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.

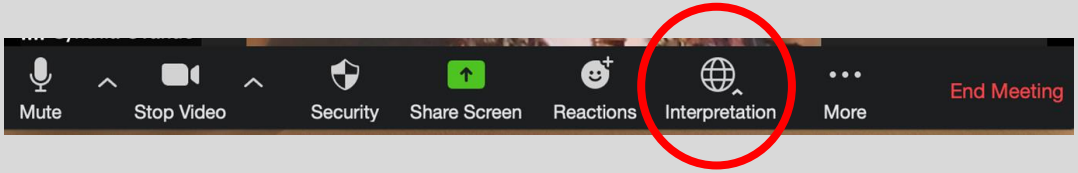
-

يرجى عدم تغيير الإعدادات حتى يتم إعطاء التعليمات.

Interpretation ⇆ Interpretación

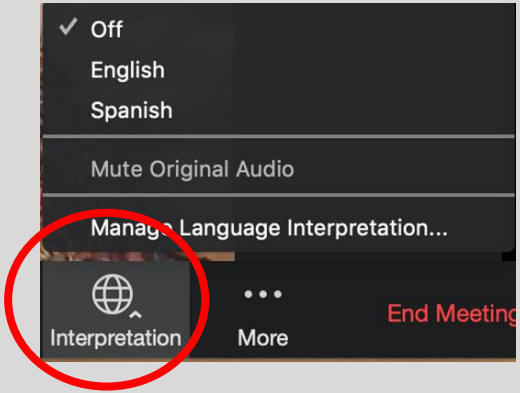
1 Go to Controls

Vaya a los controles



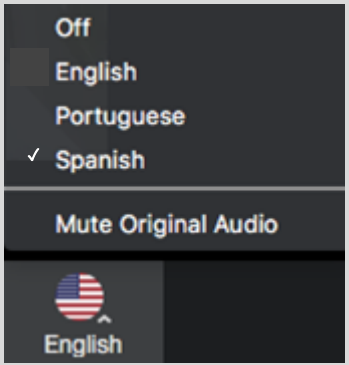
2 Click “Interpretation”

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.

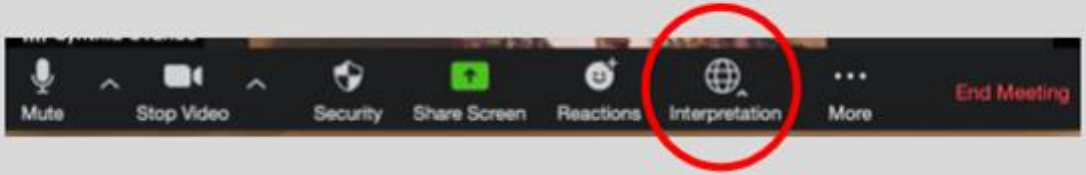
2) **Tap on "Language Interpretation" and choose your language.**
Toque sobre "**Language Interpretation**" y escoja su lenguaje.

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

Interpretation / Interpretación / 翻譯

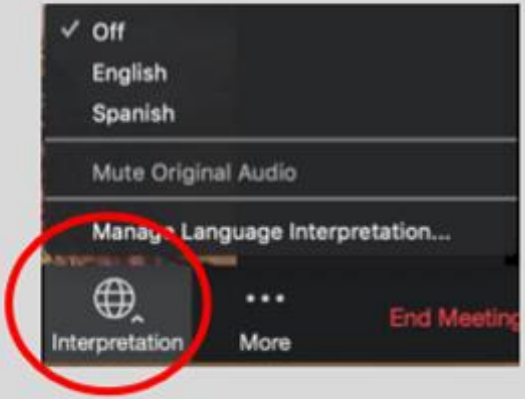
1 Go to Controls

Vaya a los controles | 控制鍵



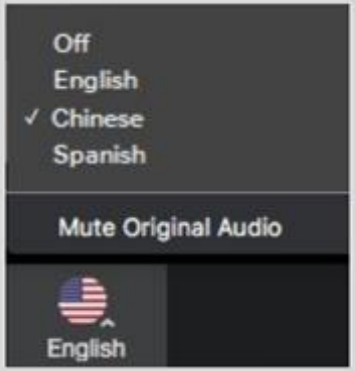
2 Click “Interpretation”

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.

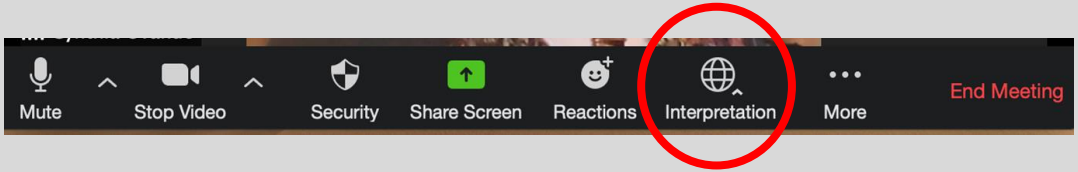
點擊『語言翻譯』，然後挑選你的語言。

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

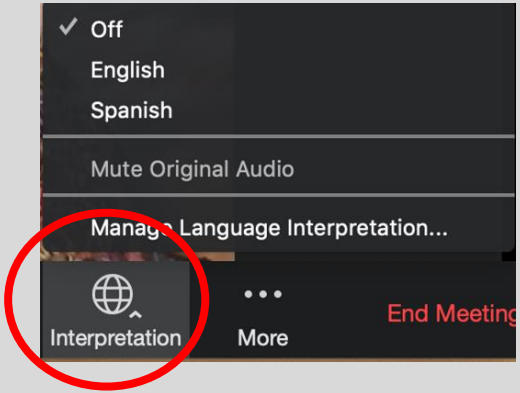
點擊『原音頻靜音』，然後點擊『完結』。

الترجمة

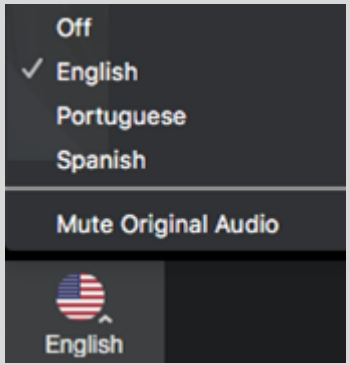
1 انتقل إلى الضوابط



2 اضغط على "الترجمة"



3 أختر اللغة



إذا كنت لا ترى رمز الترجمة على شاشة هاتفك:

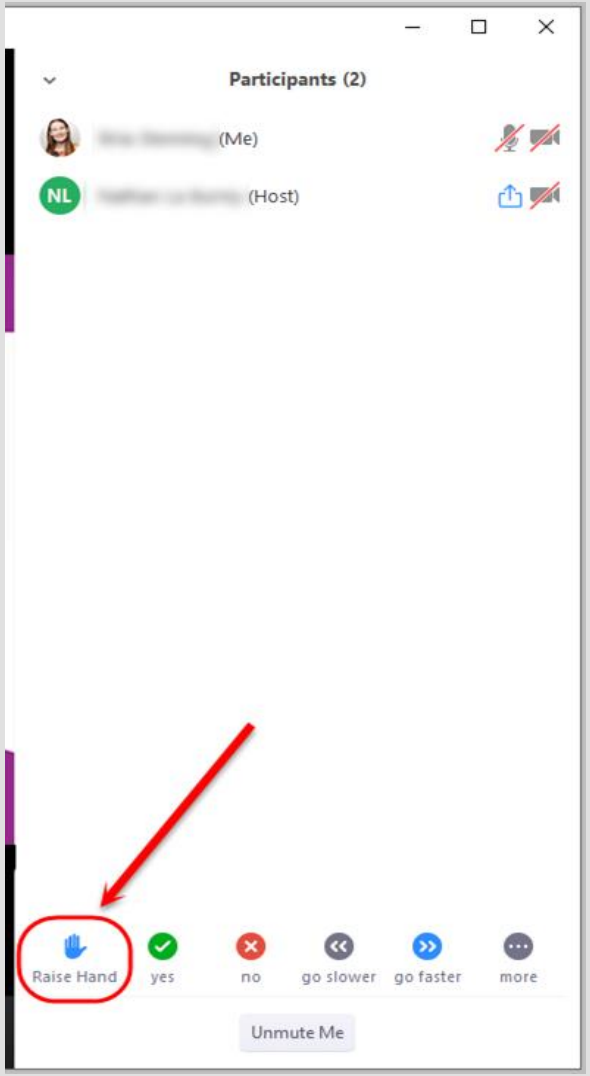
1) اضغط على النقاط الثلاث في نهاية ضوابط الاجتماع.

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



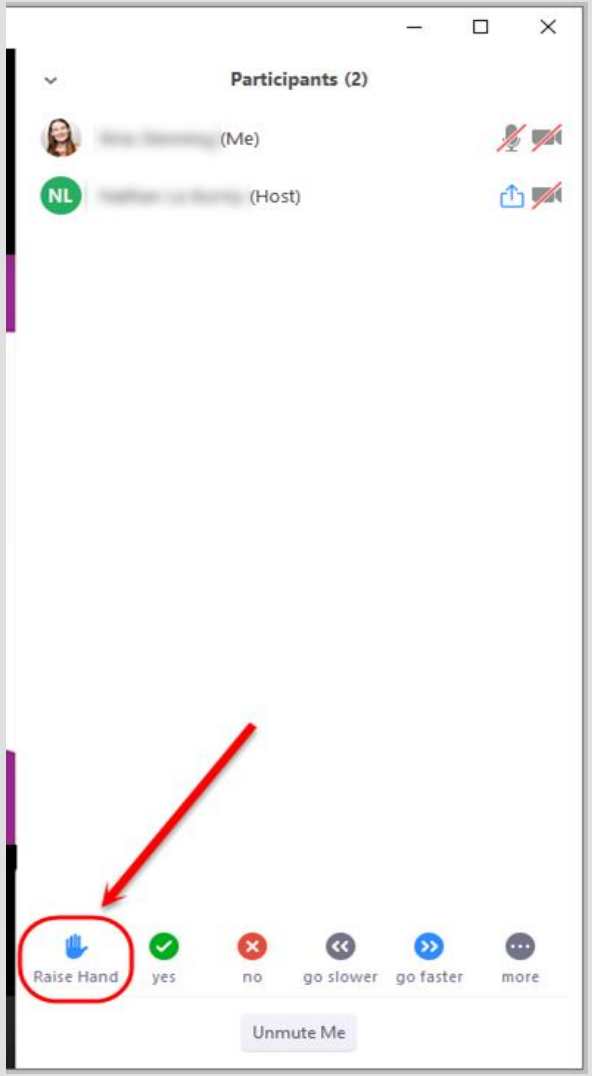
¿Puede oir al interprete?

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

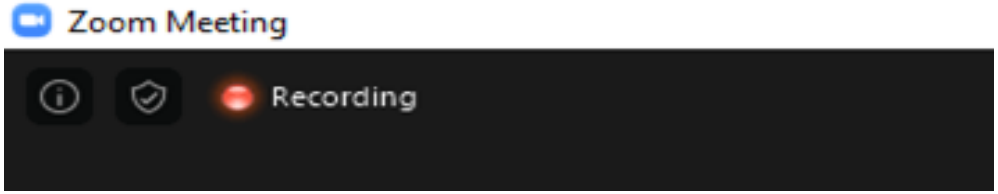
Community Schools, Thriving Students

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

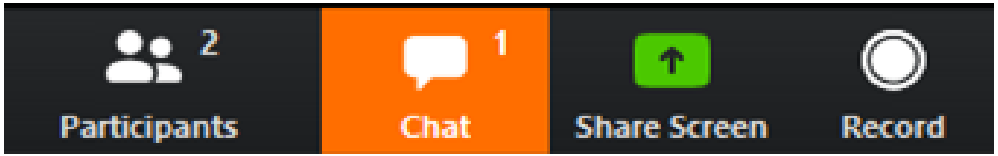
September 8, 2025

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

We are recording.



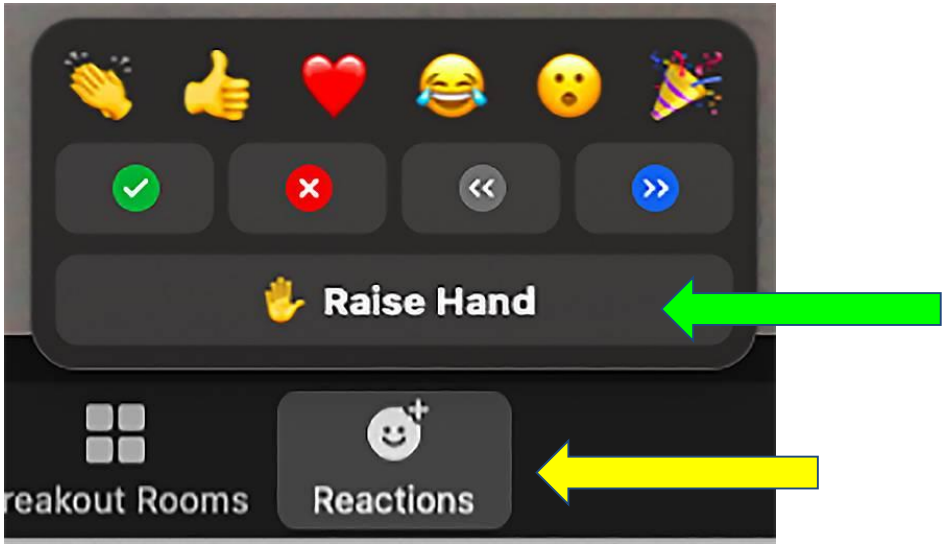
We invite you to use the chat.



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

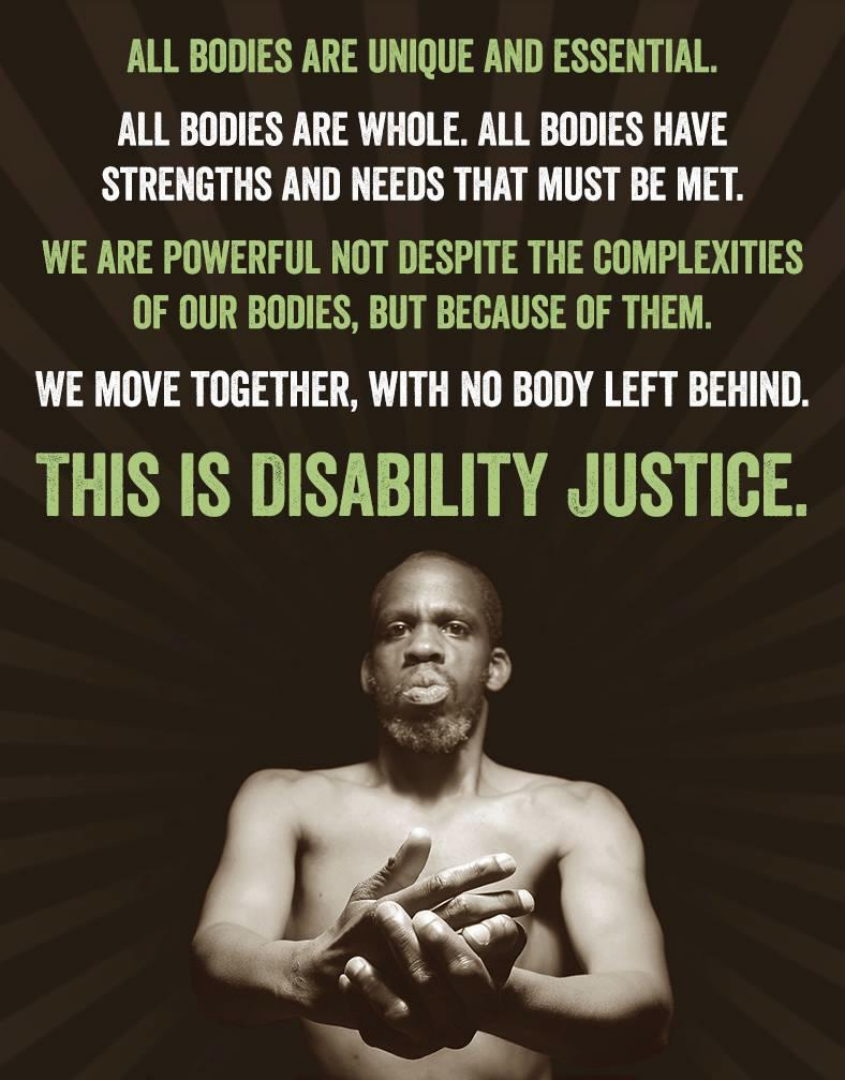
Please remember to rename yourselves starting with the abbreviations CAC or CEN

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!



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.

Meeting Goals and Agreements

These are our goals for tonight:

1. know the basic standards for schools to assign classrooms and other spaces for providing Special Education

2. understand what schools must do to make sure that all spaces meet the basic accessibility requirements under the *Americans with Disabilities Act* (ADA)

3. give feedback for the OUSD Facilities Master Plan, which will shape the future of school facilities in our district

4. learn what CAC members are doing to advance the committee's goals for the 2025-26 school year, and find out how to get involved in their work

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 20 mins.	**Welcome, Goals, Agreements, Agenda, Introductions, Roll Call**
6:20 30 mins.	**Special Education Presentation: Standards for Special Education Spaces and Disability Accessibility**
6:50 40 mins.	**Segment about the Facilities Master Plan** (Part 1)
7:30 10 mins.	**Break**
7:40 25 mins.	**Segment about the Facilities Master Plan** (Part 2)
8:05 15 mins.	**CAC Member Updates**
8:20 10 mins.	**Announcements, Appreciations, & Public Comments**

Who Is Here Today?

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

K-12 School Support

Dr. Betty Lin
Betty.Lin@ousd.org
Director, Early Childhood

Micaela Reinstein
micaela.reinstein@ousd.org
Director, Elementary Programs

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

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

Transition Services

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

Related Services

Anne Zarnowiecki Anne.Zarnowiecki@ousd.org Director, Related Services (SLPs, OT, PT, Low Incidence)	**Lo Birdee** **Lobirdee.Rivera@ousd.org** **Coordinator, Related Services**	**Dr. Stacey Lindsay** Stacey.Lindsay@ousd.org Director, Psychological and Mental Health Services Leave Aug-Oct (Jenn Covering)

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

Click Here to view the Special Education Teacher on Special Assignment caseloads for 2025-26 in case you need to contact a member of our team about your child's special education services.

Welcome everyone!

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.

About Us:

The Community Advisory Committee for Special Education

What We Do

a) Advise the School Board, Superintendent, and other administrators of the Special Education Local Plan Area [OUSD] on the **development, amendment, and review of the Local Plan for Special Education**

b) Recommend **annual priorities** to be addressed by the plan

c) Assist in parent education and in recruiting parents and other volunteers who may contribute to the **implementation of the plan**

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

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

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

g) Support **community involvement in the [LCAP] parent advisory committee** . . . to encourage the **inclusion** of **parents of disabled students**

Who We Are

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

EVERYONE!

Source 30 EC 56192

For additional information about the CAC:

[CAC Orientation]

tinyurl.com/4p3d7wh9

We meet on the 2nd Monday of each month except in October when there is a holiday.

In October, we will meet on the 3rd Monday.

You can find the meeting links and other meeting information at ousd.org/calendar.

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.

To be added to the Google Calendar invitation for our meetings, you can also write an email or text message to Cintya Molina at cintya.molina@ousd.org or 510-491-6069.

Follow Us and Stay Connected!

tinyurl.com/yem3h3a6

This link and QR code leads to
CAC addresses, pages, and links.

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

Special Education Presentation

Minimum Standards for Assigning Spaces to Special Education at Schools

Resource Specialist Programs (RSP)

Must have a ½ sized classroom space for each elementary Resource Specialist, or sharing a full-sized space across 2 Resource Specialists

Must have one classroom-sized space for every 2-3 Resource Specialists in secondary (depending on the number of study skills sections in the master schedule)

Self-Contained Programs (SCP)

Must have a standard-sized classroom (400+ square feet).

Must be outfitted in a manner commensurate (comparable) **to general education core classrooms.**

ESN SCPs must have embedded bathrooms or easy access to an accessible dedicated bathroom.

Related Services

- SLPs need a space large enough to pull a group of up to five students, plus storage for therapy materials
- Psychologists need a quiet, confidential space that can accommodate up to four people
- Social Workers need a dedicated therapy space that can accommodate a small group
- Nurses need an office space with secure storage and refrigeration
- Related services providers may be asked to share their space on days they are not on campus

Accessibility Requirements under the *Americans with Disabilities Act* (ADA)

Legal Foundations

The laws that cover accessibility in public school buildings are the **Americans with Disabilities Act** (ADA) and **Section 504 of the Rehabilitation Act**. Local regulations may also apply, and schools must implement the most stringent/strict requirement when there are overlapping laws.

The laws do not require that all buildings be made fully accessible to students or staff with disabilities. All buildings constructed after the Section 504 regulation was issued in 1977 must be fully accessible. Buildings constructed before Section 504 was issued and not altered after Section 504 was issued do not have to be made fully accessible but, the programs or activities in those buildings must be made accessible.

Accessible Access- Parking & Loading

- **There should be one accessible passenger loading/unloading zone for every 100 feet of designated loading space [Standard 209].**
- **Accessible parking should be dispersed across any accessible building entrance and must be positioned at the shortest route possible to the accessible entrance [Standard 209].**

Accessible Access- Doors

- **At least 60% of all building exterior doors (rounded up) must be accessible. For example, if a building has four main doors, three would need to be accessible [Standard 206.4].**
- **Two-way communication systems like door buzzers must be equipped with audio and visual signals [Standard 230].**

Accessible Access- Doors

- **Exterior pedestrian areas must have an accessible feature on one side of a main entrance [Standard 206.2.2]. Maximum ramp slope of 1:12 (e.g. if your ramp is 96”, you can have a maximum of 8” of elevation at the end of the ramp).**
- **Rooms must have interior access points that are accessible. Accessibility may be achieved by a ramp, elevator, or lift [Standard 206.2].**

Accessible Access- Other Spaces

- **There are no specific regulations for classrooms, but all standard regulations apply.**
- **Toilet facilities must be ADA accessible [Standard 213], and at least one sink per bathroom (5% of all sinks) must be accessible [Standard 212].**
- **Aisles in spaces like school libraries must be 36” wide or greater and mostly flat [Standard 308].**

Accessible Access- Play

- **Standard 1008 covers playground surfaces. There are very specific requirements for wheelchair maneuvering, surface impact, gaps and lips between the surface and the ground, etc. There are standardized tests that districts' facilities teams use to ensure their surfaces match the standard.**

Some Initial Data about our Space and Accessibility Challenges at Schools

Over-Utilized Spaces

- **Some schools are what is called ‘over-utilized,’ which means that to run a modern school optimally, you would actually need more rooms than what is available on the campus.**
- **In these spaces, we struggle to get adequate space for related services providers or, sometimes, for resource specialists (e.g. Global Family, Thornhill, Oakland Tech)**

Very Old or Outdoor Spaces

Some of our buildings are very old and have slope and door access issues that predate the requirements of the Rehabilitation Act (e.g. Hillcrest).

Some buildings have outdoor layouts that can make navigation difficult for folks with mobility needs (e.g. Montera, Skyline, Central Kitchen)

Reliance on Elevators & Lifts

Some of our schools require electric lifts (Montera) or elevators (Oakland Tech) to access core classrooms. When these break, which they routinely do, it can sometimes take weeks to get parts and service to resolve the issue.

Older Play Spaces

While this has become less of an issue in recent years with more investment coming into OUSD for accessible play spaces, some schools still have old equipment and matting that is not accessible or that does not meet the needs of students with motor planning and/or sensory processing challenges.

The OUSD Facilities Master Plan

(Part 1)

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

Presentation Slides Entitled:

“facilities_master_plan_community_update”

4 minutes, 37 seconds

https://youtu.be/qBtiiMo92NU

Break 7:30 pm 10 minutes

3 minutes, 58 seconds

https://youtu.be/ZLyRpDn9bTo

Break 7:30 pm 10 minutes

The OUSD Facilities Master Plan

(Part 2)

7:40 pm, 25 minutes

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

Presentation Slides Entitled:

“facilities_master_plan_community_update”

CAC Member Updates

7:30 pm, 20 minutes

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

From the CAC Inbox

AN ACTION ALERT:

Join Us this Wednesday and on September 24th.

Our School Stability Resolution will be introduced at this Wednesday's School Board meeting and it will come up for a vote on September 24th.

We affirm that **disabled students are full members of their school communities** and that they must not be targeted for displacement because of their disabilities.

Passage of this resolution will change OUSD policy to ensure that **disabled students who attend Special Day classrooms can remain in the school where they are enrolled for the entirety of that school's grade span**, **just like their non-disabled peers**.

Our Advocacy Goals for 2024-25

1. With the long term goal of implementing Universal Design (UD) in the district, this year we aim to:

- Create a dialogue with District leaders about Universal Design.

  (This connects to our top recommendations for the OUSD Local Control and Accountability Plan.)

- Have a study group about Universal Design, so we are clear about what it means.
- Identify ways to start implementation (This could begin with gathering roadmaps from existing efforts in other districts.)

2. Because the District is moving to all inclusion schools and we're concerned they're doing it without enough support for staff to provide for the needs of disabled students and no practice of Universal Design, we also aim to:

Create a detailed accounting of what exists at schools: staffing levels, funding, training, disability positive discourse and culture, facilities access, alignment of Special Education programming with Gen Ed programming, intentional identification of student need, etc.)

Upcoming Meetings and Activities

Wednesday, 9/10		**Report at School Board Meeting** *2nd Wednesdays*
Thursday, 9/18		**CAC Working Groups** *3rd Thursdays*
Monday, 9/22	**6:00 pm**	**Members Planning Meeting** *4th Mondays*
Monday, 10/20	**6:00 pm**	**CAC Public Meeting** *2nd Mondays*

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/

Debrief Link:

Join Zoom Meeting