




SPED Board Presentation



Introduction

- My name is Tyler Levine-Hall and I'm the current K-8 SPED Coordinator at Academy of Alameda
- I've taught in Oakland (primarily East Oakland) as an Educational Specialist for 8 years and have been in a leadership role for the last 5 years (Program Specialist at Summit and Leadership Public Schools as well as a SPED Director at Community School for Creative Education.
- I was born and raised in Oakland. I went to college out on the East Coast (George Washington) and came back to work in the area I'm most passionate about.
- I value restorative practices that include accountability, as well as bridging the educational gap and creating a more equitable process that limits the disproportionate rate at which African American males are referred to Special Education

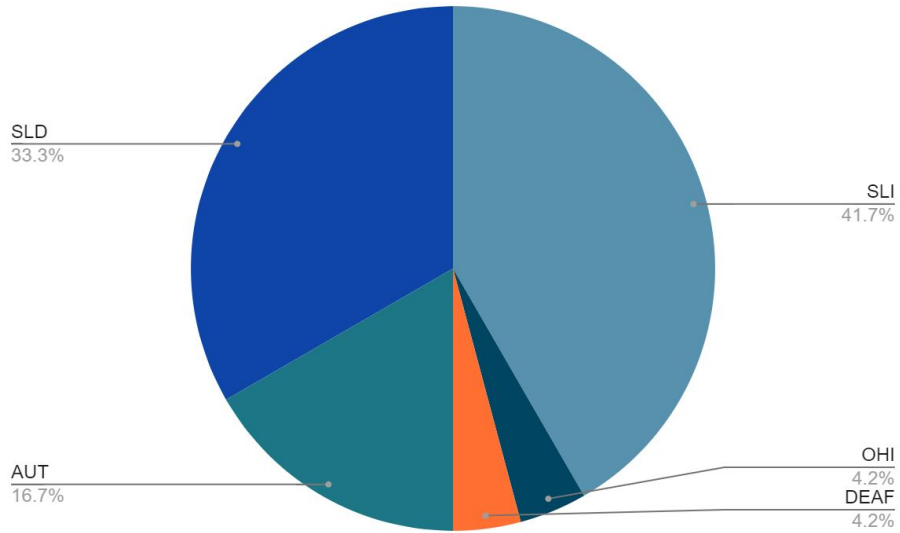
How many AoA students have IEPs?

	AoA Elementary School	AoA Middle School	AUSD
% in Special education	8% , or 24 students (3 pending, potentially 9%)	15% , or 46 students (3 pending, potentially 16%)	12% (2020)
% socioeconomically disadvantaged (2020)	47% (47% 2022)	52% (52% 2022)	29% (2022)

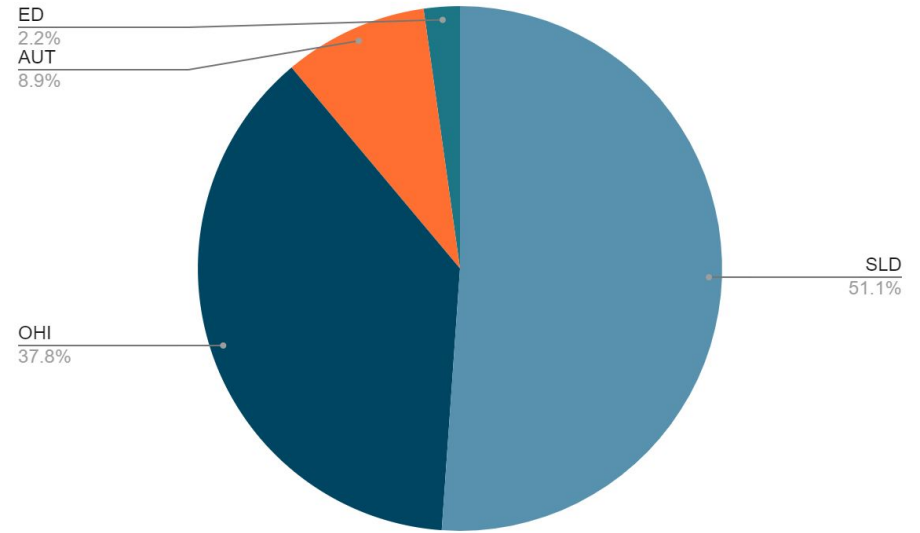
Current Eligibility Areas



Elementary School



Middle School



Range of student needs and services

	Elementary School	Middle School
Above <u>90%</u> of school day in gen ed	83% (20/24) SY21 74%	91% (42/46) SY21 87%
Range in number of goals	Academic: 1 to 7 (most students have 4-5)	Academic: 2 to 7 (most students have 3-5)
Range in SAI service minutes	60 minutes weekly to 500 minutes weekly	30 minutes weekly to 490 minutes weekly
IA needs (changes yearly)	2 students with 1:1 or 1:2 needs.	Four students IAs in all classes
Current number of students with behavior goals and/or plans	4 students with behavioral goals (1 Behavioral Plan)	25 students with behavioral goals (5 students with Behavioral Plans)



Special Education Assessments Fall 2022

Assessment	Total Assessments	Total Students Qualified
Triennial	3	2
Initial	10	3 6 still pending
ERMHS (Educationally Related Mental Health Services)	9	3 3 still pending
FBA (Functional Behavior Analysis)	3	2 (1 pending)



SPED staffing update

We're currently staffed with:

- 4 Instructional Aides for Elementary School
- 4 Instructional Aides for Middle School
- 1 Educational Specialist for Elementary School (contracted and currently virtual)
- 3 Educational Specialists for Middle School
- 1 ERMHS counselor
- 1 School Psychologist
- 1 Speech Pathologist (contracted)
- 1 DHH Specialist (contracted)
- 1 OT/Assistive Technology provider (contracted)
- 1 K-8 SPED Coordinator



Successes for the Program

So far this year, our team has:

- Provided professional development for gen ed teachers to align thinking regarding behavioral supports
- We have completed 6 ERMHS assessments and 4 initial assessments
- Currently have attended 3 professional development opportunities presented by the SELPA
- Collaborated and communicated with the gen ed staff about department goals and shift around providing services (Educational Specialists are taking more responsibility of implementing SAI)
- Held all 504 meetings (34)
- Created a standardized definition of SAI to support streamlining our services and how they're implemented
- Implementing consistent pull out services to develop students' basic skills
- Recently established a flow chart for the ERMHS referral process



Goals for the program

Goals:

- We are currently in the midst of changing the way we provide services as well as the way that we write IEPs in an effort to be in compliance with IDEA law and SELPA guidelines
- Increase our mental health and behavioral services to reflect students' needs
- Write IEP services (specifically, academic) that reflect student needs
- Attend more professional development seminars presented by the SELPA (as a department, we have attended a BIP training, a training to support EL learners as well as a training to understand more about students with dyslexia)
- Inputting behavioral services for students with behavioral goals
- Determining which students need behavioral goals/deciphering which goals should be written as executive functioning goals
- Hiring and in-house Speech Pathologist



Next Steps

As we move forward with the school year, our programs next steps include:

- Attending professional development to deepen understanding of supports for students with ADHD, students requiring behavioral supports, students with dyslexia/dysgraphia, etc.
- Continued professional development to support general education and special education collaboration and implementation of services
- We are attempting to establish a pre referral process for ERMHS
- Ensure that our team is able to provide behavioral/mental health supports with our current staffing as we continue to do ERMHS assessments and FBAs (while also taking into consideration the escalated need for mental health supports since resuming in person school).