion as a Framework to Build Equity and Support All Students

3

PODCAST:
Neurodiversity Matters

Transition Planning

The basics of Transition Services: Learn the important basics about postsecondary education transition planning.

Held on November 17th, the presentation was given by Transition Specialist Tabitha Monahan of NESCA ([Neuropsychology & Education Services for Children & Adolescents](#)) located in Newton, MA. NESCA is the gold standard when it comes to transition assessments. This presentation also helped families understand the benefit of an outside assessment which will always be more robust than what a school will offer.

Some things to consider as you think about your student's transition to postsecondary education or employment:

- Are they developing the skill-building, self-regulation, executive functioning, and self-determination strategies necessary for their postsecondary life?
- Can they cope? Initiate? Manage time? Prioritize and break down tasks?
- Are they self-aware? Self-determined? Can they self-advocate? Set and self-monitor goals?

These factors are *relevant for ALL students on IEPs*, regardless of their post-secondary plans. *IEPs should also reflect the areas of deficit when considering transition planning and goals.* *The purpose of transition planning is*



*to close the gap between the student's current skills and the demands of the student's intended future which can include **training, education, employment, and independent living skills.***

Like an IEP, a Transition assessment should consider the whole person, not just the academic skills. Information gleaned from a transition assessment must be transferred to the child's IEP to be mandated for services; this is useful for documenting planning items that are not supported through annual IEP goals. **Transition-related needs that are documented in an IEP must be met for graduation to fulfill FAPE.**

<< **See: [Transition Planning MA, DOE](#)** >>

<< **See: [Transition Planning information from FCSN](#)**>>

CAN YOU LEND YOUR VOICE, YOUR TALENTS, OR CONNECTIONS?

On December 1, 2022, the SEPAC hosted their second meeting of the year. Mr. O'Keefe, Head of School, and Student Support Director, Lauren Macpherson, made themselves available that evening. We hope more families will consider participating in meetings, join forces to secure speakers, and volunteer in similar efforts to 12/2 to honor our special educators. We cannot do this successfully without the participation of our SEPAC families. If you can volunteer your time or you are interested in carrying the baton or joining the SEPAC board next year, please contact RisingTideSepac@gmail.com.



RISING TIDE SPECIAL EDUCATION
PARENT ADVISORY COUNCIL

Join us for our next meeting

February 2nd at 7pm