



Department of Special Education 2026-2027

Burbank High School



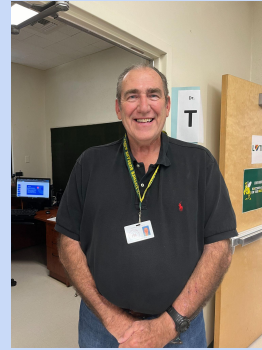
Meet the Admin Team



Mr. Hubbell
Principal



Dr. Freemon
AP of Instruction



Dr. Tarouilly
AP of Student Services



Dr. Farber
AP of Athletics and
Activities



Mrs. Setaghian
AP of Guidance

All staff contact
info can be found
at:

<https://www.burbankusd.org/bhs-staff>

Meet our Special Education Team

Mrs. Carol Williams

SPED teacher
Algebra Basic and Fund

Mrs. Charisse Lewis

SPED teacher
ELA 11 & World History

Mrs. Cherry Kang

SPED teacher
ELA 10 & US History

Ms. Felicia

Provens
SPED teacher
Biology, Health, Study

Mr. Randy Tobin
Lead SPED teacher
Business Math & Econ/Govt

Ms. Allison

Joseph
SPED teacher
English

Ms. Ivana

Rumi
SPED teacher
English & Math

Mr. Chris

Corral
SPED teacher
CBI & CBA

Mr. Douglas

Bledsoe
SPED teacher
Algebra & Study Skills

Mr. William

Roberts
SPED teacher
DHH Classroom

Email:

Fullname@burbankusd.org

Meet our school psychologists

Ms. Bobbi Liard

Lead School Psychologist

Ms. Kayla Roper

School Psychologists
2 days a week

Ms. Erin Kimble

School Psychologists
2 days a week



Email:

Fullname@burbankusd.org

Meet our school counselors



**Mrs. Caroline
Sasorski**
L-Ra & Intervention



Mrs. Britta Maslyk
G-K & CBI & NCAA



**Ms. Serena
Snaer**
An-F & DHH

Email:

Fullname@burbankusd.org

Support Staff



Mr. Kevin Adamson
A-AM & ELD



Mr. Donald Pesicka
Re-Z

Ms. Talin Rooben
Senior Secretary Guidance

Ms. Ariana Garcia
Senior Secretary student Services

Welcome Parents To BHS!

- New Transfers will have a 30-day meeting
- Returning students will have their schedule annual / tri meetings this year

Case Carriers for Fall 2026-27

Case Carriers are assigned to your student to support their academic program.

The Case Carrier will:

- support your child during their transition to BHS.
- assist with scheduling classes.
- ensure your child's accommodations are known by Gen. Ed. staff.
- communicate with Gen. Ed. staff about any other need area.
- facilitate annual IEP meetings.
- be your child's advocate while they are on campus.

Counselors

-Case Carriers will work closely with the Counselors at BHS during IEP meetings in order to assure that students have been properly placed into classes.

-SEL (Social Emotional Learning) support is offered for all of our students, including those who may need more support from our Student Care Center, a counselor, a school psychologist or outside public agency.

Continuum of services

We offer a continuum of services here at BHS.

Specialized academic instruction (SAI) ranges in scope to serve our

- Deaf program
- Moderate/Severe in CBI program
- Mild/Moderate population
 - GE (AP, Honors, GE)
 - Collab (GE)
 - Basic
 - Fundamental

Our goal is always the least restrictive environment

- **Our team**
 - Teachers / case carriers (RSP, DHH, CBI)
 - Para educators
 - AP Guidance, SS Secretary, School Psych, BI, Speech, Counselors, and others
 - Instructional support personnel (ASL interpreters, 1:1, aids in CBI)
 - GE teachers
- **Focus on inclusion**
 - Implementation of Accommodations
 - We have capacity this year to support some GE classes (Microsoft, Spanish, Art, Film)
 - GE teachers participating in IEPs and completing progress monitoring reports
 - Involvement in clubs, sports, ASB, performing arts
- **Instructional guides aligned to GE (focus on priority standards)**
 - Algebra A & B and Geometry have been completed
 - Working on ELA and ESS this year
- **Updates with classroom supports and monitoring**
 - Collab classroom binders
 - Co-teaching working group for those that are interested
 - AI to support planning (Copilot, Google LM, Onyx AI, ...)
 - Working with case carriers for goal setting and quarterly benchmarks
 - Working with interested teachers to support differentiated planning in classrooms

**FOOTHILL SELPA
IEP AT A GLANCE**

Confidential - For Teacher Use, Not a Student Record

Name: [REDACTED] Student ID: [REDACTED] IEP Date: 3/29/2024
 Birthdate: 2/28/2008 School: Burbank High Grade: 11 Eleventh grade
 Residential Status: 140 Parent or Legal Guardian and/or Homeless Case Manager: [REDACTED]

IEP Date: 3/29/2024Next Annual Plan Review: 3/29/2025BIP: NoNext Reevaluation: 3/28/2025Special Transportation: NoEL: ☐ Yes ☒ NoRedesignated: ☐ Yes ☒ NoDoes this student have an Individual Health Plan? ☐ Yes ☐ NoPrimary Specific Learning Disability (SLD)Secondary None

Describe how student's disability affects involvement and progress in general curriculum (or for preschoolers, participation in appropriate activities) *Erik meets eligibility criteria for Specific Learning Disability (SLD) as seen by his measurable processing deficit with his association processing skills. This deficit results in his significant struggle/discrepancy with his basic reading skills and reading comprehension. These needs adversely impact his ability to access the general education environment without specialized supports.*

0 % of time student is outside the regular class & extracurricular & non academic activities

100 % of time student is in the regular class & extracurricular & non academic activities

Units/Credits Completed: 90Units/Credits Pending: 140Diploma: Yes

Certificate of Completion:

Anticipated Completion Date: 5/25/2026

IEP GOALS AND OBJECTIVES

Area of Need	Measurable Annual Goal #	Goal
Writing	1	By March 2025, Erik will produce clear and coherent writing in which the conventions, development, organization, and style are appropriate to task, purpose, and audience as measured by curriculum-based assessments or student work samples on 3 out of 4 trials with 80% accuracy.
Algebra	2	By March 2025, given guidance, Erik will use the properties of logarithms to simplify logarithmic numeric expressions and to identify their approximate values with at least 80% accuracy in 2 out of 3 trials as measured by student work samples/teacher records.

STATEWIDE ASSESSMENTS

Test	Participation	Accommodations / Modifications
ENGLISH LANGUAGE ARTS (ELA)	11 With testing accommodations	Text To Speech, Items, Separate Setting (i.e., most beneficial time, special lighting or acoustics, adaptive furniture), Simplified Test Directions, Text To Speech, Passages "Not available for CAA, Speech To Text,
MATH	11 With testing accommodations	Text To Speech, Separate Setting (i.e., most beneficial time, special lighting or acoustics, adaptive furniture), Simplified Test Directions

SCIENCE	11 With testing accommodations	Text-To-Speech items and stimuli for Science *Not available for CAA, Separate Setting (i.e., most beneficial time, special lighting or acoustics, adaptive furniture), Simplified Test Directions
PHYSICAL FITNESS TEST	Out of testing range	
ELPAC	Summative ELPAC Computer-based	Separate Setting (also includes: testing during the most beneficial time, special lighting or acoustics, and adaptive furniture), Text-to-Speech Items & Passages (only available for: Listening, Speaking & Writing domains)
ALTERNATE ELPAC		
Other State-Wide/District-Wide Assessment(s)	No	

SUPPLEMENTARY AIDS & SERVICES AND OTHER SUPPORTS FOR SCHOOL PERSONNEL, OR FOR STUDENT, OR ON BEHALF OF THE STUDENT

Program Accommodations	Start Date	End Date	Location
Chunking for larger assignments and multi-step tasks/assignments.	3/29/2024	3/29/2025	All Classes
Separate setting for assessments as needed by the student.	3/29/2024	3/29/2025	All Classes
Access to word processing device for written tasks as needed by the student.	3/29/2024	3/29/2025	All Classes
Student will initiate when he feels confident to read aloud in class. Please refrain from calling on student to read aloud in class. This is due to the student's comfort level with their ability to read aloud.	3/29/2024	3/29/2025	All classes

Program Modifications	Start Date	End Date	Frequency	Duration	Location	
Other Supports for School Personnel, or for Student, or on Behalf of Student	To Support	Start Date	End Date	Frequency	Duration	Location

Does the student require assistive technology devices and/or services? ☐ Yes ☒ NoIf yes, specify: *Erik does not require assistive technology devices and or services.*Does the student require low incidence services, equipment and/or materials to meet educational goals? ☐ Yes ☒ No

If yes, specify: _____

Does student's behavior impede learning of self or others? ☐ Yes ☒ No

(describe)

If yes, specify positive behavior interventions, strategies, and supports:

☐ Behavior Goal is part of this IEP

Special Education and Related Services

Service: <u>Specialized Academic Instruction</u>	Start Date: <u>5/24/2024</u>	End Date: <u>3/29/2025</u>
Provider: <u>District of Service</u>	☐ Ind ☒ Grp ☐ Sec Transition	
Duration/Freq: <u>15 min x 4</u> Totalling: <u>60 min</u> served <u>Weekly</u>	Location: <u>Regular classroom/public day school</u>	
Comments: <u>General education with SAI (Collab) continuing in Math, History and Science classes.</u> <u>General education with SAI (Collab) beginning in school year 2024-2025 for English class.</u>		

Transition Services

**FOOTHILL SELPA
IEP AT A GLANCE****Confidential - For Teacher Use, Not a Student Record****Name:** [REDACTED]**Student ID:** [REDACTED]**IEP Date:** 3/29/2024**Birthdate:** [REDACTED]**School:** Burbank High**Grade:** [REDACTED]**Residential Status:** 140 Parent or Legal Guardian and/or Homeless**Case Manager:** [REDACTED]**IEP Date:** 3/29/2024**Next Annual Plan Review:** 3/29/2025**BIP:** No**Next Reevaluation:** 3/28/2025**Special Transportation:** No**EL:** ☐ Yes ☒ No**Redesignated:** ☐ Yes ☒ No**Does this student have an Individual Health Plan?** ☐ Yes ☐ No**Primary** Specific Learning Disability (SLD)**Secondary** None

Describe how student's disability affects involvement and progress in general curriculum (or for preschoolers, participation in appropriate activities) *Erik meets eligibility criteria for Specific Learning Disability (SLD) as seen by his measurable processing deficit with his association processing skills. This deficit results in his significant struggle/discrepancy with his basic reading skills and reading comprehension. These needs adversely impact his ability to access the general education environment without specialized supports.*

0 % of time student is outside the regular class & extracurricular & non academic activities
100 % of time student is in the regular class & extracurricular & non academic activities

Units/Credits Completed: 90

Units/Credits Pending: 140

Diploma: Yes

Certificate of Completion:

Anticipated Completion Date: 5/25/2026

IEP GOALS AND OBJECTIVES

Area of Need	Measurable Annual Goal #	Goal
Writing	1	<i>By March 2025, Erik will produce clear and coherent writing in which the conventions, development, organization, and style are appropriate to task, purpose, and audience as measured by curriculum-based assessments or student work samples on 3 out of 4 trials with 80% accuracy.</i>
Algebra	2	<i>By March 2025, given guidance, Erik will use the properties of logarithms to simplify logarithmic numeric expressions and to identify their approximate values with at least 80% accuracy in 2 out of 3 trials as measured by student work samples/teacher records.</i>

SUPPLEMENTARY AIDS & SERVICES AND OTHER SUPPORTS FOR SCHOOL PERSONNEL, OR FOR STUDENT, OR ON BEHALF OF THE STUDENT

Program Accommodations	Start Date	End Date	Location
Chunking for larger assignments and multi-step tasks/assignments.	3/29/2024	3/29/2025	All Classes
Separate setting for assessments as needed by the student.	3/29/2024	3/29/2025	All Classes
Access to word processing device for written tasks as needed by the student.	3/29/2024	3/29/2025	All Classes
Student will initiate when he feels confident to read aloud in class. Please refrain from calling on student to read aloud in class. This is due to the student's comfort level with their ability to read aloud.	3/29/2024	3/29/2025	All classes

Workability Information

BUSD's WorkAbility/Transition Partnership Program provides transition related activities and supports for students with disabilities (documented with an IEP or 504 Plan). Eligible students may receive some, many or all of the school-based components below but not all eligible students will be placed in a paid work experience. The BUSD WorkAbility/Transition Partnership Program is required to serve the number of high school students as specified in the current grant-approved year but is not funded or mandated to serve every BUSD student with a disability.

- *Are 15 years or older

- *Have strong attendance

- *Have a GPA 2.0

- *Have no recent discipline issues

To Learn more about Work/Ability Transition Partnership Program:

Please check out our WEBSITE!

Go to www.burbank.org, click on programs, and then click on WorkAbility/Transition Partnership Program.

Alternatively. The direct link is:

<http://sites.google.com/burbankusd.org.org/waiwcw-online/home>

Looking forward to a wonderful school year.

Please reach out to me with any questions and or concerns.

NatalieSetaghian@burbankusd.org

