

Special Education Parent Info Night

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Special Education Department Staff

Education Specialists

Specialized Academic Instruction (*Sharon Bleviss, Tim Whitehorn, Carol Nguyen, Bryan Mark, Taylor White, Marc Martin, Tish Wall*)

Bay Academy (*Patrick Myers*)

Bay University (*Jared Abbott, Jenna Smith, Tish Herron*)

School Psychologist - *Susie Hidayat*

Speech & Language Pathologist - *Lori Fromowitz*

Vocational Specialist - *Julia Payne*

Transition Specialist - *Eli Poblitz* (serves students who qualify for Department of Vocational Rehabilitation support post-high school)

Occupational Therapist & Physical Therapist - contracted out based on individual needs

Specialty Designed PE - *Tara Ciardella*

Site-Based Mental Health - Wellness Counselors (*Alisa Choye, Christina Cabrera, Ali Roberts, Amy Cryan*); various BHRS therapists

BHS Mission and School Goals

OUR MISSION: Burlingame High School will develop the skills, knowledge, and mindset that will prepare every student to meet the challenges of college, the demands of career, and the responsibilities of community membership.

SCHOOL GOALS

- Prepare all students for college and career.
- Prepare all students to be self-directed and persistent learners.
- All students demonstrate civic and socially responsible behavior.

BHS Diploma Track Services

Burlingame High School houses diploma and certificate of completion programs; discussion of the appropriate placement for either program should happen at your child's school or IEP. BHS offers a variety of services for students in both programs. To be in the Special Education program, a student must receive a direct service. A direct service is usually in the form of a Directed Studies class or a SAI class.

Specialized Academic Instruction (SAI) Classes

Directed Studies

This is non-intensive support designed for special education students who need tutorial assistance with their general education classes. They receive individualized support and instruction. This class can be taken in conjunction with other SAI classes.

SAI Content Classes

SAI classes offer a more intensive level of support in the areas of core academic classes, which follow the state mandated curriculum and Common Core Standards, and are taught by Special Education teachers in a smaller class setting. Students take these classes in lieu of general education courses only where needed. These classes are generally scaffolded and at a slower pace. The goal is for students to remain in the General Education classes to the maximum extent possible and only move into SAI classes when he or she cannot make adequate gains in the General Education classroom. ***SAI core content courses do NOT meet the A-G requirements.***

Co-Taught/Inclusion Core Classes

As part of the movement toward fuller inclusion, Special Education teachers or Instructional Aides provide in-class support to students/teachers and/or accommodations and modifications to the General Education curriculum. This support is provided in many but not all general education classes and is determined by student need.

BHS Certificate of Completion Services

Special Education Services at BHS: Certificate of Completion Programs

Bay Academy Program

Students in this program receive a Certificate of Completion instead of a High School Diploma. This program focuses on life skills, transition, job readiness, and applied academics. Students in this program may also take electives in General Education.

Bay University Program

Students who finished high school with a Certificate of Completion are eligible for this program which serves students ages 18-22. Instruction focuses on daily life skills, community participation, and work skills.

Additional Services

Social Skills Development

If your child needs extra assistance developing social skills, there is a Directed Studies class that focuses on social skill development for a few select students. All case managers also work with students on social skill development.

Speech and Language Services

A Speech and Language Specialist provides speech and language therapy for students with an impairment in that area. Those students may receive the therapy in conjunction with other Special Education services or as their sole service. It is generally provided in a pullout format, either individually or in a group, or as a 'push-in' service in a classroom setting.

Social-Emotional/Mental Health Services

Behavioral Health and Recovery Services therapists serve qualifying students whose emotional needs are impeding their progress in school. Therapists come to the school site to meet with students. There are also Wellness Counselors on-site to meet with students who have social-emotional challenges and need appropriate services. These services are accessed through an IEP referral.

Transition

When students enter high school, the IEP team starts discussing a student's transition plan. The transition plan examines a student's current and future coursework needed for a diploma or certificate of completion. Additionally, post-secondary options are also explored. Students may have the opportunity to work with a Transition Specialist or Vocational Specialist when they are 11th or 12th graders.

Articulation IEPs (This Spring)

An **Articulation IEP** meeting will be held for every Special Education student entering BHS. Articulation IEPs will be scheduled by BHS in conjunction with the student's middle school case manager. The Articulation IEPs will be held at Burlingame High School in the Spring (Mid to Late April).

At the Articulation IEP, the team will:

- Review student's current IEP including:
 - Services
 - Accommodations/Modifications
 - Goals
 - Strengths & Areas of Concern
- Choose courses, including electives, for Freshman year
- Discuss extra-curricular activities on BHS campus

These meetings are very important and involve many people who are operating on a tight schedule and we ask you to please make every effort to attend your child's meeting at the assigned time. Please be prepared to share your student's strengths, areas of concern, supports, and any other relevant information. Meetings are 30 minutes long and there is a lot of information to get through!

UC/CSU a-g	Subject	H.S. Graduation Requirements	UC/CSU Minimum Subject Requirements	UC/CSU Recommended Subject Requirements	Burlingame HS Courses Satisfying Requirements for UC/CSU	
a	History/ Social Science	3½ years	2 years		Ethnic Studies Modern World History AP European History	US History (CP/AP) American Government (CP) AP US Government & Politics
b	English	4 years	4 years		English I English II, English II AS	English III or AP English Language & Comp English IV or AP English Literature & Comp
c	Mathematics	3 years <i>Must include Algebra</i>	3 years: <i>Algebra I Geometry Algebra II</i>	4 years	Algebra I Integrated Math II Geometry Algebra II	Compressed Math I & II Finite Math & Statistics, Pre-Calculus, AP Calculus AB or BC, AP Statistics
d	Science	2 years <i>1 year biological, 1 year physical</i>	2 years	3 years <i>4 years for science-related majors</i>	Biology, AP Biology, Biotechnology (SMHS) Chemistry, AP Chemistry	Environmental Science AP Environmental Science Physics, AP Physics I
e	World Language	1 year	2 years	3 years	Chinese I-III, Chinese IV H Italian I-III, AP Italian Language & Culture	Spanish I-III, Spanish IV H, AP Spanish Language & Culture
f	Visual & Performing Arts (VPA)	1 year	1 year		Architectural Design I Art, Art Advanced, AP Studio Art 2D Art of Video, Art of Video Advanced Ceramics, Ceramics Advanced Chorus, Concert Choir, Chamber Singers	Concert Band, Symphonic Band, Jazz Ensemble Digital Photography Drama, Drama Advanced Game Art Design 3D
g	Electives (UC/CSU)	40 Credits or 8 sem. courses <i>All classes that exceed a graduation requirements can be used for elective credit</i>	1 year		All course listed above and: Economics, AP Microeconomics Facing History, Psychology Computer Science Principles AP Computer Science A	Architectural Design II 3D Game Art Des. 3D Game Art Des. Adv Foods & Nutrition, Speech Journalism, Journalism Adv. Publications
*	Career Tech Ed (CTE)	1 year	[none]	[none]	Architectural Design I-II Art of Video, Art of Video Advanced Computer Science Principles AP Computer Science Digital Photography	Engineering Technology, Biotechnology Foods & Nutrition, Culinary Arts Game Art Design 3D Game Art Design 3D Advanced Journalism, Journalism Adv., Publications
*	Health/PE.	Health: ½ year PE: 2 years	[none]	[none]	Health, PE I & II	

* Areas required for BHS graduation only.

Please refer to the UC Approved classes site at: www.ucop.edu/doorways for more information

1-7 Period Schedule Mondays

Regular 1-7 Schedule		
Period 1	8:30	9:20
Period 2	9:25	10:15
Brunch	10:15	10:25
Period 3	10:30	11:20
Period 4 +BTV	11:25	12:20
Lunch	12:20	12:50
Period 5	12:55	1:45
Period 6	1:50	2:40
Period 7	2:45	3:35

Minimum Day 1-7 (As Needed- 08/23, 09/20, 10/18, 11/15)

1-7 Schedule with Teacher PD		
Period 1	8:30	9:10
Period 2	9:15	9:55
Brunch	9:55	10:05
Period 3	10:10	10:50
Period 4	10:55	11:35
Period 5	11:40	12:20
Lunch	12:20	12:50
Period 6	12:55	1:35
Period 7	1:40	2:20
Teacher PD	2:35	3:45

Even Period Block (Tuesday/Thursday)

2/4/6 Block Periods + Flex		
0 Period	7:30	8:20
Period 2	8:30	10:00
Brunch	10:05	10:15
Flex	10:20	11:00
Period 4 + BTV	11:10	12:45
Lunch	12:50	1:20
Period 6	1:25	2:55
Teacher Collab	3:05	3:45

Minimum Day 1-7 (As Needed - 09/03)

1-7 Period Minimum Day		
Period 1	8:30	9:00
Period 2	9:05	9:35
Period 3	9:40	10:10
Brunch	10:10	10:20
Period 4	10:25	10:55
Period 5	11:00	11:30
Period 6	11:35	12:05
Period 7	12:10	12:40

Odd Period Block (Wednesday, Friday)

1/3/5/7 Block Periods		
0 Period	7:30	8:20
Period 1	8:30	10:00
Brunch	10:05	10:15
Period 3	10:20	11:50
Lunch	11:55	12:25
Period 5	12:30	2:00
Period 7	2:10	3:40

If needed

Minimum Day ODD Block