AoA SPED Board Presentation

November 16, 2023

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
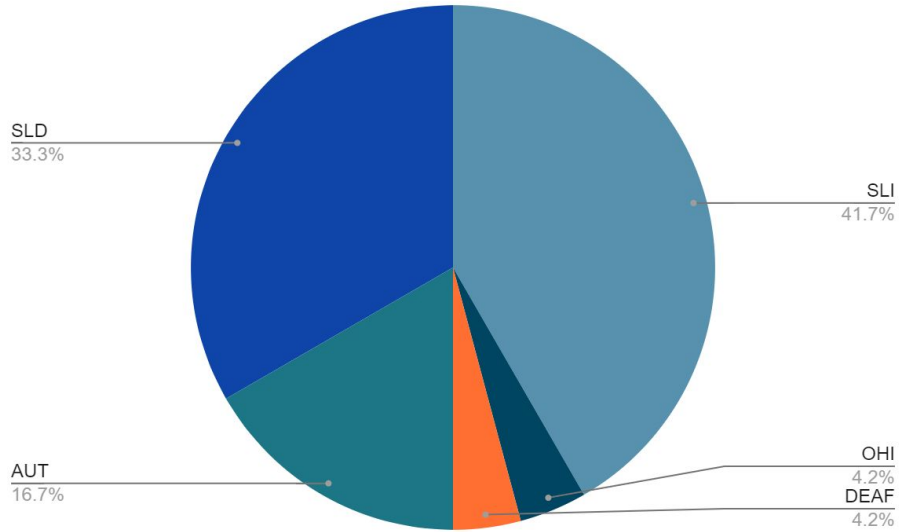
How many AoA students have IEPs?

	AoA Elementary School	AoA Middle School	Alameda Unified
% In Special education 11/17/2022	**8%,** Or 24 students	**15%,** Or 46 students	**11.6%** (2021)
% In Special Education 11/14/2023	**14%** Or 43 students (4 pending)	**13%** or 43 students (3 pending)	**11.8% (2022)**

2022-2023 Eligibility Areas

Elementary School

- SLD 33.3%
- SLI 41.7%
- AUT 16.7%
- OHI 4.2%
- DEAF 4.2%

Middle School

- ED 2.2%
- AUT 8.9%
- SLD 51.1%
- OHI 37.8%
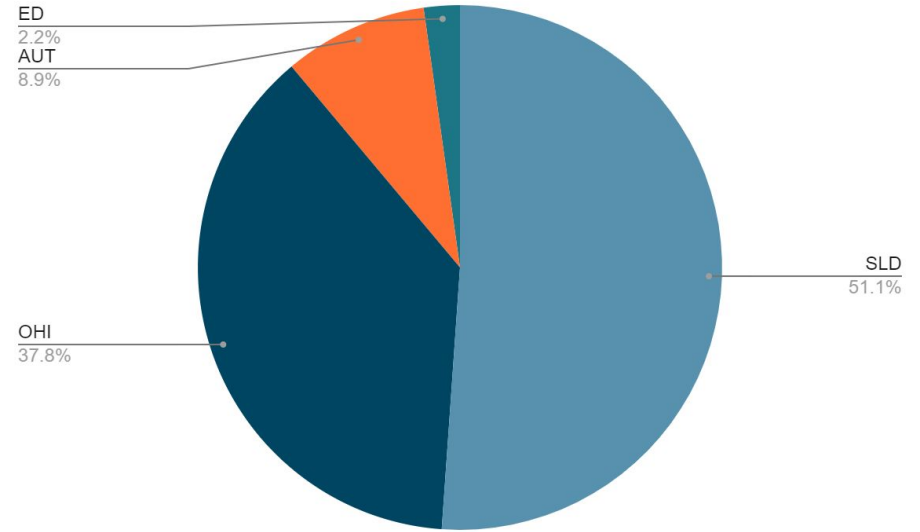
Current 2023-2024 Eligibility Areas

Elementary School

ED
6.7%

SLI
24.4%

SLD
35.6%

OHI
11.1%

DEAF
4.4%

AUT
17.8%

Middle School

SLI
4.4%

ED
2.2%

AUT
15.6%

SLD
42.2%

OHI
35.6%
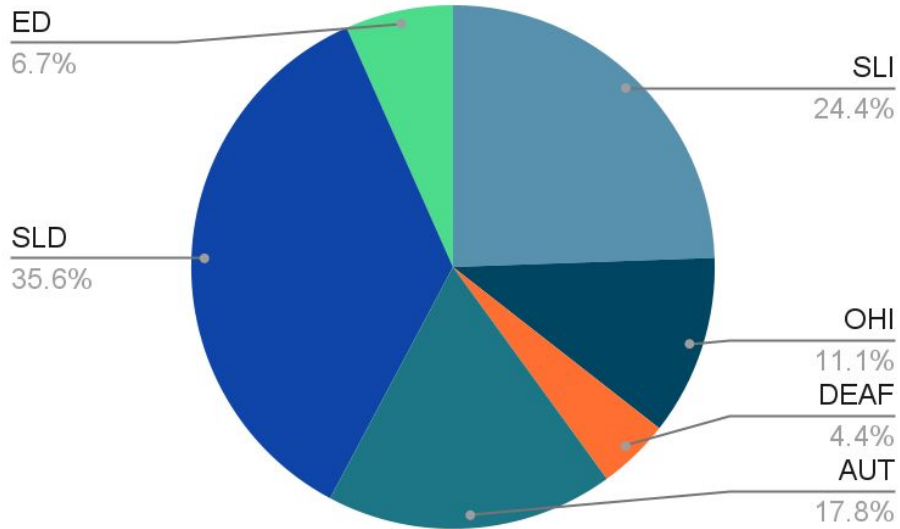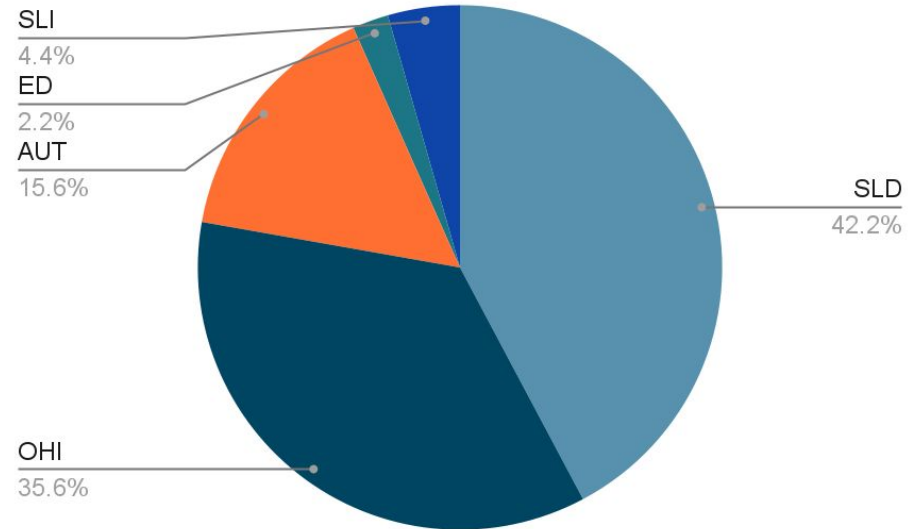
Range of Student Needs and Services Fall '22

	Elementary School	Middle School
Range in Number of Goals (academic)	2-7	2-7
Range in Service Minutes	60 minutes to 500 minutes	30 min to 490 minutes
IA Needs	2 Students requiring 1:1 or 1:2 needs	4 IAs in all classes
Current Number of Students With BIPs or Behavioral Goals	1 BIP 4 Behavioral Goals	5 BIPS 20 Behavioral Goals

Range of Student Needs and Services Fall '23

	Elementary School	Middle School
Range in Number of Goals (academic)	2-5	2-5
Range in Service Minutes	60 minutes to 500 minutes	45 min to 1000 minutes
IA Needs	4 students requiring 1:1, 2 Students requiring 1:2	1 Student requiring 1:1, Possible 1:1 services for new student
Current Number of Students With BIPs or Behavioral Goals	12 (7 BIPs and 5 students with behavioral goals)	10 (6 BIPS and 4 students with behavioral goals

New Student Needs

	Elementary School	Middle School
Total new/incoming students	14	24
1:1/1:2 IA needs	3 new students	1 new student
BIPs	3 BIPs	4 BIPs (two pending)
Coming from boarding school or SDC	2 students	2 students

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)

Special Education Assessments Fall 2023

Assessment	Total Assessments	Total Students Qualified
Triennial	7	6
Initial	17	12 (4 pending)
ERMHS (Educationally Related Mental Health Services)	7	7
FBA (Functional Behavior Analysis)	1	1

SPED staffing update

We're currently staffed with:

- 4 Instructional Aides for Elementary School
- 3 Instructional Aides for Middle School
- 1 Behavioral Technician for Elementary School
- 1 Educational Specialist for Elementary School
- 3 Educational Specialists for Middle School
- 1 Educational Specialist Intern
- 1 ERMHS counselor
- 1 School Psychologist
- 1 Speech Pathologist
- 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
- Attended a SELPA PD regarding goal writing and are scheduled to attend 3 others (2 in January)
- We have completed 7 ERMHS assessments and 17 initial assessments
- All IEPs have been held on time
- Established pre meetings with teachers to collaborate on academic goals
- Working with SELPA to potentially get financial support through their ERMHS budget
- Held or scheduled all 504 meetings (38 compared to 34 at this time last year)

Successes for the Program

- Have created a streamlined process for RTI in both elementary and middle schools
- Implementing consistent pull out services to develop students' basic skills
- Created an IEP Hub, IEP notes template, bi lingual IEP agenda and systems for consistent communication with families
- Hired an in house speech pathologist
- Developing an IA into an Educational Specialist Intern
- Contracted an occupational therapist
- Consistent and robust collaboration with academic deans
- Created a school environment that supports student needs and has decreased severity of student behavioral needs
- Created a check in template for gen ed/ed specialist meetings
- Created a push in checklist to support services providers working in the classrooms

Goals for the program

Goals:

- Continual work on improving push in and pull out services to best services students
- Increase our mental health and behavioral services to reflect students' 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)
- Improving services and supports for students with high behavioral needs
- Expand our staff to reflect increase in student needs/services
- Utilize SELPA budget
- Evaluation and assessment of current SPED model

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
- Continual and consistent meetings with academic deans
- Collaborate with the SELPA to see what portion of their ERMHS budget we might be able to utilize
- 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).
- Conversations with families about the structure of our current SPED model