5:45 pm

Interpretation and Zoom Instructions

6:00 pm

Meeting Begins

This meeting is being recorded // Esta junta se está grabando.

Welcome ⇄ Bienvenidos ⇄ Chào mừng Quý vị
أهلا بك⇄ 歡迎

Please do not change settings until instructions are given.

-

Por favor NO cambie la configuración hasta que se le indique.

在講解說明之前，請不要更改設置。

-

Vui lòng đừng thay đổi chế độ cài đặt cho đến khi có hướng dẫn.

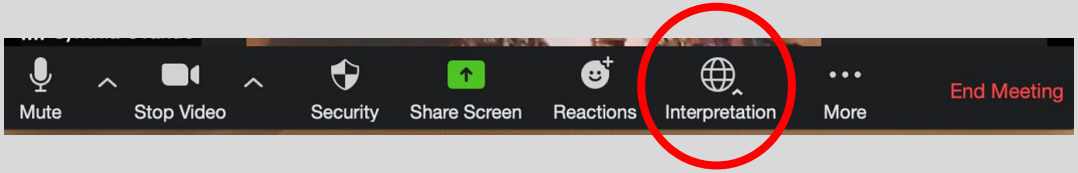
-

يرجى عدم تغيير الإعدادات حتى يتم إعطاء التعليمات.

Interpretation ⇆ Interpretación

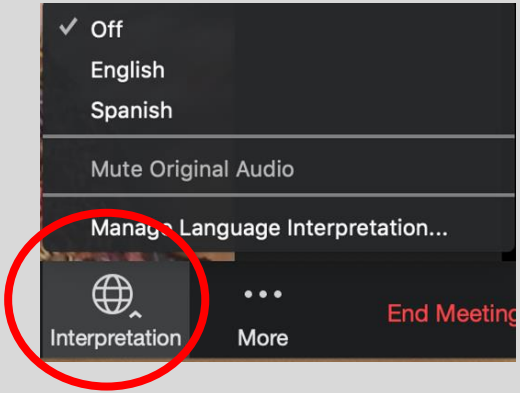
1 Go to Controls

Vaya a los controles



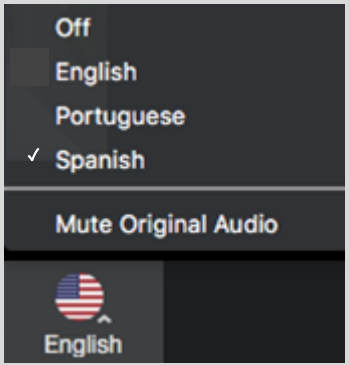
2 Click “Interpretation”

Clic en “Interpretación”



3 Choose a Language

Escoja un idioma



If you do not see the interpretation icon on your phone screen:
Si no ve el ícono de interpretación en la pantalla de su teléfono

1) **Tap on the three dots at the end of the meeting controls.**
Toque sobre los **tres puntos** al final de los controles para la junta.

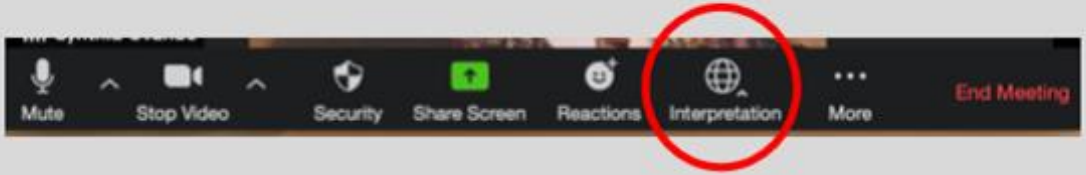
2) **Tap on "Language Interpretation" and choose your language.**
Toque sobre "**Language Interpretation**" y escoja su lenguaje.

3) **Tap on "Mute Original Audio" and then on "Done."**
Toque sobre "**Mute Original Audio**" y después sobre "**Done**."

Interpretation / Interpretación / 翻譯

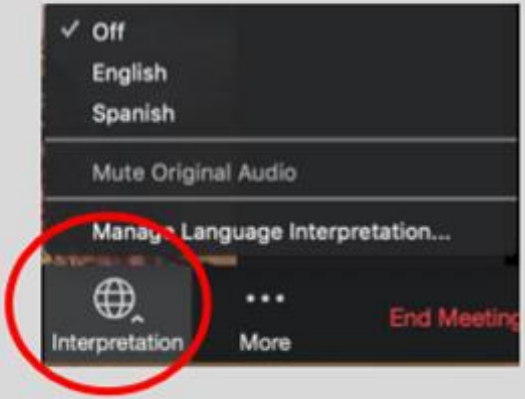
1 Go to Controls

Vaya a los controles | 控制鍵



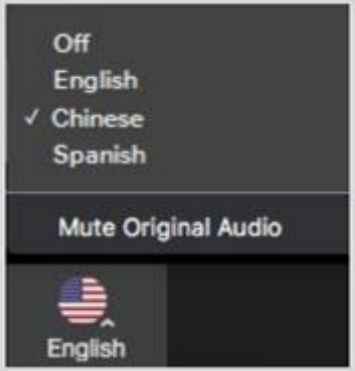
2 Click “Interpretation”

Clic en “Interpretación” | 翻譯



3 Choose a Language

Escoja un idioma | 選擇一種語言



If you do not see the interpretation icon on your phone screen:
若你不能夠在電話屏幕見到傳譯圖像：

1) Tap on the **three dots** at the end of the meeting controls.

點擊會議控制鍵後面的三點。

2) Tap on "**Language Interpretation**" and choose your language.

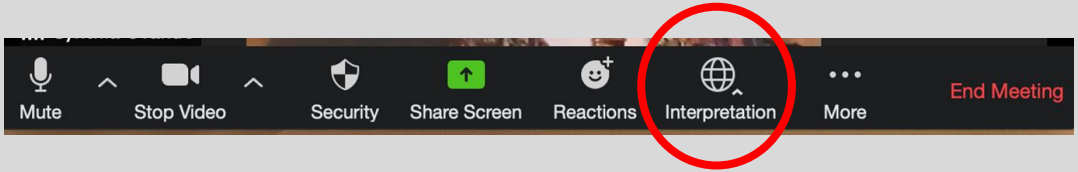
點擊『語言翻譯』，然後挑選你的語言。

3) Tap on "**Mute Original Audio**" and then on "**Done.**"

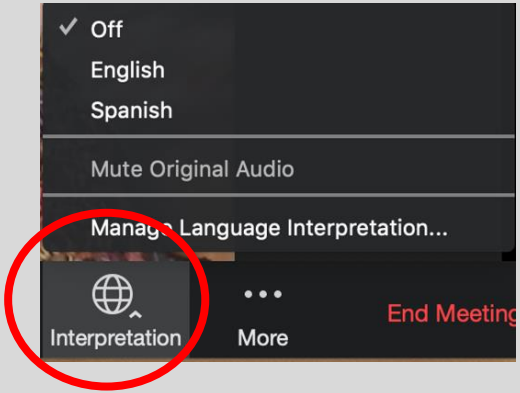
點擊『原音頻靜音』，然後點擊『完結』。

الترجمة

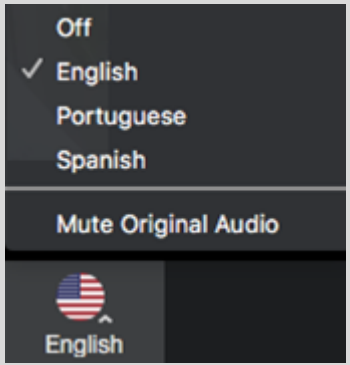
1 انتقل إلى الضوابط



2 اضغط على "الترجمة"



3 أختر اللغة



إذا كنت لا ترى رمز الترجمة على شاشة هاتفك:

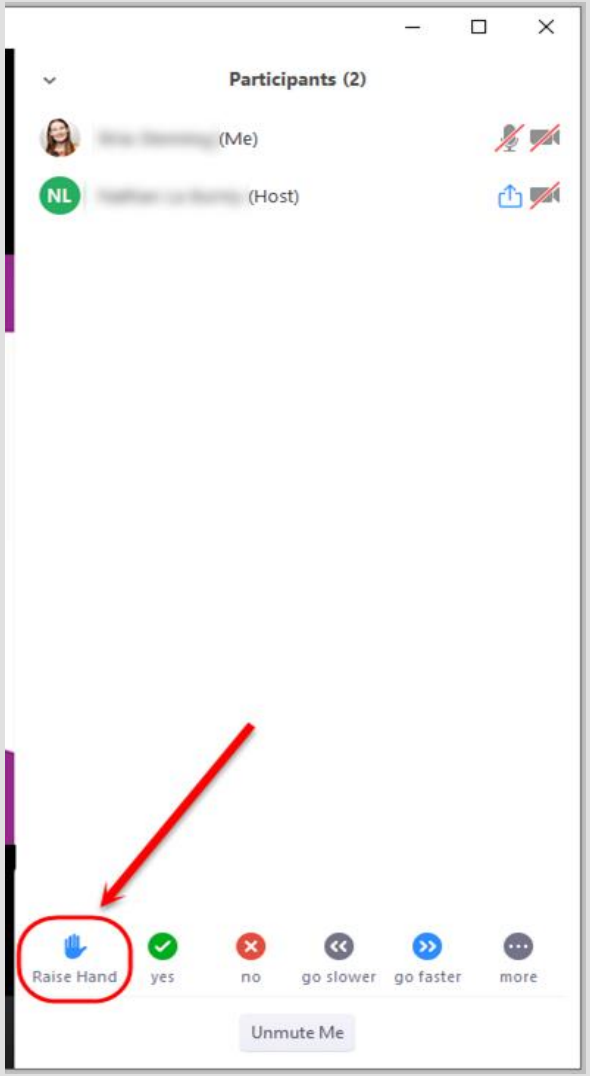
1) اضغط على النقاط الثلاث في نهاية ضوابط الاجتماع.

2) اضغط على "ترجمة اللغة "واختر لغتك.

3) اضغط على "كتم الصوت الأصلي "ثم على "تم."

¿Puede oír al intérprete?
Can you hear the interpreter?

Levante la mano
Raise your hand



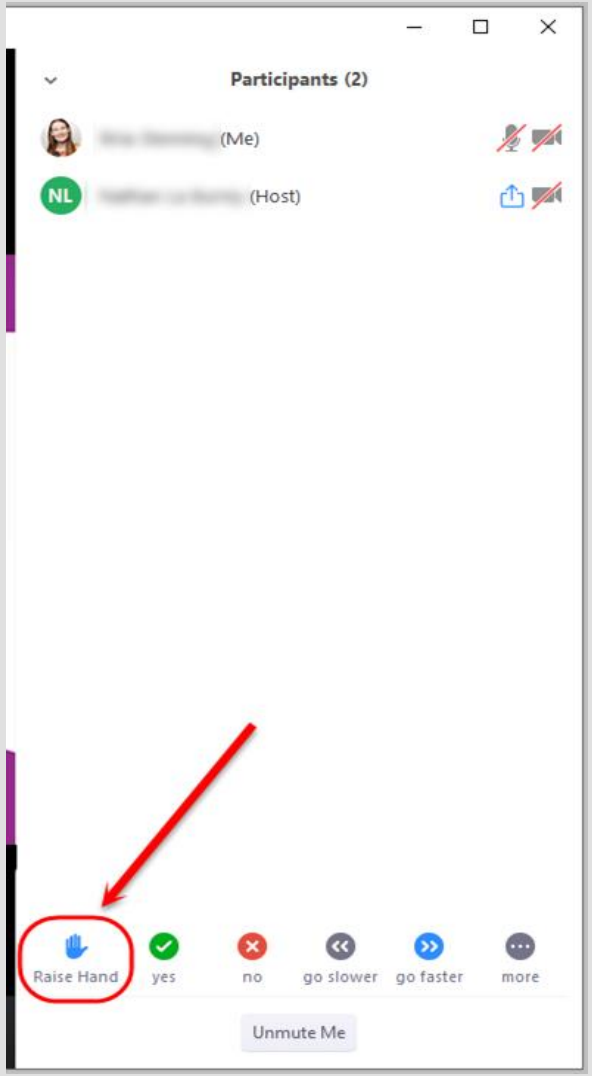
¿Puede oir al interprete?

你能否聽到傳譯員嗎？

Levante la mano | 舉起你的手

هل يمكنك سماع المترجم؟

ارفع يدك



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Regular Meeting of the **Community Advisory Committee for Special Education** (CAC)

August 18, 2025

This meeting is being recorded // Esta junta se está grabando.

Rest in
Beauty and Power,
Patty Berne.

January 21, 1967 – May 29, 2025

Excerpts from the article entitled,**"The Late Patty Berne Was a Visionary Leader in the Disability Justice Movement"** *Truthout,* August 7, 2025

truthout.org/articles/the-late-patty-berne-was-a-visionary-leader-in-the-disability-justice-movement/

tinyurl.com/5pb8td8r

"They were a visionary artist and one of the primary architects of the Disability Justice movement, which connected the struggle for disabled liberation with other fights for freedom for the first time in the early 2000s."

"The first wave of disability rights organizing in the 1970s-1990s led to the passage of the Americans with Disabilities Act, as well as other similar important legislation around the world. However, it fell short of examining how racism and other forms of oppression play a role in the subjugation of disabled people, or how we contribute to other movements."

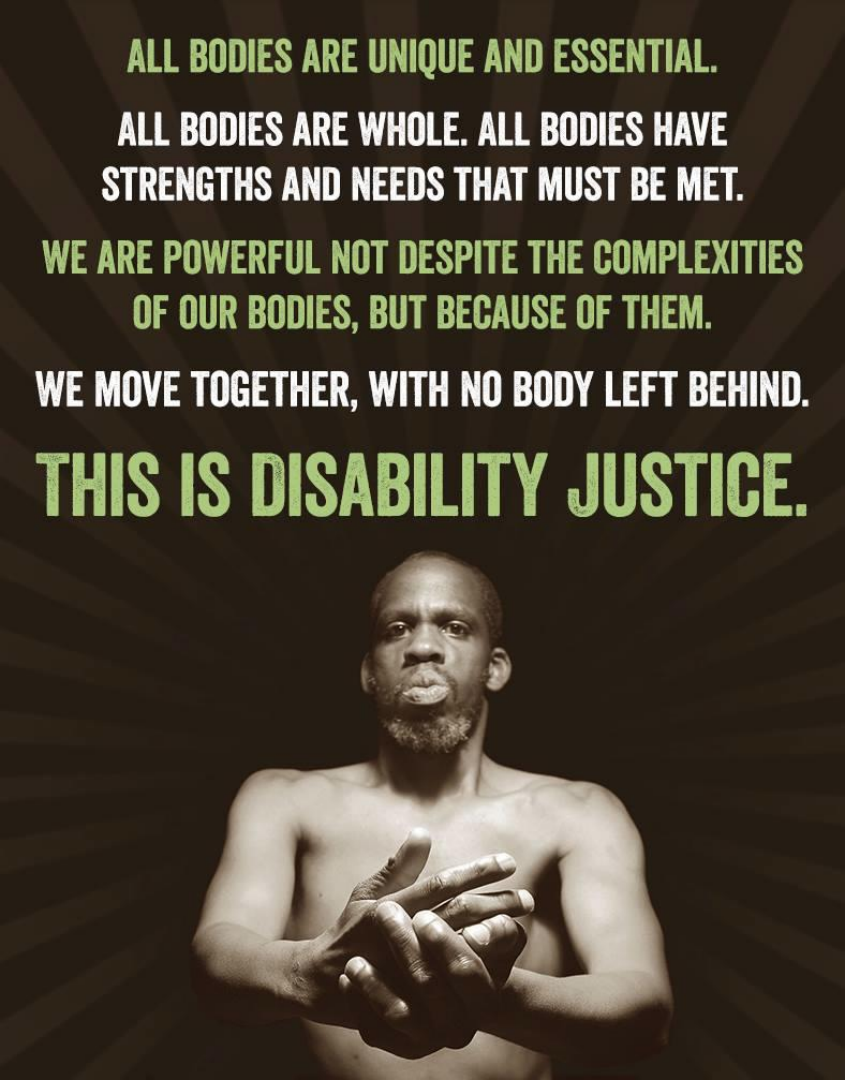
In the early 2000s, Patty gathered with a group of other disabled people in Berkeley, including the late Stacey Milbern, Mia Mingus, and Leroy Moore, to tackle this issue. Those conversations led to the second wave of disability activism, and a new movement that centered a much broader array of voices and highlighted the unique skills of disabled people such as our resilience, adaptability and capacity to care for each other."

“Patty brought together a movement that centers the struggles, brilliance, and beauty of disabled people,” said Patty’s longtime collaborator and chosen sibling Mordecai Cohen Ettinger. “That movement understands disabled people expansively, not only as those who use technology for mobility assistance, but also neurodivergent and mad people, as well as those who have been hurt in climate chaos, survivors of state violence and incarceration.”

Patty became the co-founder and longtime executive and artistic director of Sins Invalid, a disability justice-based political education performance project, where they directed 11 major performances, co-produced two documentaries, and globally trained thousands.

"One of Patty's most central teachings was how valuable each of us are, with all our complications. "A Disability Justice framework," Patty famously wrote, "understands that all bodies are unique and essential, that all bodies have strengths and needs that must be met. We know that we are powerful not *despite* the complexities of our bodies, but because of them."

As disabled people face the brutal prospect of historic Medicaid cuts, we can draw strength from Patty's legacy. "[W]e know through our bones," they once said, that there have always been disabled people "visioning a world where we flourish, that values and celebrates us in all our myriad beauty."



TODOS LOS CUERPOS SON ÚNICOS Y ESENCIALES.

TODOS LOS CUERPOS SON COMPLETOS. TODOS LOS CUERPOS
TIENEN FORTALEZAS Y NECESIDADES QUE SE DEBEN SUPLIR.

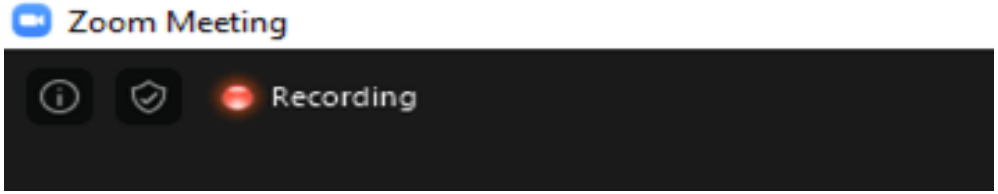
SOMOS PODEROSOS NO A PESAR DE LAS COMPLEJIDADES DE NUESTROS CUERPOS, SINO DEBIDO A ELLAS.

NOS MOVEMOS JUNTOS, SIN DEJAR NINGÚN CUERPO ATRÁS.

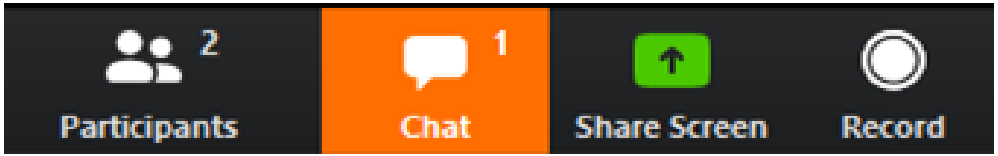
ESTO ES JUSTICIA DE DISCAPACIDAD.

https://www.sinsinvalid.org/

We are recording.



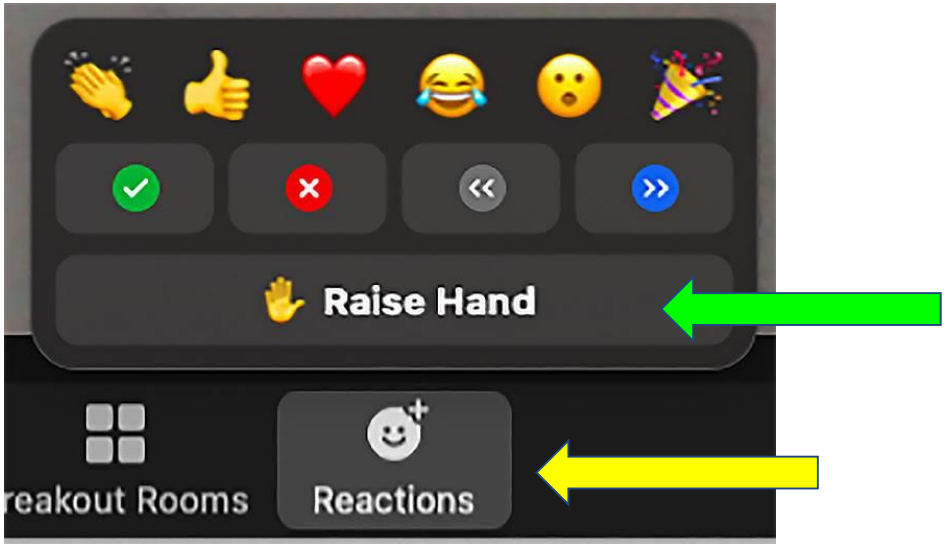
We invite you to use the chat.



Reminder: We can see and hear EVERYONE.

Please keep your sound turned off until you ask a question or make a comment.

Please raise your hand to speak.



Security Instructions

You can find links for tonight's documents at ousd.org/LCAP . The folder for the **Community Advisory Committee for Special Education** is at the bottom of the page. Look inside for today's date.

CAC Members and Special Education/Central Office Administrators

Please remember to rename yourselves starting with the abbreviations CAC or CEN

Example: CAC-Corvetta Kirtman

Who Is Helping Us Today

Facilitators/Chairs	**Coriander Melious, JD Woloshyn**
Timekeeper	**Lateefa Ali**
Zoom Host	**Cintya Molina**
Notetaker	**Cintya Molina**
Chat Monitor	**Lena Anthony**
Link Monitor	**Lena Anthony**

Thank you!

Meeting Goals and Agreements

Tonight, we will:

1. get useful information for the start of the school year

2. learn about Special Education priorities this year and other program highlight

3. get updates about Special Education staffing

4. share our experiences and needs as the school year begins

5. learn about the role of the Community Advisory Committee for Special Education (CAC) and its priorities for 2025-26

6. find out how to stay informed and engaged in the work of the committee

Our Agreements

One microphone	Take space; make space
Honor the agenda	Tough on problems; easy on people
Listen to understand	Offer solutions

Review of the Agenda

6:00	Call to Order, Welcome, Introductions, Election of New Member, Roll Call
6:30	Special Education Updates and Highlights *Common Start of the Year Questions and Answers* *How We Are Doing with Staffing: Celebrations* *Our Key Investments in Teaching and Learning* *Celebrating Student Literacy Outcomes and the Work Ahead*
7:10	Break
7:20	CAC Member Updates *Who We Are and What We Do* *Our Priorities for the 2025-26 School Year* *How to Communicate and Collaborate with Us*
7:35	Listening Sessions by Grade Level *Participants will share about their hopes and dreams for 2025-26.*
8:30	Adjournment

Who Is Here Today?

This meeting is being recorded // Esta junta se está grabando.

Please introduce yourself in the chat with your name and the name of your school, program, role, and/or organization.

You can also share the disability categories or identities with which you are most familiar from personal or family experience.

Roll Call

Members of the CAC for Special Education

Jonah Zimmerman-Bloch, Lateefa Ali, Lena Anthony,

Mike Beebe, Jennifer Blake, Carol Delton, Ashley Demelo, Cynthia Gutiérrez, Sheila Haynes, Denise Huffstutler,

Patty Juergens, Corvetta Kirtman, Alan Pursell, Joe Manekin,

Coriander Melious, Anna Realini, Tiffany Stewart,

Sayuri Valenza, Inga Wagar, JD Woloshyn, Kristen Zimmerman

Quorum: 11

About Us:
The Community Advisory Committee for Special Education

Who can be part of the CAC?

Parents of disabled students in public or private schools

Parents of other students

Disabled students and adults

General Education teachers

Special Education teachers

Other school personnel

Representatives of other public and private agencies

Persons concerned with the needs of disabled people

Source 30 EC 56192

Our committee is required by law.

All Special Education Local Plan areas must establish and support a Community Advisory Committee for Special Education or CAC.

CA Education Code Section 30 EC 56190

What We Do

a) Advise on the **development, amendment, and review of the Local Plan for Special Education**

b) Recommend **annual priorities**

c) Assist in parent education and in recruiting parents and volunteers who may help to **implement the plan**

What We Do

d) Encourage **community involvement** in the development and review of the **local plan**

e) Support **activities on behalf of disabled people**

f) Assist in parent awareness of the **importance of regular school attendance**

What We Do

g) Support **community involvement in the [LCAP] parent advisory committee** . . . to make sure that the parents of disabled students are included

For additional information about the CAC:

[CAC Orientation]

tinyurl.com/4p3d7wh9

You can become a CAC member at any time.

If you are interested, contact Cintya Molina at 510-491-6069 or cintya.molina@ousd.org.

Nominees must attend a minimum of 3 CAC meetings to become CAC members.

Follow Us and Stay Connected!

tinyurl.com/yem3h3a6

This link QR code leads to all
CAC-related addresses and key documents.

Please share our 2025-26 flyer and calendar of meetings.

English: tinyurl.com/yc2dnm9y
Spanish: tinyurl.com/y8ydrtbs

We will place the Arabic and Cantonese versions into the CAC public folder and into the document linked in the previous page as soon as they are available.

We will share more information about the committee and our work at 7:20 during the "CAC Updates" segment.

Special Education Updates

This meeting is being recorded // Esta junta se está grabando.

The Special Education Leadership Team

Executive Director

Jenn Blake, Executive Director,
Special Education and Health Services
Jennifer.Blake@ousd.org

Executive Director

Jenn Blake, Executive Director,
Special Education and Health Services
Jennifer.Blake@ousd.org

K-12 School Support

Theresa Lozach
theresa.lozach@ousd.org
Director, Special Education ECE

Micaela Reinstein
micaela.reinstein@ousd.org
Director, Elementary Programs [Network 2]

Liana Nelson
liana.nelson@ousd.org
Coordinator, Elementary Programs [Networks 3 & 4]

Cary Kaufman
cary.kaufman@ousd.org
Director, Middle School Programs and Legal Support

Dr. Bianca D'Allesandro
bianca.dallesandro@ousd.org
Coordinator, Secondary Programs

Stephen Raser
stephen.raser@ousd.org
Director, High School Programs

Transition Services

David Cammarata david.cammarata@ousd.org Director, Young Adult and Transition Services	**Jake Hall** james.hall@ousd.org Assistant Principal, Young Adult and Transition Services

Related Services

Anne Zarnowiecki Anne.Zarnowiecki@ousd.org Director, Related Services (SLPs, OT, PT, Low Incidence)	**Dr. Betty Lin** Betty.Lin@ousd.org Coordinator, Related Services and Support Staff	**Dr. Stacey Lindsay** Stacey.Lindsay@ousd.org Director, Psychological and Mental Health Services

SELPA, IEP Quality, and Access

Aruna Subramanian aruna.sokol@ousd.org Coordinator, Disability Access	**Rain Johnson** rain.johnson@ousd.org SELPA Director [Nonpublic, Private, Child Find, Governance, and Contracts]	**Peggy Forbes** peggy.forbes@ousd.org Program Manager, IEP Quality

Common Back-to-School Questions

5 minutes

Q: What do I do if I have a concern about my child's school assignment?

A: Enrollment is managed by the Student Welcome Center.

You can contact them through enroll@ousd.org, visiting in person at 746 Grand Ave, or calling or texting 510-879-4600.

Q: My child has transportation in their IEP and I need to sign up for it. What do I do?

A: Please contact the transportation team at transportation@ousd.org if you need support signing up.

All of the forms to do so are on the ousd.org/transportation website.

Q: I want to request an IEP meeting to discuss my child's services or progress with their new team. Who should I contact?

A: Please submit a request to your child's school, either with the main office staff or their Special Education teacher.

If you can submit it in writing, that is best, but if you cannot, staff must assist you in writing your request.

Q: What do I do if I think my child may have a disability that requires Special Education?

A: Child Find steps depend on your child's age and enrollment.

If your child is aged 3-5, contact our diagnostic center team at silvia.nuno@ousd.org or 879-5004. Forms and information are available at burbankprek.org.

If your child attends an OUSD K-12 school, submit a request for evaluation to the main office. If your child is an Oakland resident in a private school or at home aged 6-21, contact Peggy.Forbes@ousd.org.

Q: I'd like to visit or volunteer in my child's class, so how do I sign up to do so?

A: The process to volunteer is explained on the Oakland Ed Fund website: www.oaklandedfund.org/programs/volunteer/.

A background check and negative TB test are required. Note that OUSD Board Policy sets the policy for volunteers.

While one-time visits are always welcome, to ensure student focus during instruction, family members may not observe instruction daily/repeatedly.

Hiring & Staffing Highlights

5 minutes

10 minutes

Our Key Investments in Teaching & Learning

5 minutes

Student Literacy: Some Highlights

5 minutes

https://youtu.be/OljocejR_Yg

Break 7:10 pm 10 minutes

CAC Member Updates

7:20 pm, 25 minutes

This meeting is being recorded // Esta junta se está grabando.

Our Current Initiatives

1) Board Adoption of *Resolution to Promote School Stability and Belonging for Disabled Students in OUSD*

Stopping the Expulsion of Disabled Students from their Schools to Close their Programs

2) Reducing Suspensions for Disabled Black Students in Middle School

3) Implementing *Board-Adopted Resolution No. 2021-0159: Ensuring Access to Social-Emotional and Academic Supports for Students with Disabilities* After-School, Visual-Performing Arts, Athletics, Work-Based/Linked Learning, etc.

4) Access and Equity for the Young Adult Program: Measure N/H Funding and Work-Career Opportunities for Disabled Students

5) Sufficient Staffing for Disabled Students with IEPs: Special Education Teachers, Paraprofessionals, and Instructional Support Specialists

6) School Board Legislative Priorities Related to Special Education: Requirements for Charter Schools, Funding for Students with Intensive Services

Recommendations for the 2025-26 *Local Control & Accountability Plan*

Superintendent Responses

We met this weekend to discuss these responses that we received from the Superintendent and other district administrators. We identified the ones that most need immediate follow up.

We are sharing follow-up questions and requests with those district leaders and the School Board.

Link to the Full CAC Recommendations for the 2025-27 LCAP with Responses from the Superintendent:

tinyurl.com/2hash88b

Go to page 10.

10 minutes

Recommendations for the 2024-27 *Local Plan for Special Education*

Link to the CAC Recommendations for the 2024-27 Local Plan for Special Education:

tinyurl.com/3h86p5e6

You Can Help!

How to Stay Engaged with the CAC

This link connects you to our important links and addresses:
tinyurl.com/yem3h3a6

You can also use this QR Code:

Upcoming Meetings and Activities

Wednesday, 8/20	**6:00 pm**	**Report at PSAC Meeting** *3rd Wednesdays*
Thursday, 8/21		**CAC Working Groups** *3rd Thursdays*
Monday, 8/27	**6:00 pm**	**Members Planning Meeting** *4th Mondays*
Monday, 9/8	**6:00 pm**	**CAC Public Meeting** *2nd Mondays*
Wednesday, 9/10		**Report at School Board Meeting** *2nd Wednesdays*

Listening Sessions

7:45, 35 minutes

We will break into small groups to discuss the following question:

What hopes and dreams do you have for this school year?

Groups
Multilingual with *Spanish, Arabic, Cantonese interpretation*
Early Childhood Education
Resource Program Pk-5th
Resource Program 6th-12th
Special Day Class Pk-5th
Special Day Class 6th–Young Adult

Our Agreements

- One person speaks at a time (one microphone)
- Take space; make space
- Honor the agenda
- Tough on problems; easy on people
- Listen to understand
- Offer solutions

Highlight from the Listening Sessions

10 minutes

Announcements, Appreciations, & Comments

8:20 pm, 10 minutes

This meeting is being recorded // Esta junta se está grabando.

TODOS LOS CUERPOS ESTAN ATRAPADOS EN LAS ATADURAS DE LA CAPACIDAD, RAZA, CLASE, GENERO, SEXUALIDAD Y CIUDADANIA.

SOMOS PODEROSOS NO A PESAR DE LAS COMPLEJIDADES DE NUESTRAS IDENTIDADES, SINO DEBIDO A ELLAS.

SÓLO EL ACCESO UNIVERSAL Y COLECTIVO NOS PUEDE LLEVAR A LA LIBERACIÓN UNIVERSAL Y COLECTIVA.

ESTO ES JUSTICIA DE DISCAPACIDAD.

https://www.sinsinvalid.org/