



PARTNERING FOR STUDENT SUCCESS

Welcome to FCUSD Special Education:
Learning about SELPA, CAC, and Opportunities to Get Involved

Presented by Special Education Staff and CAC Members

Folsom Cordova Unified School District (FCUSD) Special Education Local Plan Area (SELPA) Community Advisory Committee (CAC)

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Meet & Greet CAC Members

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Welcome & Introductions

Meet & Greet Our Staff

Jason Stricker – Executive Director of Special Education/SELPA
 Aaron Storey – Director of Special Education
 Kristina Royer – Director of Special Education
 Danielle Tharp – Program Coordinator
 Hunt Lin – Program Coordinator
 Jennifer Boettger – Program Coordinator
 Rebecca Schnell – Program Coordinator

Executive Director Special SELPA					
Jason Stricker - 102460 District Special Education / SELPA Operations Special Education Budget, Extra Help Requests, Community Advisory Committee (CAC), NPANPS Contracts, NPS Placements District Special Education Policies and Procedures, CDE Compliance/Complaints, Due Process and Compliance, Alternative Dispute Resolution, FCEA/CSEA Collaboration / Negotiations, District-wide Special Education program oversight, Special Education State Indicators, Disproportionality, Compliance Improvement, Executive Cabinet, Board Communications Supervision of: Directors, Coordinators, Behavior Specialists, Lead Behavior Support Assistants, Behavior Support Assistants					
Directors					
Personnel, Compliance, CDE, Complaints, OAH Complaints, CIM					
Aaron Storey - 102441				Kristina Royer - 102482	
Adult Education Active Community Transition Training Cordova Gardens Cordova High Cordova Meadow Empire Oaks Folsom Hills Folsom Middle Innovations Academy Kinney High	Mather Heights Michael Middle Navigator Oak Chan Prospect Community Day Riverview STEM Vista Del Lago High White Rock Williamson	Alder Creek Blanche Spreitz Carl Sundahl Cordova Lane Center Cordova Villa Gold Ridge Folsom Cordova Community Charter Folsom High	Mangan Ranch Mills Middle Natoma Station Peter J Shields Rancho Cordova Russell Ranch Sandra J Gallardo Sutter Middle Theodore Judah		
Programs: SEIS Team, PLDP Supervision of: Speech Pathologists, SLPA, Program Specialists, AAC Liaison to: Transportation, FCEA Negotiations, Facilities, Mental Health / Wellness, ADPS		Programs: DIQH Supervision of: Psychologists, Program Specialists, Roving Teachers Liaison to: Curriculum & Instruction, Professional Development, LEA-RDP, Health, TOSA/Mentors			
Program Coordinators					
Residential Treatment Center placement Case Manager: SARB, OAH Complaints					
Rebecca Schnell - 102444		Hunt Lin - 102440		Danielle Tharp - 102442	
Blanche Spreitz Carl Sundahl Theodore Judah Folsom Middle Vista Del Lago Innovation Academy Walnutwood High	Empire Oaks Folsom Hills Mather Heights Navigator Oak Chan Williamson Riverview STEM Sutter Middle Michael Middle Kinney High Prospect CDS	Alder Creek Gold Ridge Mangan Ranch Natoma Station Russell Ranch Sandra J Gallardo Sutter Middle Folsom High FCCC	Cordova Gardens Cordova Meadows Cordova Villa Peter J Shields Rancho Cordova White Rock Mills Middle Cordova High Cordova Lane Center		
Programs: Long-term Home Instruction, CCHAT Supervision of: DHQH, VIVOM, OI Liaison to: Community Advisory Committee, Curriculum Advisory Committee, TOSA / Mentors		Programs: ACTT, NPS, ESY Supervision of: Workability Liaison to: TOSA / Mentors, ADPS		Programs: ECAT, Preschool, Supported TK, TK/K Supervision of: OT, PT, APE Liaison to: Dual Identified warrants, state assessment	
Program Specialists					
Partner to NPS steward re: student IEPs, placement and reentry, compliance, Ed Benefit, technical support for teachers.					
Kate Rundle 102454	Jennifer Ostlund 102461	Sherry Plumb 102474	Kim Tigueiro 102422	Beth Murpison 102420	Bethanne Humnicutt 102420
Alder Creek Mangan Ranch Russell Ranch Vista Del Lago HS FCCC	Gold Ridge Natoma Station Sandra J Gallardo Sutter MS ECAT (Folsom)	Cordova Villa Peter J Shields Navigator Michael MS Supported TK Cordova Lane Ctr	Mather Heights Navigator Williamson Prospect Comm Day Kinney HS Walnutwood SLTH Innovations Riverview STEM	Empire Oaks Folsom Hills Oak Chan Folsom MS	ACTT NPS District Steward Private Schools (ISP) ADPS Liaison
					Shelly Simas 102421
					Cordova Gardens Cordova Meadows White Rock Mills MS CCHAT ECAT (Rancho)
					Taylor Thomas 102422
					Blanche Spreitz Theodore Judah Carl Sundahl Cordova HS ACTT

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Meet & Greet Our Staff

Bethanee Hunnicutt - Program Specialist

Beth Marjerison - Program Specialist

Jennifer Ostlund – Program Specialist

Sherry Plumb - Program Specialist

Katie Rundle - Program Specialist

Shelly Simas – Program Specialist

Taylor Thomas - Program Specialist

Kim Trigueiro - Program Specialist

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				Shelly Simas 102411 Cordova Gardens Cordova Meadows White Rock Mills MS CCHAT ECAT (Rancho)	Taylor Thomas 102472 Blanche Sprentz Theodore Judah Carl Sundahl Cordova HS ACTT

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Meet & Greet CAC Members

CAC Chairperson

Nicole McCarthy

ndobroski@gmail.com

CAC Vice Chairperson

Jennifer Taylor

jtaylor128@gmail.com

CAC Secretary

Lilia Neal

lnal@fcusd.org

CAC Members:

Dana Arce

Unrika Simon

Kim Trigueiro

Laura Wasco-Kenrow

Lucinda Winward

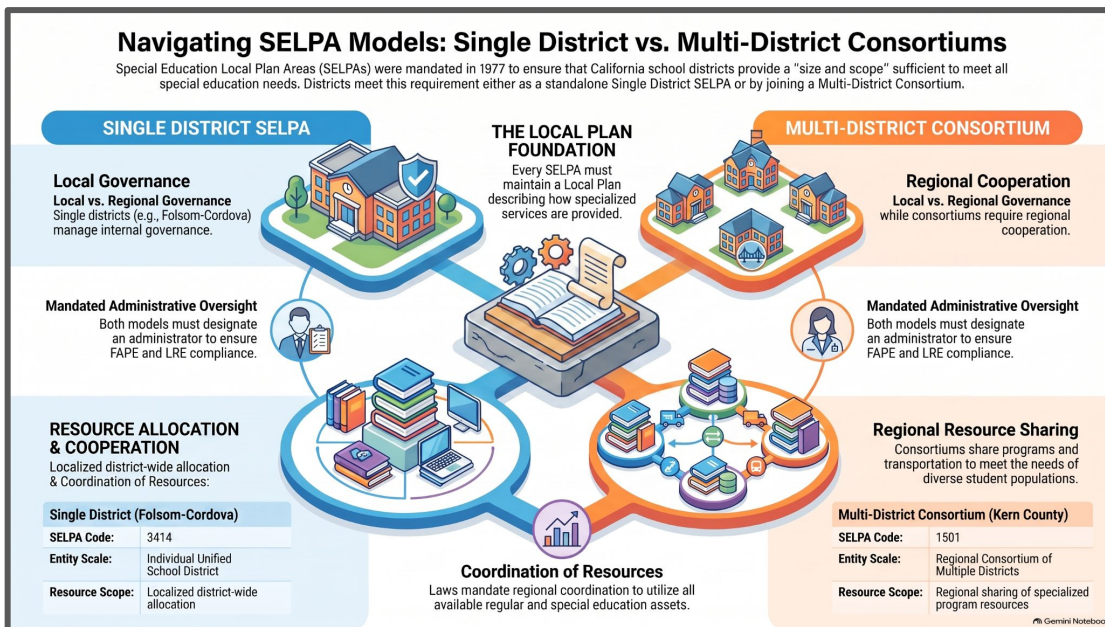
Jennifer Wong

Interested in joining CAC? Please fill out the linked form: [CAC Application](#)

Overview of SELPA

What is a SELPA?

The Folsom-Cordova Unified SELPA is a single-district Special Education Local Plan Area (SELPA). Unlike many SELPAs that consist of multiple school districts, FCUSD operates as its own SELPA and is responsible for planning, coordinating, and providing special education services for eligible students within FCUSD.



*FAPE - Free Appropriate Public Education; LRE - Least Restrictive Environment

What is CAC and Its Purpose?

The Community Advisory Committee is a cornerstone of special education in California, providing a local forum where families, educators, and school districts work together to support students with disabilities.

The Individuals with Disabilities Education Act (IDEA) and California Education Code recognize the important role of parent and community involvement in the planning, development, and implementation of special education programs.

The CAC advises the Special Education Local Plan Area and Board of Education on:

- The SELPA Local Plan
- Annual priorities and goals
- Parent and family education opportunities
- Other special education-related programs and activities

CAC Benefits

Participation in the FCUSD Community Advisory Committee provides families, educators, and community members with opportunities to:

- Build connections and strengthen collaboration among FCUSD families, educators, and the community.
- Receive training, information, and skill-building opportunities related to special education.
- Access FCUSD and community leaders and decision-makers.
- Provide input and recommendations to the FCUSD SELPA and Student Support Services Department.
- Learn how FCUSD special and general education programs and services support students.
- Share ideas and perspectives that help improve outcomes for students with disabilities.
- Reduce feelings of isolation by connecting with other families who share similar experiences.
- Develop leadership, advocacy, and professional skills.
- Make a meaningful difference for students with disabilities and their families.

Through collaboration, learning, and advocacy, the CAC helps ensure that family perspectives are heard and that students with disabilities receive the support they need to thrive.

Roles and Responsibilities of CAC

CAC advises and works collaboratively with FCUSD, and provides input on topics such as:

- Providing input on the SELPA Local Plan, programs, services, and priorities
- Advising on special education policies, procedures, and family needs
- Supporting parent education, outreach, and family engagement
- Promoting collaboration between families, schools, and the community
- Increasing awareness of special education rights, including Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).
- Sharing recommendations with district leadership through the SELPA Director

Who Can Join CAC?

The FCUSD Community Advisory Committee (CAC) welcomes:

- Parents and family members
- Students and adults with disabilities
- General and special education teachers
- School staff and administrators
- Community agency representatives
- Community members interested in supporting students with disabilities

Parents and community members make up the majority of CAC members, and most parent members have a child(ren) receiving special education services.

The FCUSD SELPA Director and Student Services staff serve as non-voting members.

**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT SELPA
COMMUNITY ADVISORY COMMITTEE BYLAWS**

**ARTICLE I
NAME AND AUTHORITY**

1. The name of the committee shall be the Folsom Cordova Unified School District Special Education Local Plan Area (SELPA) Community Advisory Committee (CAC).
2. The CAC shall be the Community Advisory Committee for the Folsom Cordova Unified School District (District) SELPA. [Authority: Education Code Sections 56190-56194]

**ARTICLE II
PURPOSE**

The CAC has an overall advisory responsibility to the District. Ongoing input from the CAC is provided to the Executive Director of Special Education/SELPA, who shares it with the Superintendent's Cabinet and the Board of Education (Board). This process ensures that the CAC concerns and recommendations for annual priorities addressed by the SELPA local plan are brought to the attention of the District. Ongoing input to the CAC is provided by the Executive Director of Special Education/SELPA and the District staff on topics such as pending legislation, SELPA plan implementation status, effects of fiscal constraints on provision of services, parent/guardian rights, and other appropriate subjects. Input is provided to the Superintendent and Board about any concerns or desires from the CAC that are appropriate to their responsibilities. [Authority: Education Code Section 56190]

**ARTICLE III
RESPONSIBILITIES**

1. The objective and purpose of the CAC shall be to assist the District to bring about the cooperation and coordination of the community resources which may be of value in the operation and implementation of the local plan for special education. In achieving this purpose, the CAC shall have such authority and fulfill such responsibilities as are defined for it in the local plan and appropriate legislation.
2. Responsibilities may include, but are not limited to, the following:
 - a. Advising the administration of the District regarding the development, amendment, review, and implementation of the local plan; the District shall review and consider comments from the CAC.
 - b. Review of the special education programs under the local plan.
 - c. Making recommendations on annual priorities to be addressed under the local plan.

Interested in Joining CAC?

Please fill out the linked form or scan the QR-code:

[CAC Application](#)



[Aplicación CAC](#)



LOOKING AHEAD: 2026-2027 CAC Meeting Dates

DATE	TIME	2026-2027 EVENTS
August 19	5:30-6:30 p.m. 6:30-7:30 p.m.	Presentation "Roadmap to a successful school year" Meeting Childcare will be provided during the presentation and meeting. RSVP for childcare is required. Please scan the QR code and complete the brief RSVP survey. <u>Location:</u> Cordova Lane Center, 2460 Cordova Lane, Rancho Cordova, CA 95670 
September 30	5:30-6:30 p.m. 6:30-7:30 p.m.	Presentation "The family journey: recognizing and managing stress for parents and siblings of students with disabilities" Meeting Childcare will be provided during the presentation and meeting. RSVP for childcare is required. Please scan the QR code and complete the brief RSVP survey. <u>Location:</u> Cordova Lane Center, 2460 Cordova Lane, Rancho Cordova, CA 95670 
December 9	5:30-6:30 p.m. 6:30-7:30 p.m.	Presentation "How schools support students: the difference between an IEP and a 504 Plan" Meeting <u>Location:</u> Education Services Center, 1965 Birkmont Drive, Rancho Cordova 95742
February 10	5:30-7:00 p.m.	Meeting with the Local Control and Accountability Plan (LCAP) data walk <u>Location:</u> Education Services Center, 1965 Birkmont Drive, Rancho Cordova 95742
March 3	5:30-7:00 p.m.	Art Show <u>Location:</u> Education Services Center, 1965 Birkmont Drive, Rancho Cordova 95742
April 21	5:30-7:00 p.m.	Excellence in Special Education Awards Ceremony <u>Location:</u> Jill Solberg Performing Arts Center, Folsom High School, 1999 Prairie City Road, Folsom, CA 95630
May 12	5:30-7:30 p.m.	Meeting (Local Plan and next-year planning) <u>Location:</u> Education Services Center, 1965 Birkmont Drive, Rancho Cordova 95742
*Location is subject to change.		

Special Education Questions, Comments, Concerns, Suggestions, and Positive Experiences Form

What would you like us to know?

Please enter your question, comment, concern, suggestion, or feedback by filling out the linked form below or scanning the QR-code:

<https://forms.gle/QN2SfzwCopGTxXSK6>





ROADMAP TO A SUCCESSFUL SCHOOL YEAR

Presented by Special Education Staff and CAC Members

Start Strong with Communication & Relationships

Tips for Success: Across All Age Groups

Before school begins

- Send a brief introduction email to your child's teacher(s):
 - Strengths and interests
 - Challenges and triggers
 - Effective motivators and supports
 - Strategies that help your child succeed

Build your support team

- Meet your child's teacher and case manager early
- Connect with the school nurse or health assistant if needed
- Attend Back-to-School Night whenever possible

Share helpful information

- Provide resources about your child's disability if appropriate
- Ensure key staff understand your child's needs

Stay connected

- Communicate important changes that may impact your child's day
- Consider a quick "handle with care" message when needed if your child starts the day on the wrong foot

Strong relationships between families and schools create a foundation for student success.

Families Are Important Members of the Team

Tips for Success: Know Your Rights & Resources

- Learn about your child's IEP, 504 Plan, or support services.
- Ask questions whenever something is unclear.
- Keep copies of important school documents.
- Reach out to your case manager or school team when concerns arise.
- Connect with family support organizations and parent groups.



You are your child's first and most important advocate.

Working Together for Student Success

Tips for Success: Building a Positive Home-School Partnership

- Assume positive intent.
- Communicate early and often.
- Share successes, not just concerns.
- Celebrate growth, effort, and progress.
- Work together to solve challenges.

Students benefit most when families and schools collaborate as partners.



Every Day Counts

Tips for Success: Attendance Matters



- Establish consistent routines for sleep, meals, and school attendance.
- Plan appointments whenever possible outside school hours.
- Communicate with the school if barriers arise.
- Celebrate attendance milestones and successes.

Consistent attendance supports learning, relationships, and belonging.

Helping Students Feel Connected

Tips for Success: Supporting Social-Emotional Well-Being

- Create routines and predictability.
- Encourage friendships and social opportunities.
- Talk regularly about school experiences.
- Identify trusted adults at school.
- Use school wellness supports when needed.

Students learn best when they feel safe, supported, and connected.



Supporting a Positive Start to School

Preschool Success Strategies

Build familiarity

- Practice school routines through play or role modeling.
- Talk about what to expect during the school day.

Promote comfort and confidence

- Ask about bringing a comfort item if helpful.
- Provide extra clothing when appropriate.
- Share strategies that help your child feel safe and secure.

Collaborate with the School Team

- Discuss toileting routines and levels of independence.
- Share information about communication styles and support needs.

Predictable routines and collaboration help young children feel comfortable and ready to learn.



Encouraging Independence & Belonging

Elementary School Success Strategies

Get to know your child's team

- Learn who your child's teacher and case manager are.
- Establish communication methods that work for your family.

Practice everyday skills

- Opening lunch containers
- Using water bottles independently
- Organizing personal belongings

Explore the school environment

- Visit playgrounds and common areas when possible.
- Help your child build confidence navigating school spaces.

Small opportunities for independence build confidence and self-esteem.



Supporting Growth and Self-Advocacy

Middle School Success Strategies

Become familiar with the campus

- Locate classrooms, restrooms, cafeteria, PE facilities, and support offices.
- Practice transitioning between classes.

Know your support network

- Case Manager
- School Counselor
- Administrator
- Trusted school staff members

Practice and preparation build confidence for a successful middle school experience.

Practice important skills

- Accessing technology and school accounts
- Using lockers or alternative storage options
- Managing PE routines
- Remembering student identification information

Build self-advocacy skills

- Encourage your child to identify when they need help.
- Practice asking questions and seeking support.

Preparing for the Future

Grades 9-12 and Ages 18-22 Success Strategies

Stay connected

- Continue utilizing school supports and resources.
- Encourage regular communication with teachers and support staff.

Foster involvement and belonging

- Explore clubs, activities, leadership opportunities, and interests.
- Build connections with peers and supportive adults.

Access available supports

- Homework assistance
- Academic interventions
- Mental health and wellness resources
- Transition, college, and career planning

Encourage self-determination

- Support your student in understanding their strengths, needs, and goals.
- Practice self-advocacy and decision-making skills.

Programs for students in Grades 9-12 and Ages 18-22 foster independence, confidence, self-advocacy, and readiness for life beyond high school, while supporting each student's unique goals and aspirations.





Thank you