



SPECIAL EDUCATION COMMUNITY ADVISORY COMMITTEE

September 30, 2026

Public Participation Guidelines

Community Advisory Committee meetings are held in person in the Board Room at the San Juan Unified School District office, 3738 Walnut Ave, Carmichael, CA 95608. Public comment may be offered in person during the committee meeting or in advance via email. The business to be considered at this board meeting is on the agenda below.

How to Submit Public Comment

In Advance - Submit via email to Caitlin.wrockloff@sanjuan.edu. Comments submitted before 5 p.m. on the meeting day will be shared with committee members. Public comments are subject to a 2-minute limit of approximately 300 words for written comments submitted via e-mail.

In Person - When the CAC Chair calls for public comment on an item during the meeting, those who have a comment will be called upon to speak. You will be provided with up to two minutes to comment. Those who require translation or other assistance will be provided with additional time.

For translation or accessibility assistance, contact the Special Education office at least 48 hours prior to the meeting. Call: 916-971-7149 - Department Contacts available at: www.sanjuan.edu/SpecialEd

Community Advisory Committee Agenda

September 30, 2026

A. Call to Order/Member Roll Call

B. Visitor Comments

C. Business Items

- a. 2026-2027 Committee Chair/Vice Chair Elections (D/A)
- b. 2026-2027 Officer Elections (D/A)
 - i. Membership Officer
 - ii. Engagement Officer
- c. Review CAC Bylaws and norms (D/A)
- d. Greene Act (D/A)

D. Approval of Minutes, May 27, 2026 (A)

E. Presentation

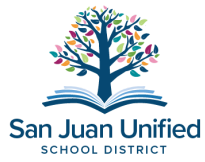
- a. Facilities Updates - Laurel Ruff and Ralph Richardson Center Modernization Project

F. Reports to be Heard (R)

- a. District/Department Staff Reports
- b. Board Remarks
- c. Workgroup Reports

G. Events of Interest (D)

An opportunity for committee members or staff to share information on upcoming events that may be of interest to the committee or special education community.



SPECIAL EDUCATION COMMUNITY ADVISORY COMMITTEE

September 30, 2026

H. Future Agenda Items (D)

Budget update

I. Adjournment

Agenda

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02:00

Business Items



- 2026-2027 Committee Chair/Vice Chair Elections
- 2026-2027 Officer Elections
 - Membership Officer
 - Engagement Officer
- Review CAC Bylaws and norms
- Greene Act (highlight admin team)

CAC Bylaws | Review

Purpose of the CAC

The CAC's primary role is to advise the Board of Education, Superintendent, and Special Education Department on:

- Development and review of the SELPA Local Plan
- Parent education and engagement/community involvement in special education
- Advocacy and support for students with disabilities and their families

Open Meeting Requirements (Greene Act)

CAC meetings must:

- Be open to the public
- Have agendas posted at least 72 hours in advance
- Allow public comment
- Maintain meeting minutes

CAC Membership Requirements

- CAC consists of **18 voting members**.
- **A majority must be parents/guardians of students receiving special education services.**
- Board members appoint 14 members/ Superintendent appoints 4 members.

Public Participation

- Public comments are welcomed.
- Speakers generally have **2 minutes**.
- Accommodations and additional time are provided when needed for communication access.

Terms

- Members serve **2-year terms**.
- Members may serve up to **three consecutive terms (6 years)**.

CAC Officers

The committee elects:

- Chairperson
- Vice Chairperson
- Membership Officer
- Engagement Officer

CAC Bylaws | Review

Roles of the Officers

Chairperson

- Presides over meetings
- Works with staff liaison on agendas
- Ensures compliance with the Greene Act
- Prepares annual reports

Membership Officer

- Welcomes new members
- Helps recruit new members
- Reviews membership recruitment practices

Engagement Officer

- Supports public engagement
- Promotes learning opportunities related to special education and the SELPA plan

How Agenda Items Get Added

CAC members may request agenda items. Topics must:

- Align with the CAC's charge
- Be consistent with district priorities

Annual Responsibilities

Each year the CAC must:

- Hold an organizational meeting
- Review bylaws
- Receive Greene Act training
- Elect officers
- Establish the meeting calendar

Reporting to the Board

The CAC provides:

- An annual report to the Board by June 15
- Updates and recommendations related to special education services and the SELPA Local Plan

Meeting Norms

Agreements



- Honor time limits and commitments
- Assume good will
- Be present
- Foster equitable voice, open inquiry and exploration
- Use “people first” language
- Honor confidentiality
- Hold each other accountable to these agreements

Supporting Public Comment



- Public comments strengthen discussion.
- Questions are not comments, but asking staff or members questions directly can help formulate helpful comment..

Effective comments



- Focus on personal stories and impact
- Build to an “ask” at the end.
- Include supporting data; link to CAC goals where possible.

CAC and the Greene Act

Brown Act (EC 54950)

- Legislative Bodies
- Local Public Agencies
- State or Federal Statutes
- Open to Public
- Agenda 72 hours prior
 - date, time, location, items to be discussed
- Includes closed sessions
- No serial meetings
 - no daisy chain communications
- Meeting types
 - Regular, Special, Emergency, and Adjourned

Greene Act (EC 35147)

- Exempts Legislative bodies from Brown Act
- Advisory Committees
- Open to Public
- Agenda 72 hours prior
 - date, time, location, items to be discussed
- No action on non-agendized items

Facilities Update

Laurel Ruff and Ralph Richardson Center Modernization

Laurel Ruff Transitional School

Modernization Project

Community Advisory Committee

September 30, 2026

01 Project Journey

02 Concept Design

03 Virtual Flythrough

04 Temporary Relocation

05 Questions

JKAE



01

SECTION

Project Journey

From FMP needs to the campus program requirements— the project story

Facility Master Plan



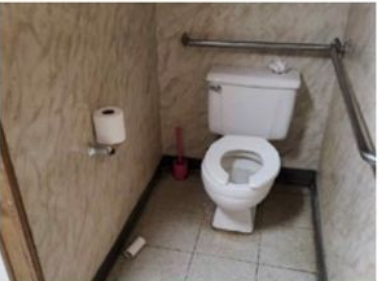
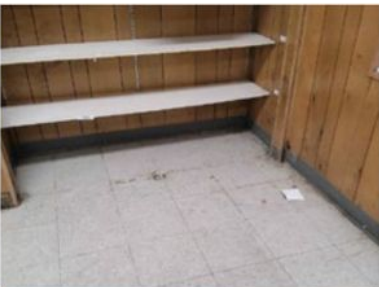
Tigers

LAUREL RUFF TRANSITIONAL SCHOOL (LAUREL RUFF)

Facility Condition Assessment Summary



Representative Existing Facility Condition Images



High Value Deficiencies:

Campus-wide

- Replace the interior doors.
- Resurface and restripe the parking lot.
- Replace the electrical distribution wiring.
- Replace the concrete surfaces.
- Upgrade the utility infrastructure including the water, sewer, and electrical systems.
- Replace interior floor finishes.
- Replace the irrigation system and controls.



2024
OVERALL
GRADE



Grading By Category

Grade

SCI



Exterior Enclosure

Walls, Doors, Windows

C

77%

.23



Roofing

Roof Coverings, Gutters, Downspouts

C

77%

.23



Interior Construction

Wall Partitions, Toilet Partitions, Lockers, Casework

C+

78%

.22



Interior Finishes

Wall, Ceiling, & Floor Finishes

F

41%

.59



Plumbing

Domestic Water & Sanitary Waste Piping, Fixtures, Water Heaters, Roof Drains

C

74%

.26



HVAC

Heating & Ventilation Equipment & Controls

D-

60%

.40



Electrical

Distribution Wiring, Equipment, Lighting, IT/Security, Comm

D-

60%

.40



Site

Irrigation, Athletic Fields, Parking & Roadways, Sidewalks

C

n/a

n/a

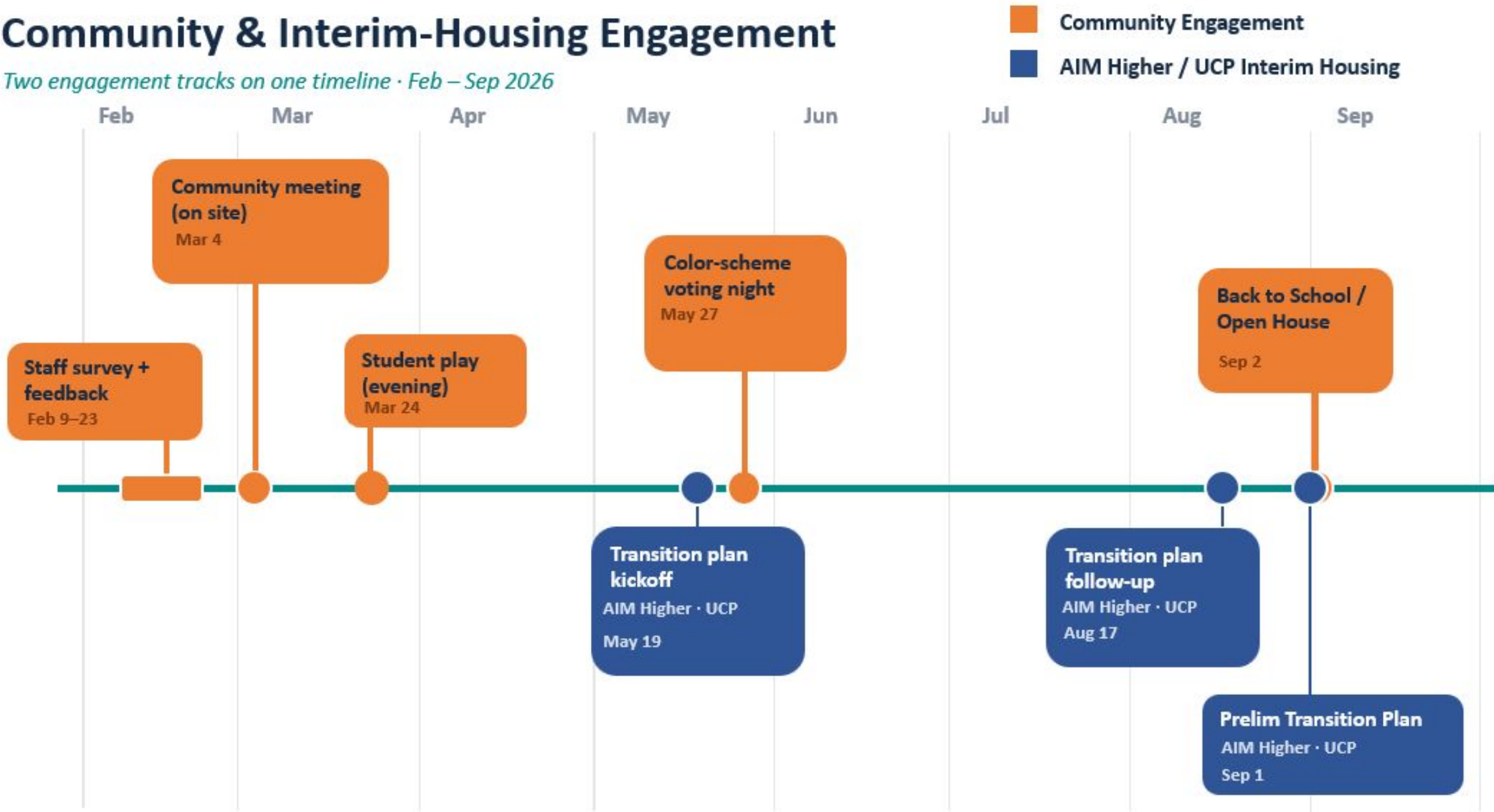


Project Schedule



Community & Interim-Housing Engagement

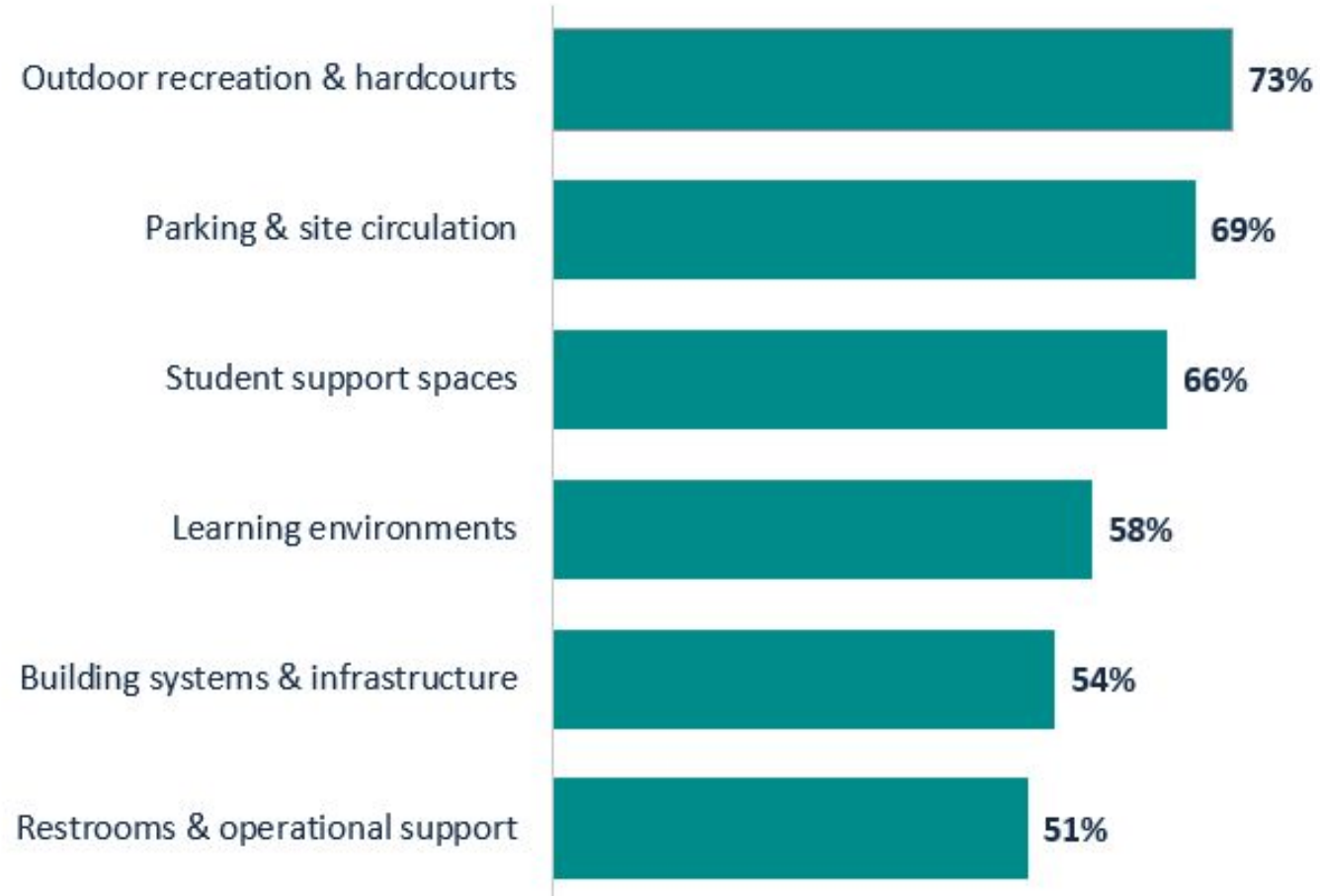
Two engagement tracks on one timeline · Feb – Sep 2026



SURVEY RESULTS | FACULTY & COMMUNITY

Rated "Needs Improvement"

Share of faculty & community survey respondents



What We Heard | Project Priorities

01 Safety & Circulation

Separate bus/parent drop-off lanes; 75-space parking target; ADA-compliant paths throughout.

02 Perimeter Security

Non-climb fencing, controlled entry, camera upgrades — consistent priority across all groups.

03 Flexible Instructional Spaces

Classrooms must support whole-group, small-group, and 1:1 simultaneously. Collab/flex nodes address pull-out gaps.

04 Multipurpose Room

Central to daily campus life: PE, lunch, Special Olympics, performances. AV, storage, and sports floor upgrades needed.

05 Outdoor Learning

Shaded seating, accessible paths, sensory garden, and tricycle track — outdoor space is core to the ILS program.

06 Interior Design & Identity

Staff and students want color, warmth, and spaces that reflect community pride. Interior voting is active today.



33

Laurel Ruff Transitional School
MULTIPURPOSE ROOM

WILD HARMONY

TABLE & STORAGE SYSTEM

RUBBER SPORTS FLOOR W/ MASCOT

COLOR PALETTE

ACOUSTIC WALL PANELS

THEATER LIGHTING BAR EXAMPLE

JKAE
ARCHITECTURE • INTERIOR • EXTERIOR

30
VOTES

TABLE & CHAIR SYSTEM

Laurel Ruff Transitional School
MULTIPURPOSE ROOM

SPIRIT SQUAD

TABLE & STORAGE SYSTEM

RUBBER SPORTS FLOOR WITH HALF COURT

COLOR PALETTE

ACOUSTIC WALL PANELS

THEATER LIGHTING BAR EXAMPLE

JKAE
ARCHITECTURE • INTERIOR • LANDSCAPE

31
VOTES

Laurel Ruff Transitional School
LIFE SKILLS CLASSROOM

WILD HARMONY



CLASSROOM
TACKLE CARPET - NO TRANSITION REQUIRED
NOVA RUBBER FLOORING
COLOR PALETTE
ACOUSTIC CEILING PANELS
TACKABLE WALL COVERING

JKAE

16
VOTES

Laurel Ruff Transitional School
LIFE SKILLS CLASSROOM

SPIRIT SQUAD



ARCHITECT CLASSROOM
NOVA RUBBER FLOORING
COLOR PALETTE
TACKABLE WALL COVERING
ACOUSTIC CEILING PANELS

JKAE

15
VOTES

Laurel Ruff Transitional School
STANDARD CLASSROOM

WILD HARMONY



TACKLE CARPET
TACKABLE WALL COVERING
COLOR PALETTE
ACOUSTIC CEILING PANELS

JKAE

6
VOTES

Laurel Ruff Transitional School
STANDARD CLASSROOM

SPIRIT SQUAD



NOVA RUBBER FLOORING
TACKABLE WALL COVERING
COLOR PALETTE
ACOUSTIC CEILING PANELS

JKAE



JKAE

02

SECTION

Concept Design

Program & scope · Incorporating what we heard to shape the project.

Site Plan

EXISTING



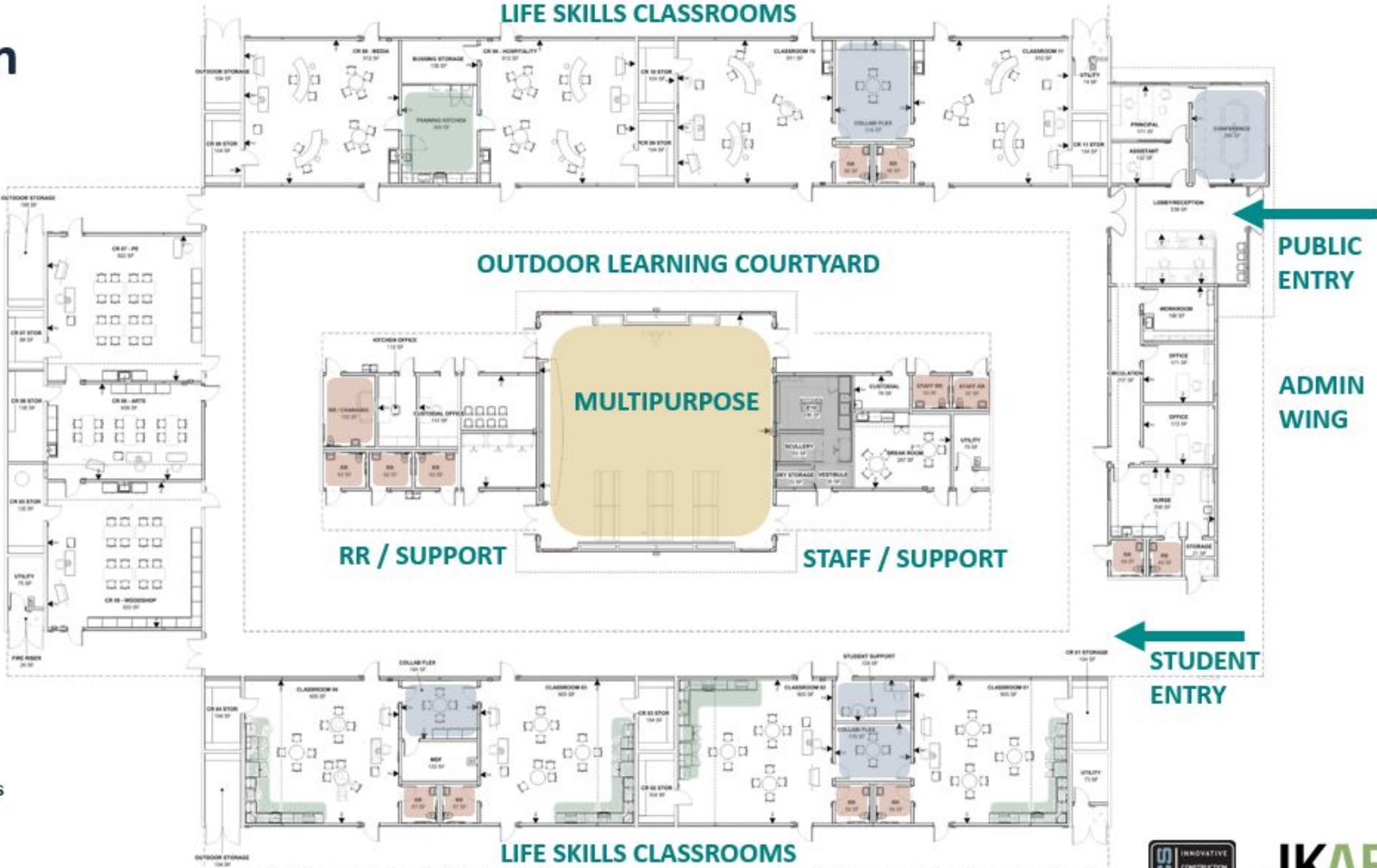
PROPOSED



Floor Plan

PE
ARTS
SHOP

- MP Room
- Life Skills Kitchens
- Collab / Flex Nodes
- Restrooms
- Kitchen



JKAE

Exterior Design

EXISTING



PROPOSED



Interior Design | Admin Reception



PROPOSED

Interior Design | Multipurpose

EXISTING



PROPOSED



Interior Design | Life Skills

EXISTING



PROPOSED



Interior Design | Classroom

EXISTING



PROPOSED

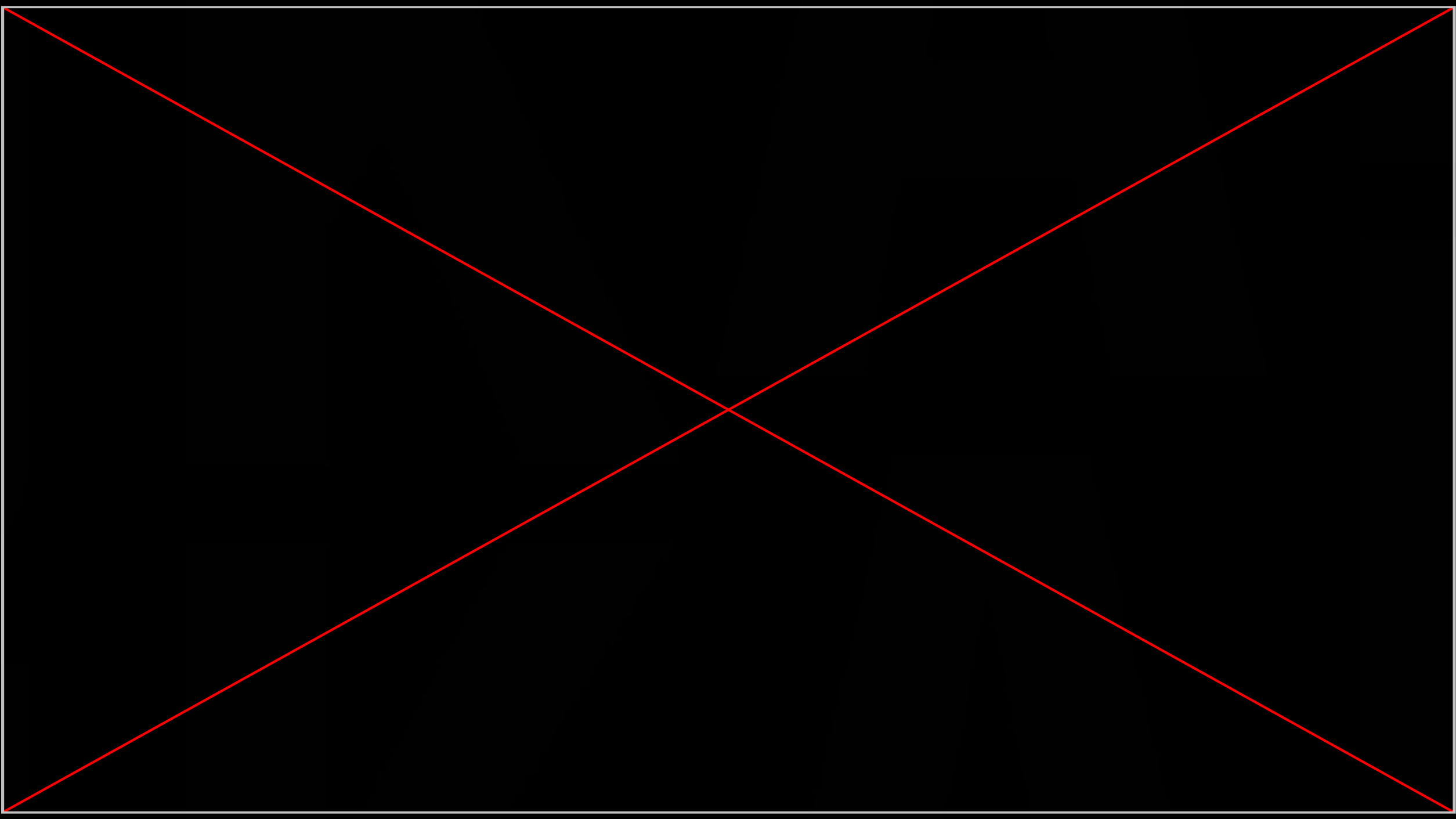


03

SECTION

Virtual Flythrough

Let's take a virtual tour...



04

SECTION

Temporary Relocation

Housing students during construction

Orange Grove | Temporary Campus



05

SECTION

Questions



Collaboration Engagement

Date	Meeting	Attendees	Key Topics
Dec 17, 2025	Day in the Life / Campus Walk	SJUSD, JKAE, WCE	Program assumptions, ILS observation, site conditions
Jan 6, 2026	Facilities Sub-Committee	SJUSD, ICS, JKAE	FCA recap, programming workflow, schedule confirmed
Jan 26, 2026	District Coordination x3	Food Svcs, SPED Admin, Tech Svcs	Kitchen standards, transition program, AV/security
Feb 9–23, 2026	Staff Survey + Feedback	Campus Staff	Survey results validated against FMP priorities
Mar 5, 2026	Community Meeting	Staff, Parents, Community, ICS	Parking, MP improvements, security, interior design input
Mar 25, 2026	CAC Meeting	Community, SJUSD, ICS, JKAE	SD Project Update
June 2, 2026	Facilities Sub-Committee	SJUSD, ICS, JKAE	SD Project Update
Sept 2, 2026	Campus Open House	Community, SJUSD, ICS, JKAE	Interior Renderings Share
Sept 30, 2026	CAC Meeting	Community, SJUSD, ICS, JKAE	CD Project Update
Oct 6, 2026	Facilities Sub-Committee	SJUSD, ICS, JKAE	CD Project Update

19.6

San Juan Unified School District



RALPH RICHARDSON CENTER MODERNIZATION

Wednesday
September 30th, 2026



RALPH RICHARDSON CENTER



San Juan Unified
SCHOOL DISTRICT

**COMMUNITY
ADVISORY
COMMITTEE**

nine
teen
six
ARCHITECTS

196



1. Project Recap
2. Scope Recommendation
3. Schematic Design Progress



Project Recap

1



Nicholas Arps

Director of Facilities,
Construction & Modernization



Christie Waldron

Program Administrator



Sharon Thomas

Vice President



Mariana Alvarez-Parga

Vice President, Architect



1	9-Dec-26	Kick-Off Meeting with District Executive Team
2	8-Jan-26	Meeting with Program Manager CPM
3	12-Jan-26	DISTRICT EXECUTIVE TEAM & CPM
4	Week of 12-Jan-26	DESIGN TEAM: Review Master Plan and As Builts
5	22-Jan-26	DESIGN TEAM WORK: Site Reconnaissance
6	Week of 26-Jan-26	SITE STAFF: Program Administrator
7		Custodian
8		Nurses
9		Instructional Assistants
10		Occupational Therapists
11		Speech Therapists
12	27-Jan-26	Meeting with DISTRICT EXECUTIVE TEAM & CPM
13	2-Feb-26	SITE STAFF: Teachers
14	3-Feb-26	FACILITY COMMITTEE
15	12-Mar-26	PARENT MEETING
16	13-Mar-26 to 10-April-26	DESIGN TEAM WORK: Site Visit with consulting team and Report preparation Site Observation, Structural Assessment, Technology, Building systems (MEP); Meet with M&O Department
17	25-Mar-26	COMMUNITY ADVISORY COMMITTEE
18	Week of March 30 and April 6	Continue with Site Visits with the consulting team Debrief and preliminary conclusions
19	10-Apr-26	Meeting on Communication Strategy
20	Week of April 13	District Executive Team to update to the Board Design Team: Work on recommendations, code strategy, and commence cost study Meeting with DISTRICT EXECUTIVE TEAM, CPM & 19six
21	Week of April 13 through May 8	District to work and send Parent Input Questionnaire
22	20-Apr-26	Update and present the proposed scope to the School Administrator (Christie)
23	Week of April 27	DESIGN TEAM WORK: Refine scope of work and prepare ROM cost estimate.
24	7-May-26	PARENT MEETING
25	Month of May	DESIGN TEAM WORK: Prepare Schematic Design
26	18-May-26	SITE STAFF MEETING #2
27	Week of May 25	Check-in DISTRICT EXECUTIVE TEAM, CPM & 19six
28	2-Jun-26	FACILITIES COMMITTEE
29	Months of June & July	DESIGN TEAM WORK: Refine scope of work and ROM cost estimate per CAC input, develop SD set.
30	Months of September & October	DESIGN TEAM WORK: Prepare Schematic Design <i>Signed Contracts 9/11/26</i>
31	30-Sep-26	COMMUNITY ADVISORY COMMITTEE

Past Meeting

WE'RE HERE



Tentative Timeline



Key Programmatic Takeaways:

1. Larger classrooms with wider doors, defined treatment, and de-escalation areas.
2. Restrooms in every classroom with wider doors and storage for gloves, rags, wipes, etc.
3. Functional HVAC in all spaces
4. Improved drop-off, parking, and site signage (wayfinding)
5. Dedicated special equipment storage.
6. Medical-grade nurse suite with expanded prep, storage, and treatment capacity.
7. Storage throughout for parent-supplied items (diapers, formula) often delivered in bulk.
8. Shade in play areas
9. Dimmable lighting
10. Clear wall surfaces free of electrical/data infrastructure



Scope of Work

2

Existing Utilization

19.6



KEYNOTES

	INSTRUCTIONAL SPACE
	RESTROOM
	THERAPY SPACE
	PROGRAM SUPPORT SPACE
	ADMINISTRATION OFFICE
	PROGRAM OFFICE
	STAFF LOUNGE
	STORAGE/EQUIPMENT
	NON-SITE PROGRAM



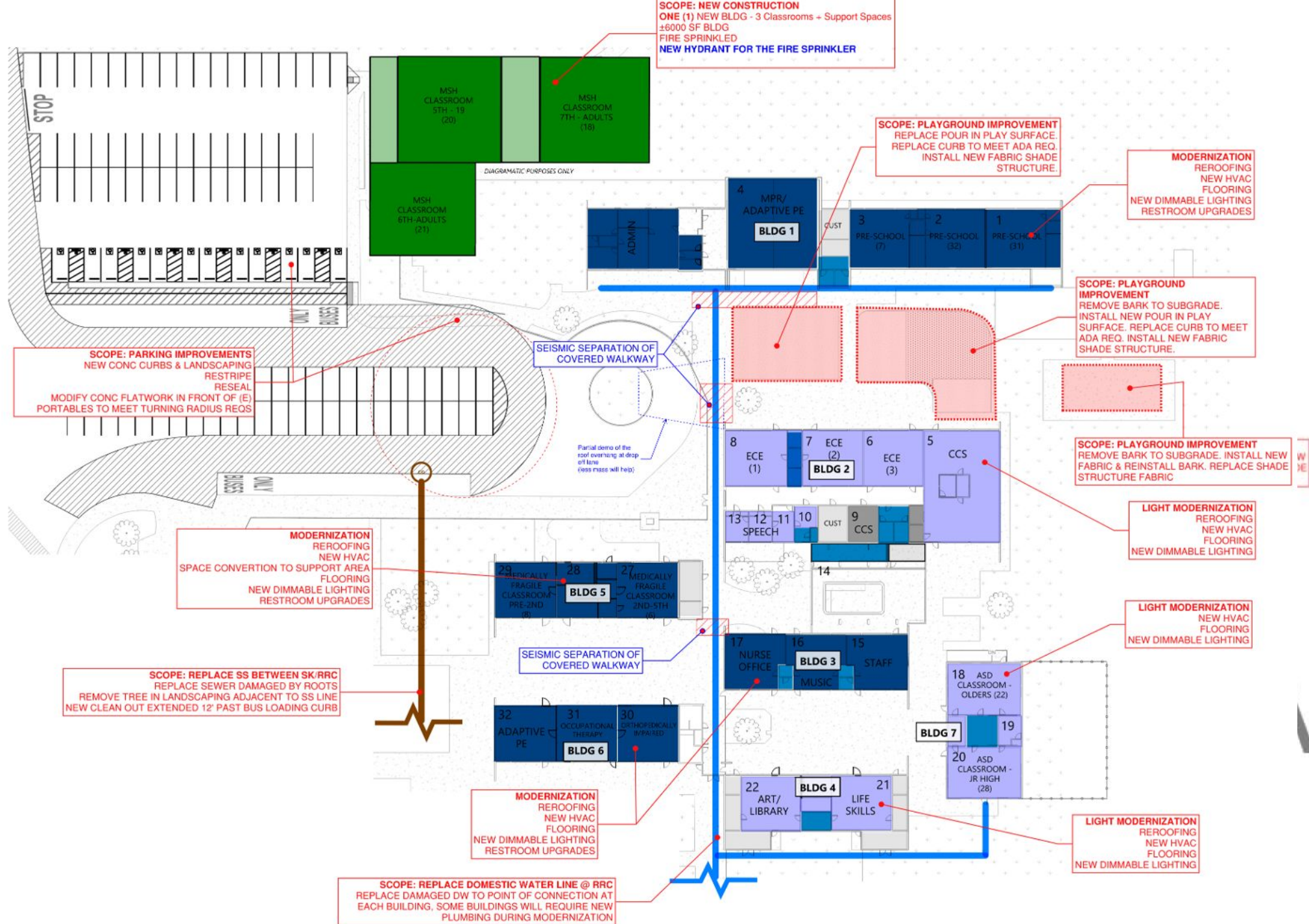


KEYNOTES

	INSTRUCTIONAL SPACE
	RESTROOM
	THERAPY SPACE
	PROGRAM SUPPORT SPACE
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	PROGRAM OFFICE
	STAFF LOUNGE
	STORAGE/EQUIPMENT
	NON-SITE PROGRAM

DRAFT



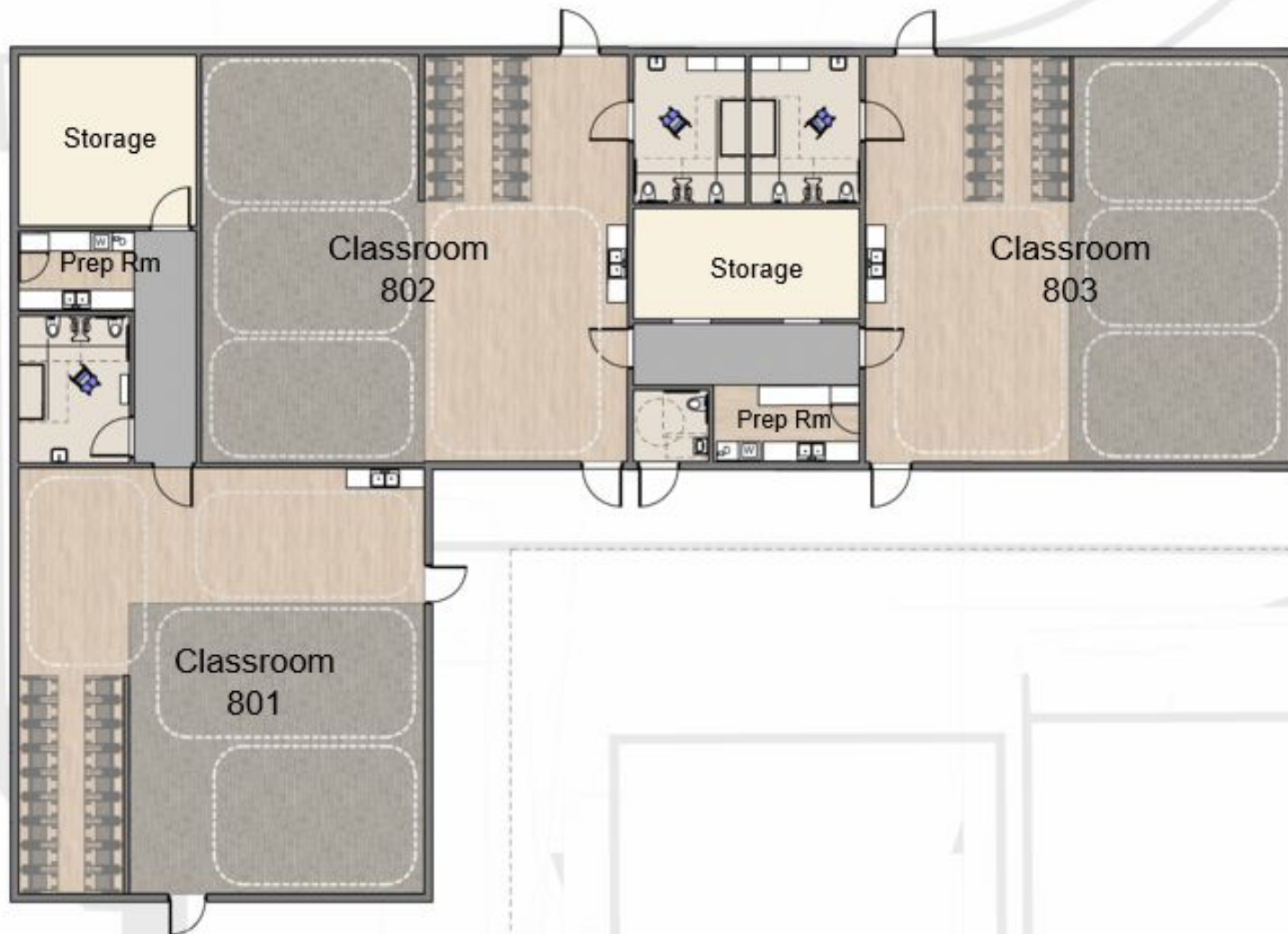


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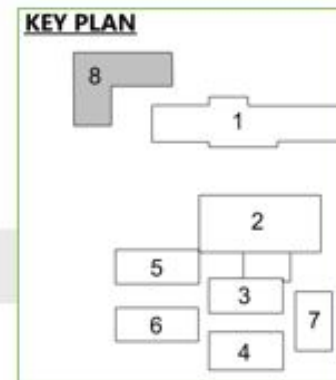
Schematic Design

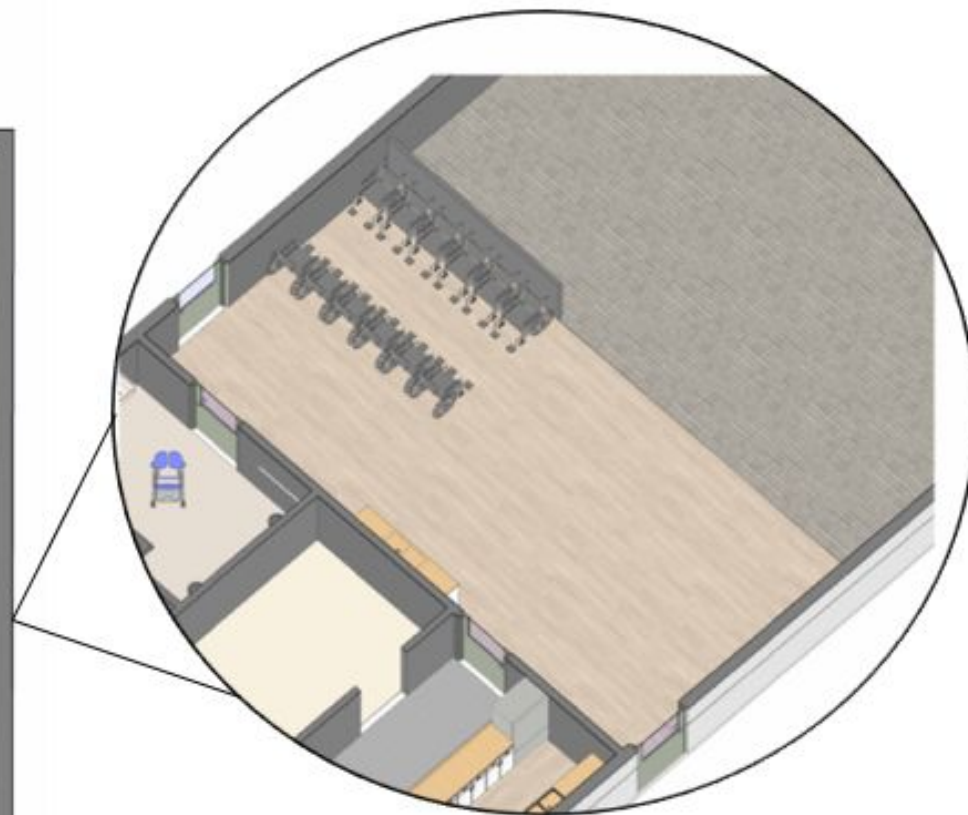
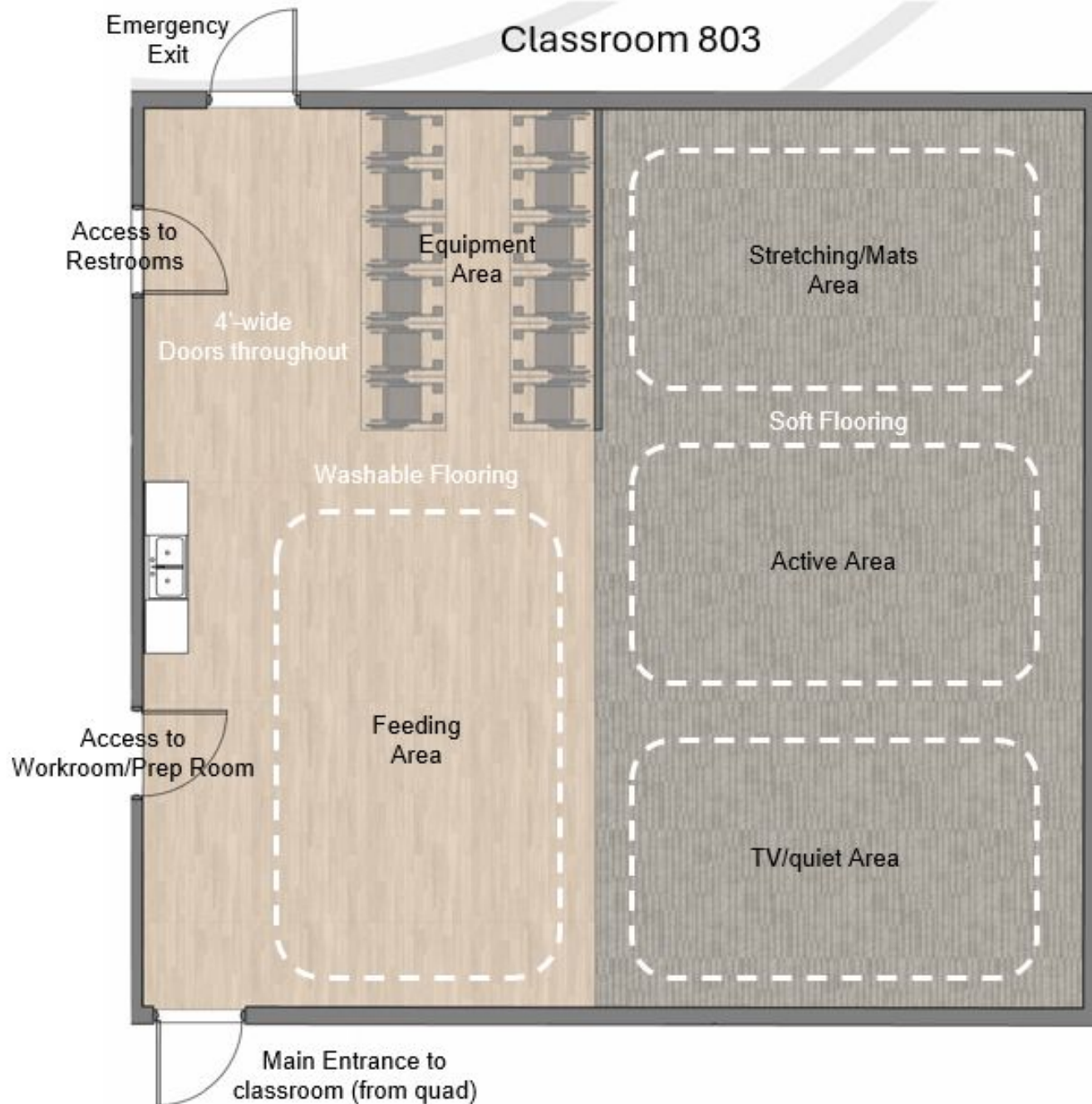
Progress

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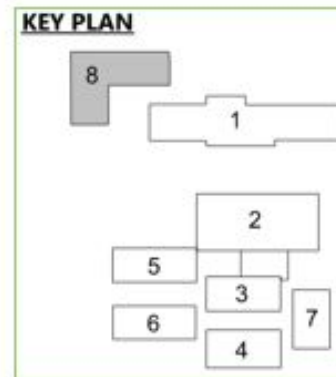


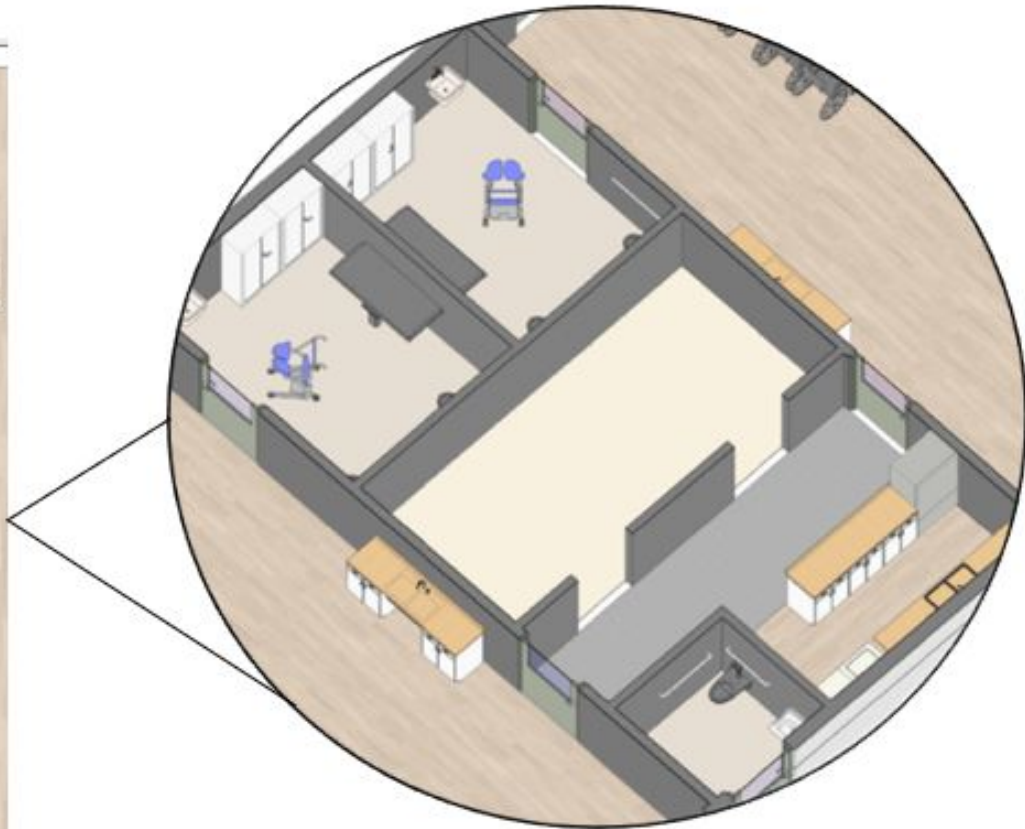
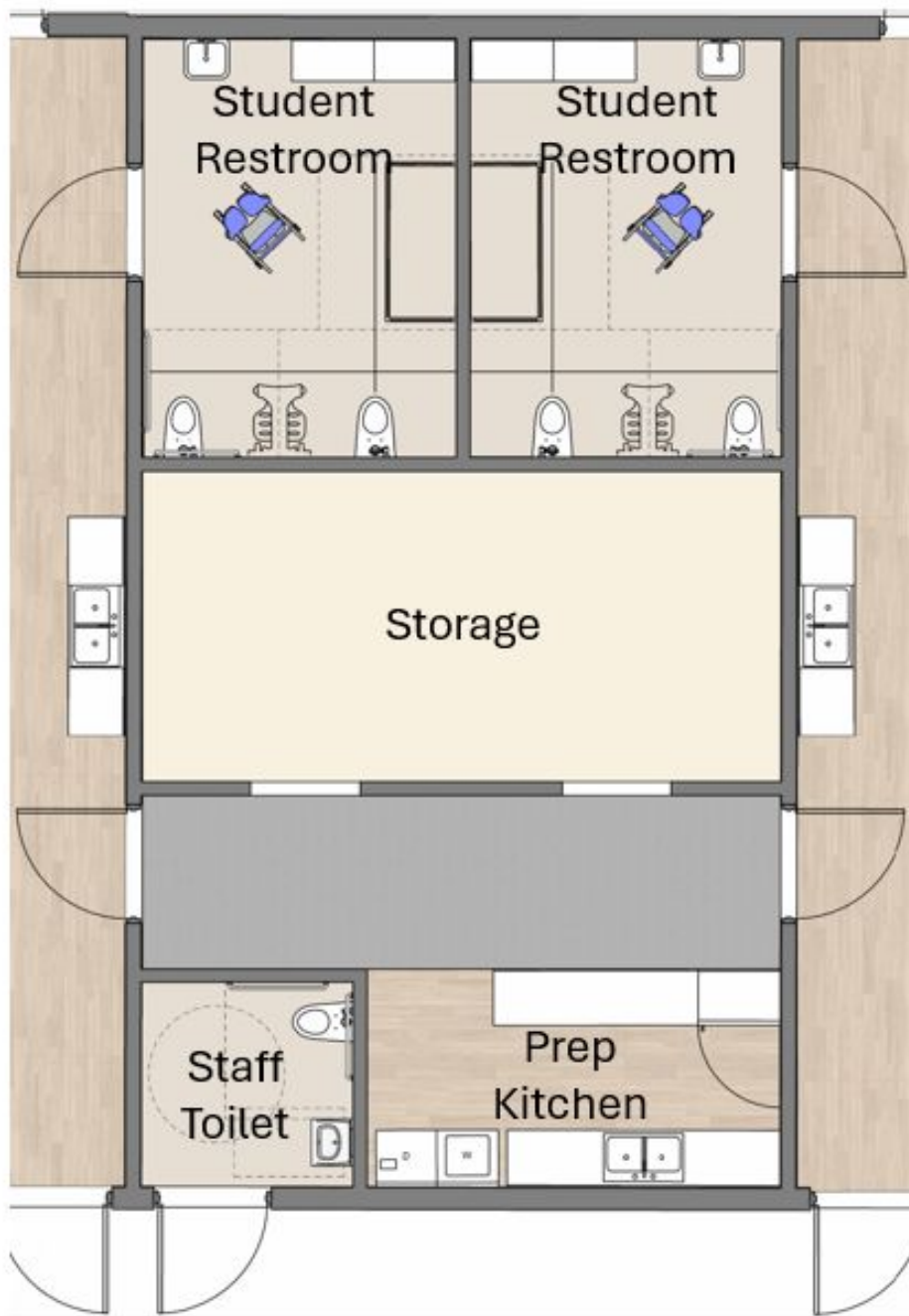
- 3 New Classrooms
- 3 Accessible Student Restrooms
- 2 Storage Spaces
- 2 Prep Kitchens



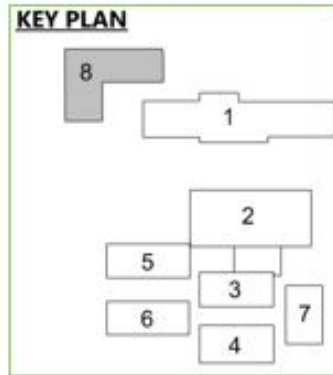


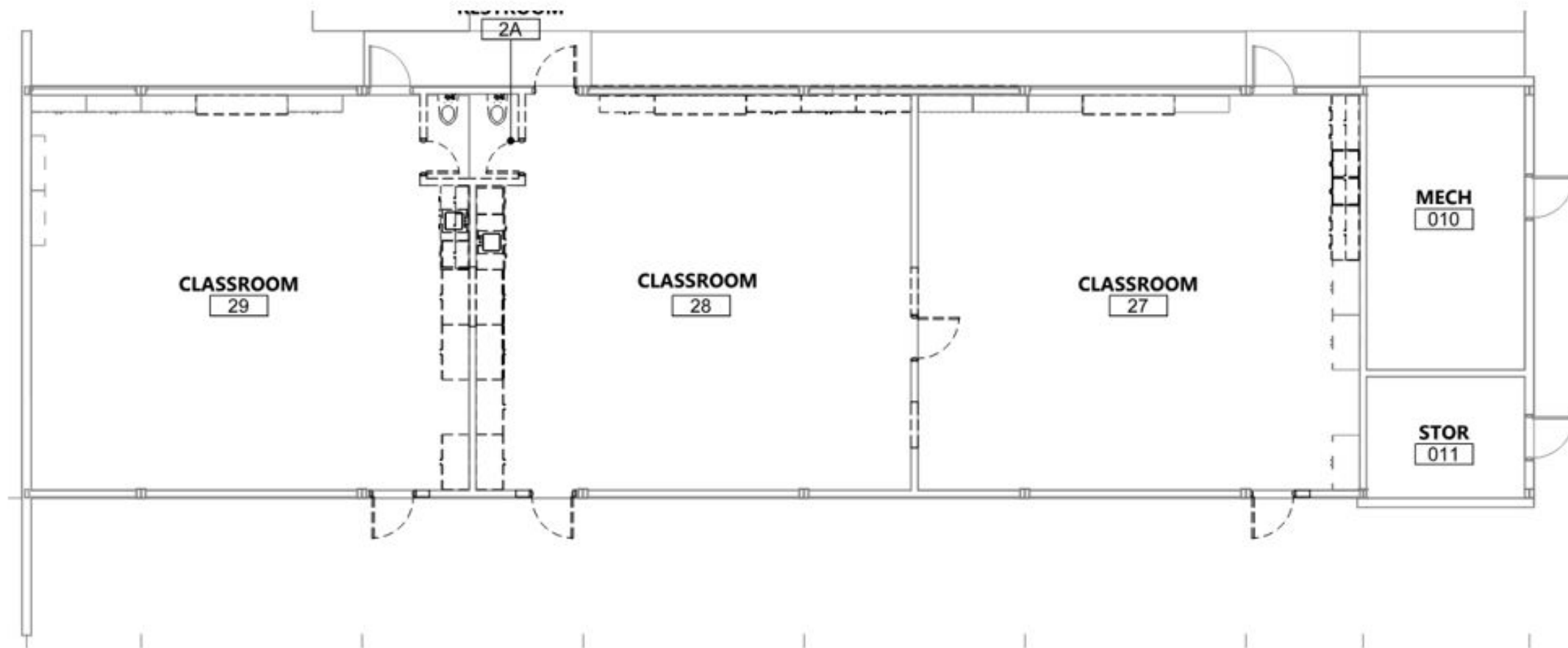
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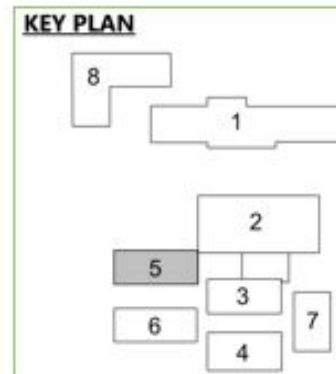


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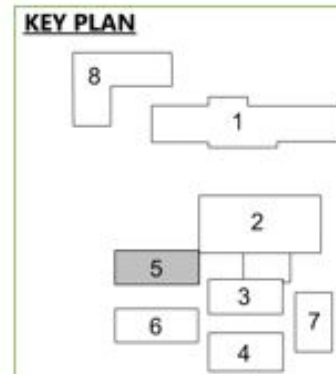


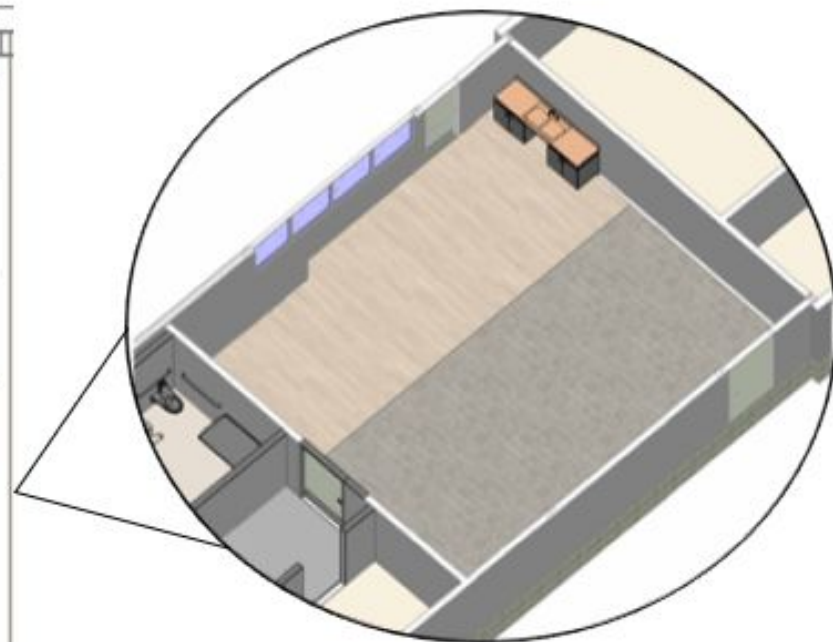
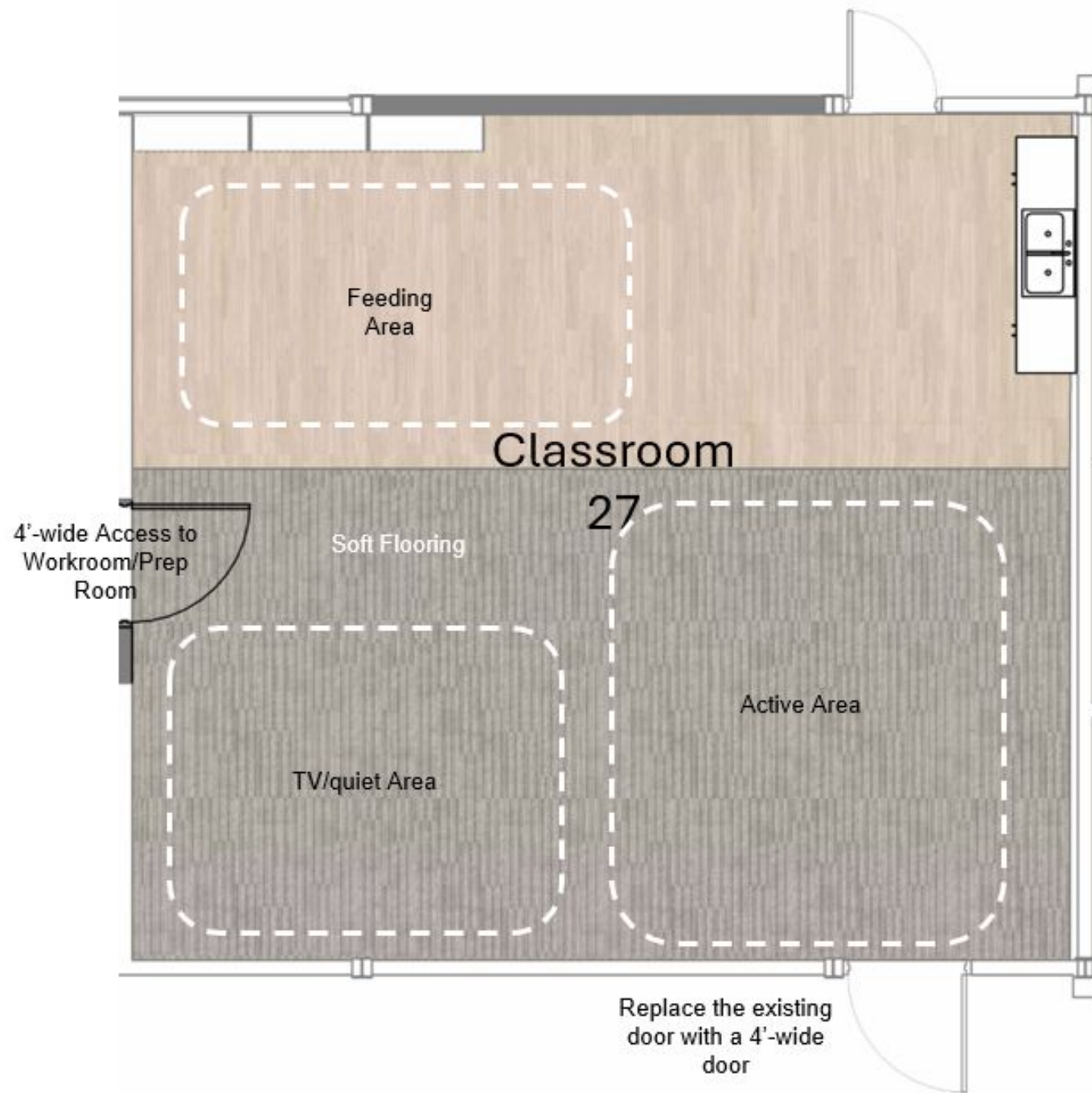


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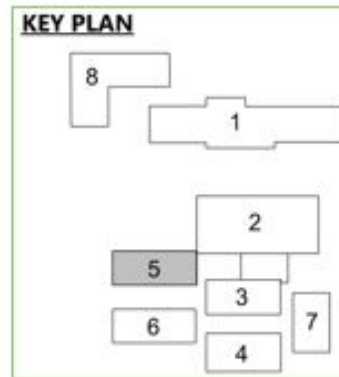


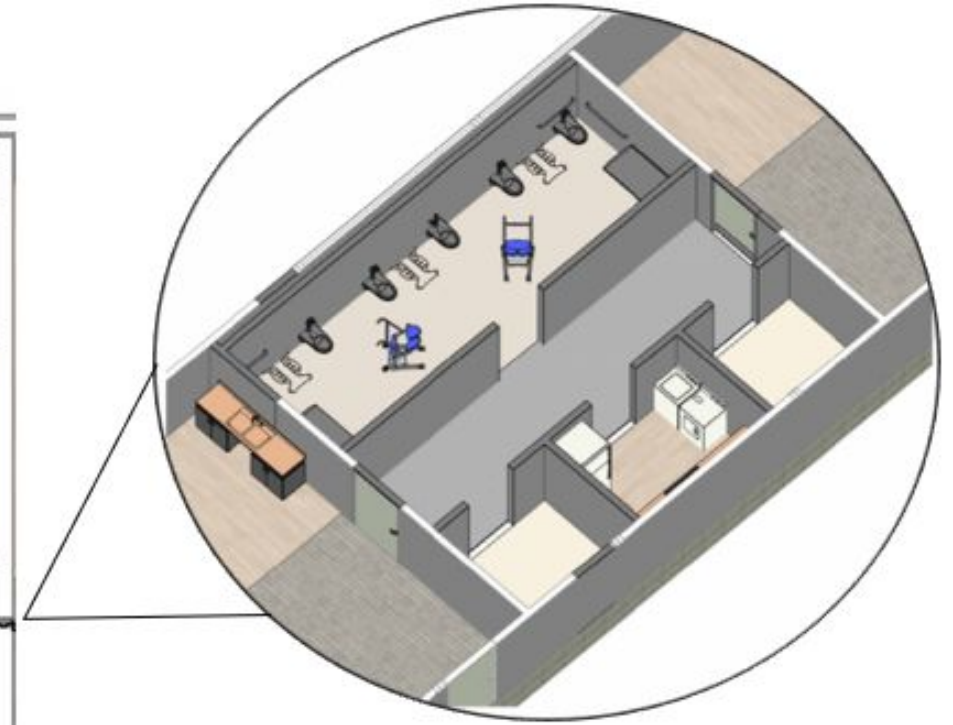
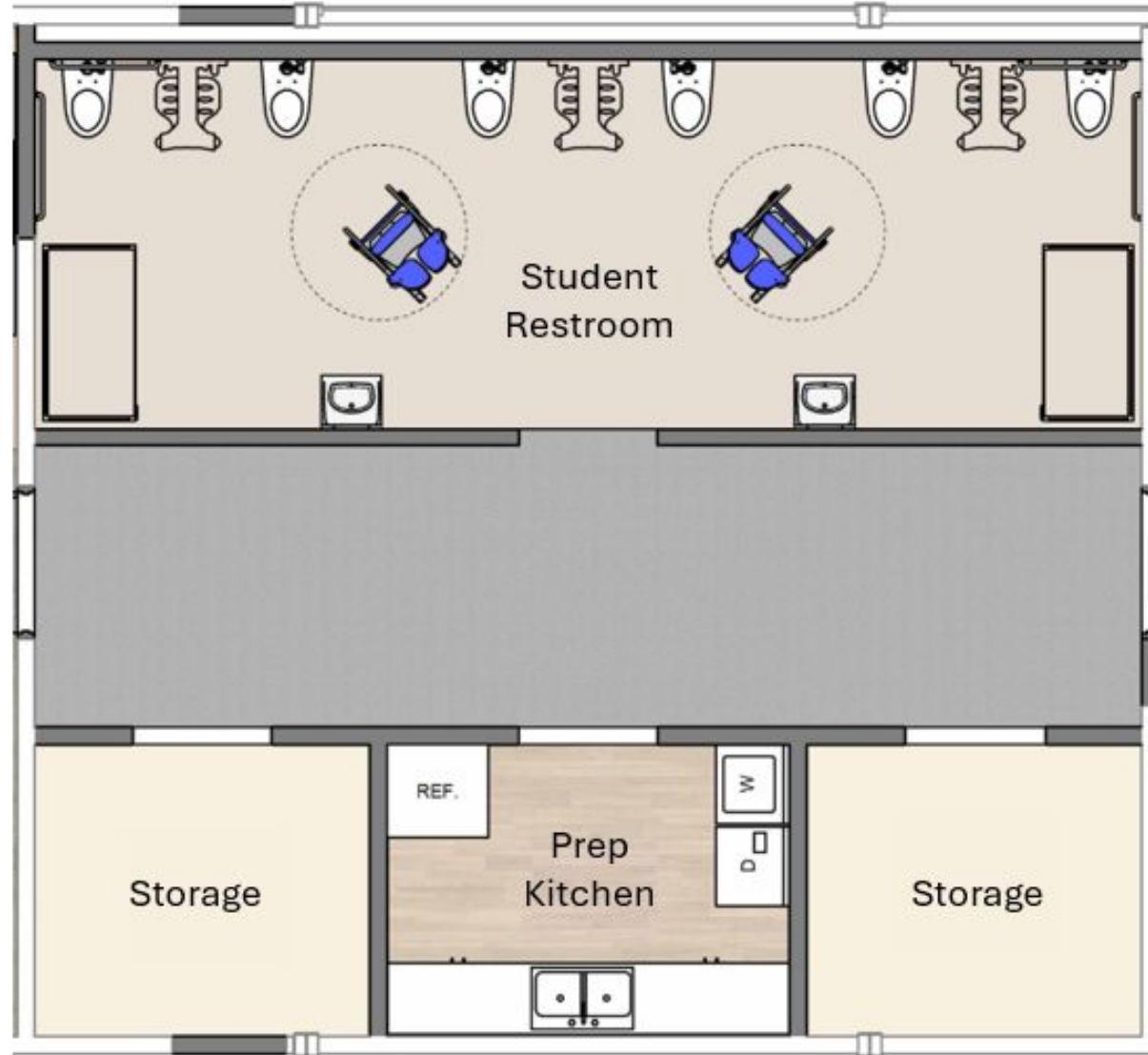
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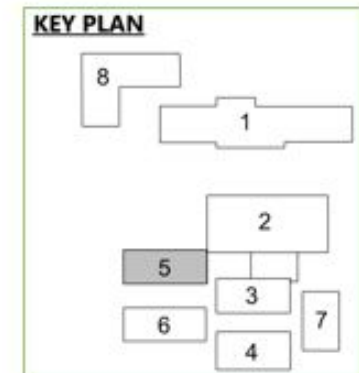


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THANK YOU



Reports to be Heard

District/Department Staff Reports
Board Remarks
Workgroup Reports

Service Model Work Update

- Co-Teach:
 - Continuing PD for practitioners
 - Monitoring and feedback check ins during the 26-27 school year
 - Parent Community feedback groups Winter and Spring 2027
- Alt Pathway
 - Course coding and structure monitoring and revisions
 - Continuing PD
 - Parent Community feedback groups Winter and Spring 2027
- Elementary:
 - Practitioner groups Fall and Winter 2026
 - Training Spring 2027
 - Informational sessions Spring 2027
 - Pilot implementation Fall 2027
 - Parent Community feedback groups Fall, Winter and Spring 26-27
- Middle School
 - Practitioners work group starting in Winter 2026
 - Parent Community feedback group late Winter and Spring 2027

Reports to be Heard

Board Remarks

Reports to be Heard

Workgroup Reports

- . Establish workgroups**
- . Sign ups**

Community Advisory Committee

Meeting Minutes

May 27, 2026

A. Call to Order

The meeting was called to order at 6:07 p.m.

B. Member Roll Call

Members present: Ryah Digman, James Moraga, Lacey Martinez, Kimber Rice, Lisa Sotelo, Kaylin Boyce, Nicole Harrigan, Sean Owens, Makenzie Guye

Members absent: David Martasian, Tanya Morgan, Aaya Al-Ttaee, Emily Getz, Cordelia Haines, Luc Taylor, David Burbridge, Daniel Hicks, Heather Taylor

C. Board Remarks

Board Liaison Nick Bloise thanked Kimber for presenting the CAC Board Report at the May 26 Board of Education meeting. He also recapped the 2026–27 Local Plan update, which was approved by the Board, and shared that he looks forward to continuing to serve as the Board Liaison to the Community Advisory Committee in the upcoming school year.

D. Visitor Comments

Marsha, parent of a student in the district, expressed appreciation to Rebecca for her leadership and the work she has done since joining the district. She acknowledged the challenges the department has inherited and thanked her for navigating those circumstances. Marsha also shared that while progress has been made, she believes there are still opportunities for continued growth within the district.

Ally Grimm shared positive feedback about the Deaf and Hard of Hearing (DHH) community workgroup, noting the growth and progress that has been made. She also acknowledged that there is still work to be done and expressed appreciation for the district's continued commitment to supporting the DHH community.

Rachael shared that equity is reflected in the small moments that occur every day through acts of care, empathy, and support. She highlighted her son's positive experience with a school librarian, emphasizing the importance of providing students with access to books, information, and resources while removing barriers so all children have the opportunity to thrive.

E. Staff Report - Department/SELPA Updates (R)

Rebecca Foster, SELPA Director of Special Education, and Sandy Butorac, Director of Special Education, provided updates on current initiatives within the Special Education Department. They shared that the Co-Teaching and Graduation Pathways webinar has been posted online and highlighted the ongoing work of staff workgroups supporting these efforts.

An overview was provided of the district's instructional models and the implementation of co-teaching at all comprehensive high school sites. They also discussed the work to align course codes across the district and expand the continuum of services and educational

SPECIAL EDUCATION COMMUNITY ADVISORY COMMITTEE

May 27, 2026

options available to high school students. Similar work at the middle school level will begin in the fall.

Rebecca and Sandy also reviewed the district's Graduation Pathways, emphasizing a proactive approach to accessibility. They clarified that the pathways do not reduce graduation credit requirements; students continue to earn the required 220 or 280 credits while meeting state minimum graduation requirements. Graduation pathway options may be discussed and considered at any point during a student's high school years through the IEP process, including during transition planning meetings.

- Public Comment (regarding Item E):
 - Marsha shared her experience with co-taught classes and discussed the importance of collecting data and survey feedback. She suggested providing this data to the CAC and noted that many parents are gathering information on their own. The group discussed the need to develop an accessible and agreeable way for parents to obtain relevant data and information.
 - Ally emphasized the importance of sharing information and providing opportunities for families to ask questions. She shared concerns that some families may not feel comfortable or have the opportunity to fully express their experiences and perspectives, which can impact the feedback collected.
 - Rachael discussed the importance of considering who is telling the story behind the data and who is receiving that information. She emphasized the value of crafting questions that gather meaningful context, noting that data is most effective when it reflects the full experience of students and families. The discussion highlighted the importance of transparency in sharing data and ensuring parents have the information they need to make informed decisions and advocate for their children.
- Member Discussion -
 - Makenzie shared her experience and expressed gratitude for the graduation pathways. She stated that it would be beneficial to invite students to transition meetings to provide their perspectives and support their participation in the transition process.
 - Kimber asked how parents can determine whether credits earned count toward a diploma. She noted that this is generally based on the course code and emphasized the importance of involving the school counselor to help families understand graduation requirements and ensure students are enrolled in courses that support diploma attainment.
 - Lisa asked what co-teaching at the high school level will look like. Rebecca shared that the master schedule is being developed with student needs in mind, including creating different course sections to provide appropriate supports and access. Lisa also asked whether this shift has impacted staffing needs. The discussion highlighted efforts to create more opportunities for students to take elective courses, increase accessibility, and move away from relying on directed studies as the primary option for support.
 - The group shared the importance of identifying and clearly distinguishing the various graduation pathways available to students. Members

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discussed the need for supportive options and more inclusive language when describing pathways, recognizing that the current system may feel limiting for some students and families. The group also highlighted the value of creating partnerships with community organizations to expand opportunities and supports for students.

F. Workgroup Updates (D)

Leg Sharing Day Updates

- Nicole shared that Legislative Sharing Day was a positive experience. Participants had the opportunity to meet with lawmakers and engage in meaningful conversations about issues impacting students and families. Nick added that he was able to use his legislative contacts to help schedule meetings with Capitol offices, creating valuable opportunities for advocacy and discussion. Nick also shared that the group received support for Assembly Bill 2490, which seeks to expand options related to substitute teachers.

You Light the Way Awards

- Kimber shared that this year's YLTW awards received the highest number of nominations in the event's history. She noted that it was a wonderful evening celebrating the many individuals and organizations making a difference in our community. In honor of the 50th anniversary of IDEA, the milestone was incorporated into the celebration. Kimber also shared that discussions are taking place at the district level about combining award ceremonies in the future to create a larger event that recognizes and celebrates even more members of the community.

DHOH Parent/Community Group Update

- Rebecca shared information about the group's first Community Social, held on June 4 at Kenneth Avenue. She discussed ongoing efforts to partner with neighboring districts to bring families together around common topics and shared experiences. The group continues to explore transition supports, strengthen community partnerships, and provide staff training focused on deaf awareness and inclusive communication practices to better support students who are deaf or hard of hearing and their families.

Local Plan workgroup

- Rebecca shared that the SELPA Local Plan was presented at the May 26, 2026, Board Meeting. Annual updates were made to several sections, and a new process is being implemented for submission to the California Department of Education (CDE). Revisions included the addition of more family-friendly language, expanded information about service providers, and stronger connections between services and applicable Education Code requirements to help families better understand available supports and services.

Lori Vine, Coordinator Equity and Student Achievement, shared information from the Community Town hall that took place in April. Lori reviewed key themes and priorities discussed during the Community Town Hall. Topics included Identity, Culture, and Belonging, Student Voice and Leadership, Data and Inclusion, and Community Partners and Resources. Lori reviewed key themes from the Community Town Hall,

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including identity and belonging, student access and participation, staff training, consistency of student experiences across schools, communication access, and collaboration with community partners to better support students and families.

- Public Comment (regarding Item F)

Marsha emphasized the importance of using social media as a tool to connect with families and share information. She also highlighted the value of providing parents with access to trainings, resources, and ongoing discussions to help them stay informed and engaged.

Rachael shared her appreciation for Lori's presentation and emphasized the importance of recognizing and supporting each student as a whole person. She highlighted the value of understanding students' individual strengths, needs, and learning profiles to better support their success.

- Member Discussion:

- Jim discussed epistemic justice and the importance of ensuring that individuals and families are treated fairly and that their knowledge and lived experiences are valued. He shared a personal experience involving his own student to illustrate this concept. He noted that parents may not always have access to the same information or knowledge to effectively share and advocate with one another. The goal is to find an equitable landing zone where parents are meaningfully involved, informed, and engaged in the process.

Ryan shared how this work and conversation around equity and inclusion came about. He discussed the inclusion statement and encouraged consideration of what inclusion looks like in practice, not only at the district level but also at each individual school site. He emphasized the importance of changing the narrative through communication and active listening.

- Lacey shared her experience with her son's IEP at Cameron Ranch, highlighting the school's inclusive practices and its role as a model school for inclusion.
- Kimber expressed appreciation for everyone showing up and being part of the work. She acknowledged that there is still work to be done while recognizing the positive growth that has taken place, emphasizing that it takes a village to create meaningful change.

H. Approval of Minutes, March 25, 2026 (A)

It was moved by Ryan Digman, seconded by Makenzie Guye, that the minutes of the March 2026 meeting be approved. Ayes: all members; Opposed: none.

I. Events of Interest (D)

An opportunity for committee members or staff to share information on upcoming events that may be of interest to the committee or special education community.

DHOH Parent/Community Social: June 4th 4:30-6:30 pm
Special Education Office - 4825 Kenneth Ave. Carmichael CA 95608



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Special Education PTA (SEPTA) - meeting hosted online. Reach out to Ryan Digman for more details.

Gigi's Playhouse: Special kids picnic at Fairytale Town on June 6, 2026
Join us for an evening of friendship, fun, and unforgettable memories at Fairytale Town!
June 6, 2026

2026 Meeting Dates:

Wednesday, September 30 - CAC Meet & Greet | 5:00–6:00 p.m. , CAC Regular Meeting | 6:00–7:30 p.m.

Wednesday, October 21 - CAC Regular Meeting | 6:00–7:30 p.m.

Wednesday, January 20 - CAC Regular Meeting | 6:00–7:30 p.m..

Wednesday, March 17 - CAC Regular Meeting | 6:00–7:30 p.m.

April Date TBD - You Light the Way Awards

Wednesday, May 19 - CAC Regular Meeting | 6:00–7:30 p.m.

- Public Comment (regarding Item I)
 - None
- Member Discussion
 - None

J. Future Agenda (D)

Recap and welcome for new members, officer elections

Requested Items:

K. Adjournment

With there being no further business, this meeting was adjourned at 8:15 p.m.