

WELCOME!

SEPAC: Parents as Partners

October 9, 2025

Agenda

Welcome from SEPAC and Dr. Hunter

Who is Who in the Office of Student Services

Review of Processes

Resources

Q&A

Meet the Team at the Office of Student Services

- **Kate Jesman**, Early Childhood Coordinator, CIPS, kjesman@concordps.org
- **Rachael Fusco**, Special Education Administrator, Alcott, rfusco@concordps.org
- **Carie Lyn Carnahan**, Special Education Administrator, Willard, ccarnahan@concordps.org
- **Nicole Stallions**, Special Education Administrator, Thoreau, nstallions@concordps.org
- **Tory Sulser**, Special Education Administrator, CMS, vsulser@concordps.org
- **Amy Geer**, Special Education Administrator, CCHS, ageer@concordcarelisle.org
- **Mary Desmond**, Transition Specialist, mdesmond@concordcarlisle.org
- **Gaylan Garraway**, Administrative Assistant, ggarraway@concordps.org
- **Heather Leger**, Administrative Assistant, hleger@concordps.org
- **Frances Wooff**, Assistant Director of Student Services, fwooff@concordps.org
- **Angel Charles**, Director of Student Services, acharles@concordps.org

We are here to support you!

CPS and CCRHS Annual Rights

When is a Student Eligible for Special Education?

A student is eligible if all three of the following are true:

1. The student has one or more disabilities.
2. The student is not making effective progress within school as a result of the disability (ies).
3. The student requires specialized instruction (special education) in order to make effective progress.

What is the Referral Process?

Parents, or other adults involved with the student can make a referral for an evaluation.

A referral can be made at any time.

A district may not refuse a referral in order to try other supportive services.

Processes and Procedures

- Initial Evaluation in all suspected areas of concern and Eligibility Determination
- 3 year re-evaluation required to determine of continued eligibility in areas of suspected disability
- Individualized assessments
- Non-discriminatory assessments
- Includes a variety of tools and strategies, including information provided by the parent
- Age of Majority
- Transition Services/Planning

Determination Categories

10 Different Categories of Disabilities are defined in state and federal regulations.

Autism

Neurological Impairment

Developmental Delay

Emotional Impairment

Intellectual Impairment

Specific Learning Disability

Sensory

Physical Impairment

Hearing

Health Impairment

Vision

Deaf-Blind

Your Rights!

Family Rights:

Before the school can begin IEP services, the school must obtain the parent's consent.

A parent has the right to accept or reject the proposed IEP in part or in full.

The completed IEP is signed by both the school district and a parent and serves as a contract between the school and the parent.

A parent can withdraw their consent at any time in relation to any service or program.

Frequently Asked Questions

[Our web page](#)

[Child Find](#)

[Extended School Year](#) Determinations

[District Curriculum Accommodation Plan \(DCAP\)](#) and

[Section 504](#)

Resources

[DESE Parent Page](#)

[A Parent's Guide to Special Education](#)

[Federation for Children with Special Needs](#)

[IEP Improvement Process](#)

[Concord SEPAC](#)

Questions?