BAISLD is a group comprised of learning specialists, teachers, and administrators who work to support and advocate for students with diagnosed learning differences in San Francisco Bay Area private and independent schools.

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I. Preface

The transition to high school is both exciting and anxiety-provoking for all eighth graders and their parents/guardians. These emotions can be magnified when your child is a “neuro-diverse learner”: a child with a learning difference, an attentional impairment, or any other learning obstacle which necessitates extra support around academics. There are a wealth of questions and concerns which the neuro-typical student’s parents don’t need to ask, but you must consider in order to ensure that your child spends the next four years in an environment which both challenges and nurtures them appropriately.

What should you, the parent or guardian of a “neuro-diverse” eighth grade student, expect from the transition to a private/independent high school?

First, it is essential to consider how the overall culture of high school is different from that in middle or elementary school. Up to eighth grade, parents/guardians largely ‘drive’ the educational process for their children, advocating for and making important decisions on behalf of the student and monitoring their progress closely. Middle school educators, in addition to introducing content, teach students how to learn effectively. In high school, especially in the private/independent school culture, the parent or guardian’s role changes to more that of a coach, and students are expected to step up to assume more responsibility for their own learning process. High school staff, including Learning Specialists, Academic Resource staff, and their equivalents, help students learn to self-advocate, develop critical-thinking skills, and problem-solve in their quest for academic mastery. Expectations for students include that they will know if they need help and will ask for it from their support team (rather than from their parents). In high school, it is the students who “drive” the educational process. This is tied to the changes in development that occur in late adolescence, and is part of their growth during the high school years.

Another significant consideration is the nature and mission of the school in question, particularly as it fits with the way your child learns. Most private/independent schools are college-preparatory, which dictates the flexibility of curriculum and is designed to coincide with standards for acceptance into
colleges, particularly those of the UC system. In general, these schools cannot meet the needs of students who are not ready to do college-preparatory work. Private and independent schools are responsible for ensuring that students are eligible for college admissions upon graduation. This is important because it means that most of us do not modify our curricula.

The difference between “modification” and “accommodation” is important! An accommodation is a change to how curriculum is delivered or understanding is articulated: Accommodations give neuro-diverse learners an equal opportunity to learn and to express what they have learned. Accommodations make learning “fair” for students with learning differences, but do not change the level, sophistication, or amount of required work. Examples of accommodations would include extended time on assessments, access to auditory versions of print texts, and the use of a computer to compose essays. Modifications, on the other hand, change what is being taught or measured in class. This would include reductions in the scope of homework, significantly changing the nature or content of curriculum, or eliminating core graduation requirements.
II. Role of Documentation

High school Learning Specialists communicate with a number of outside agencies on behalf of students, including standardized test companies (College Board and the ACT) and the colleges to which students will eventually apply. Learning specialists certify that the documentation of a student’s neuro-diversity meets the bureaucratic guidelines established by these agencies. This means that the documentation of a learning or attentional difference that your child will need in order to access high school accommodations may be different from what they needed in order to be eligible for the same accommodations in middle school. If your child will need support from the beginning of ninth grade, it will be essential that you contact the learning specialist at the school they will be entering well before the start of the year in order to learn what those requirements are, and possibly have your child’s documentation updated. Most private and independent schools and colleges/universities adhere to the documentation guidelines of the College Board (www.College Board.com/ssd) and the ACT (www.actstudent.org/regist/disab/policy.html). Here, therefore, are a few issues to keep in mind:

A) The College Board (which sponsors the PSAT, SAT, and AP tests) and some colleges require students’ documentation (a full psycho-educational evaluation, including both cognitive and achievement testing) to be updated every 5 years, with a clearly stated diagnosis on the first page.

B) The ACT (an increasingly popular standardized test) and many other colleges require documentation to be updated every 3 years, and to the same standards.

C) The primary purpose of your child’s documentation is not just to get them accommodations! Even more importantly, current test results provide the Learning Specialist with valuable information about how your child learns best and what support they need. Documentation which dates back to fifth grade is not really relevant at the ninth grade level. For example, fifth grade documentation may not specify the amount of extended time needed for testing or make the recommendation for use of a computer to compose essays.
III. FAQs for Parents/Guardians

What questions will help the Parent/Guardian of a neuro-diverse eighth grader choose the right high school?

A) What kinds of services does your school provide? What don't you provide?

B) How do you inform teachers of students’ learning styles and accommodations?

C) What percent of your student body has a diagnosed learning difference?

D) What percent of student body works with your Learning Center? What services are available for students without a diagnosis?

E) How (and how often) do you communicate with parents? What is reasonable?

F) Are there any fees associated with access to your Learning Center?

G) How are students notified of homework/grades? (What is your learning management system?)

H) How will parents/guardians learn if a student is struggling?

I) What kinds of 1-on-1 support are available for your child?

J) How does your school handle tutoring in and outside of school?

K) What is a reasonable expectation for homework load for a neuro-diverse learner?

L) What are characteristics of successful students at your school?

M) Does your school offer any summer programs, and if so, how do students get involved?
IV. Important Questions for Parents/Guardians

Once you have a good sense of the schools’ programs and services, it is your responsibility to consider carefully how your child would feel in the school’s individual cultures. Ask yourself the following:

A) How does my child handle frustration/constructive criticism?
B) How comfortable is my child advocating for themselves?
C) How much direct supervision does my child need in order to succeed academically?
D) What kinds of sacrifices would my child have to make to be successful here?

For most students, the amount of work required to succeed at a private or independent high school is a jump up from eighth grade. Even if this is not true from the beginning, it becomes true by the end of sophomore year. Students who have rich lives outside of the classroom (athletes, performers, volunteers, etc.) AND who require additional time in order to complete school work may need to give up some activities in order to achieve the kinds of grades they want for themselves.

School support staff and parents/guardians share the goal of helping every student achieve their best possible success. We want to challenge our students, to support them, and to see them flourish, personally as well as academically.
V. Resource Information by School

The following BAISLD High Schools have contributed to this resource guide. A chart of standard accommodations is followed by more detailed information on each school, listed alphabetically.

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Archbishop Riordan High School

School Website: http://www.riordanhs.org
Program Name: Resource Specialist Program (RSP)
Program Website: http://www.riordanhs.org/Academics/RSP-Program.aspx
Program Staff: Nate Simon, Director; Stephanie Lundin, Tier 1 Coordinator; Sara Oletti, Tier 3 Coordinator; Aids: Jay’sen Morris, Benny Willers, Chanel Nijmeh, Joey Klobas, Orlando Perotta
Program Staff Contact: nsimon@riordanhs.org

Program Information: At Archbishop Riordan High School, we appreciate the diversity of student learning styles. In 1994, the Resource Specialist Program (RSP) was established to better serve students with diagnosed mild to moderate learning disabilities, help them succeed in Riordan’s rigorous college-prep curriculum, and prepare them for their academic career beyond high school. We operate on the assumption that fairness does not mean that everyone gets the same thing. Fairness means that everyone gets what they need. Through the support of the RSP, all students, no matter what their learning style, get what need to be successful.

Documentation Requirements: Our requirements match those of the College Board.
Curricular Accommodations: Recording device in classes, Auditory versions of texts, Assistive technology, Note-taking support

Additional Information: Students in the program have an 80 minute support class each day in which they work in groups of 3-5 students and 1 RSP teacher on specific areas of need. This class is individualized for each student, and progress is recorded digitally and shared with parents, teachers, and students.
Athenian School

School Website: www.athenian.org
Program Name: Learning Services
Program Website: http://www.athenian.org/Page/Upper-School/Student-Resources
Program Staff: Jeannine Bourhill Morales, Director of Learning Services (100% FTE)
Program Staff Contact: Jeannine.Morales@athenian.org
Program Information: The Athenian School is a 6th-12th international boarding and day school with a population of 474 students (164 in Middle School and 310 in Upper School). Of Athenian’s student body, 51 have documented learning differences. Athenian’s Learning Services embrace students’ strengths and skill levels and is here to help every student at Athenian succeed. Our goal is to help students build resiliency and become strong self-advocates; students who have a deep understanding of how they learn can help their teachers with how best to challenge and guide them. We recognize that all students learn differently, and we will collaborate with you, your parents, your teachers, and an educational therapist to ensure every student has fair opportunity for success.
Documentation Requirements: Current educational evaluation with cognitive and academic testing conducted within last 3-5 years depending on diagnosis.
Accommodations: Weekly 1:1 support with organization and study skills, case management, SSD Coordinator.
Additional Information: Athenian does not have a learning center/ designated space to work with students. Athenian does not grant foreign language waivers such as American Sign Language. All students must complete graduation requirements.
School Website: https://www.bentleyschool.net
Program Name: Learning Support Center
Program Staff: Kathleen Ruffle, M.Ed.; Tyler Sack, M.Ed. Ed.
Program Staff Contact: Kruffle@Bentleyschool.net; Tsack@bentleyschool.net
Program Information: The Learning Support Center’s goal is to support students with specific learning styles and needs to fully benefit from Bentley’s rigorous college preparatory program. The Learning Support professionals work with students, faculty, and families to support each student’s learning experience so that the student can be engaged, confident and successful. The Learning Support Specialists help the student develop self-advocacy skills, study skills and provide 1-to-1 or small group support.
Accommodations: extra time on tests (usually time and a half (1.5 time)), distraction-reduced testing environment, use of a laptop or calculator. Additional learning strategies to enhance the student’s classroom experience (e.g., use of audio books or peer-supported notes) may be identified based on the student’s documentation.
Documentation Requirements: Current (within the last 3 years) Psychoeducational Assessment, Neuropsychological report, IEP Documentation and plan or 504 Documentation or plan for learning disabilities. Psychological report or Medical Report for other conditions requiring accommodations. Additional documentation may be requested at the discretion of the Learning Support Specialists.
Additional information: Bentley does not modify course content, assignments or graduation requirements.
Program Name: LD/ADHD Program
Program Website: http://www.bishopodowd.org/counseling/ld_adhd.php
Program Staff: Dr. Eva Marlatt (Director of Academic Support, Learning Specialist)
Program Staff Contact: emarlatt@bishopodowd.org

Program Information: The LD/ADHD Program at Bishop O’Dowd is designed to support students with documented learning disabilities and attentional deficits through a team-based approach case-managed by a credentialed Learning Specialist. Students with these cognitive profiles tend to have tangible disadvantages within the pedagogical structures of a rigorous college-preparatory curriculum. At O’Dowd, they are supported through disability-specific educational counseling and an educational care plan that incorporates focused skill intervention and maintenance through appropriate elements of the academic support program. Most importantly, the Learning Specialist works with the student, his/her caregivers, and his/her teachers to devise a system of targeted accommodations to his/her educational environment that allows the student to maximize his/her academic potential.

Documentation Requirements: In order to receive accommodations, a student must have a psycho-educational evaluation completed within the last five years (and/or a full testing and diagnostic report from a qualified physician in the case of ADHD). The evaluation must include:
- The specific disability or disorder which has been diagnosed
- Relevant educational, developmental, and medical history
- Thorough documentation of the techniques and methods of evaluation
- Test results and subtest scores
- A description of the functional limitations resulting from the disability
- A description of specific recommended accommodations and a rationale explaining the need for the accommodation
- The professional credentials of the evaluator (license, certification, area of specialization)

Curricular Accommodations: Recording device in classes, Auditory versions of texts, Assistive technology, Note-taking support, Flexibility with deadlines to avoid cognitive overload.

Additional Information: O’Dowd operates on a Universal Design model, i.e. most of our academic supports are available (and used) by neuro-typical and neuro-diverse students. As a one-to-one laptop school, the supports embedded in assistive technology, for instance, are given for all students and teachers. Individuals use facets of instructional/learning technology as needed.
School Website: www.branson.org
Program Name: The Rand Center
Program Website: http://www.branson.org/domain/36
Program Staff: Annie Morris; Suzanne Fransen; Stephanie Barnes
Program Staff Contact: annie_morris@branson.org, rand@branson.org
Program Information: The Rand Learning Center encourages students to focus on their learning strengths and to ask themselves “How am I smart?” not “How smart am I?” Basic accommodations and organizational support are offered to students with diagnosed learning differences, but Branson does not modify the curriculum. Although intensive remediation is not part of our program, students are coached in self-advocacy and time-management during their freshman and sophomore years. Please e-mail the address listed with any questions.
Documentation Requirements: Our requirements match those of the College Board.
Curricular Accommodations: Recording devices in classes, Auditory versions of texts, Assistive technology, Note-taking support
Compass High School

School Website: www.compasshigh.org
Program Name: Compass High School
Program Staff: Rachel Wylde, Head of School; Jennifer Schoolfield, Assistant Head of School; Christina McMorrow, Director of Admissions; Lauren Solomon, Learning Specialist
Program Staff Contact: cmcmorrow@compasshigh.org
Program Information: Our mission at Compass High School is to provide a supportive, personalized education to bright students with learning differences. We offer a rigorous and challenging curriculum, while teaching learning strategies and self-advocacy skills, to give students the knowledge and confidence they need to succeed. We address underlying learning challenges using a team of specialists and ignite students’ passions with experiential learning and cutting-edge technology. Our unique and innovative program is designed to transform the way education is delivered to students and how society thinks about education.

Through our Essential Skills Program, we offer elective courses that address underlying learning challenges, including Reading Skills, Writing Skills, Study Skills, Social Skills, and Transition Seminar. Additional services include speech and language therapy, educational therapy, psychotherapy, occupational therapy, and college counseling.

Documentation Requirements: Determined on an individual basis through one-on-one College Counseling and Transition services as provided by Compass.
Accommodations: Determined flexibly on an individual basis.
Curricular Accommodations: Compass offers a comprehensive special education program which provides individualized modification and accommodations throughout the school day.
Assistive Technology: Robust instructional and assistive technology. All students are issued a laptop loaded with specialized software and apps and all texts and novels are provided in text-to-speech and/or audiobook form. We use a learning management system to push all assignments to students on their laptop and allow them to complete written assignments in digital form and submit them electronically. Specialized software programs and apps are used to remediate learning disorders, enhance multisensory instruction and inspire students to be creative. All classrooms are equipped with Smartboards.

Additional Information: Compass offers dual enrollment in college classes for seniors or post-grad (5th year) students. Our experiential learning program includes three one-week intersessions that take students to local, national, and international destinations for hands-on learning experiences with themes such as teambuilding, community service, science, history, art, technology, and independent living skills. Arts (visual, music, and drama), P.E., and technology courses are included in our course offerings. Compass is a member of BASSAL (Bay Area Small Schools Athletic League). We also offer an afterschool Homework Center to provide daily support with homework and a three-week summer program for students in grades 6-12.
Convent of the Sacred Heart High School

School Website: http://www.sacredsf.org/
Program Name: Academic Support
Program Website: http://www.sacredsf.org/chs_academics/academic_support/index.aspx
Program Staff: Betsy Pfeiffer, Director of Academic Advising and Support
Program Staff Contact: betsy.pfeiffer@sacredsf.org
Program Information: Convent High School's Academic Support Program is designed to help all students understand how they learn, thereby empowering them to engage fully in their education. Students with diagnosed learning and attention differences learn to advocate effectively for themselves and to utilize individual strategies to maximize their growth. Additionally, the Academic Support program proactively facilitates students' transition to high school; all 9th graders are explicitly taught strategies relating to study skills, time management, communication, and metacognition.
Accommodations: Accommodations are based on the recommendations from the student's most current evaluation. While we try to provide appropriate support to all students, not all accommodations can be provided in our school setting. Available accommodations are ultimately determined by the Academic Support Director. No testing modifications are granted.
Documentation Requirements: CHS utilizes the documentation guidelines established by the College Board.
Curricular Accommodations: Some curricular accommodations include: auditory versions of texts, assistive technology, and note-taking support.
Testing Accommodations: 50% extended time, 100% extended time, small-group setting, 4-function calculator, computer for essays.
Drew School

**School Website:** www.drewschool.org

**Program Name:** Herbst Learning Center

**Program Website:** http://www.drewschool.org/Page/Academics/Academic-Support

**Program Staff:** Tara Twedt, Director-Herbst Learning Center; Karen Houck, Testing Director

**Program Staff Contact:** taratwedt@drewschool.org, karenhouck@drewschool.org

**Program Information:** The Herbst Learning Center (HLC) is a dedicated space for academic support at Drew, where various programs are coordinated to support students' growth. The HLC offers fee-based tutoring services with an on-site staff, as well as strategies to help with diagnosed learning disabilities through meetings with the learning specialists.

**Documentation Requirements:** Our requirements match those of the College Board. Note that for some students we suggest that renewal of prior documentation wait until sophomore year to make it useful for college entrance as well as for standardized testing agencies. Consult our testing director with questions regarding the timing of updated documentation, however, as it depends upon accommodation needs that may be more immediate (PSAT, for example).

**Accommodations:** 50% extended time on tests, 100% extended time on tests, Keyboard for essays, Calculator on tests. We do not have a reliable, private, quiet space where students can use dictation, have privacy to subvocalize, or otherwise have a personally-proctored space. Our learning center is used for students to meet with faculty and learning support staff, and we do not have the space or personnel to guarantee a private room and proctor. Students are welcome to use the learning center to complete tests if needed.

**Curricular Accommodations:** Recording device in classes, Auditory versions of texts, Assistive technology.

**Additional Information:** To address recommendations of supplemental notes, we rely on class pages where relevant notes and materials are posted for students to supplement their learning in the classroom. Students are also welcome to use a Livescribe pen with prior permission.
French American International High School

**School Website:** www.internationalsf.org  
**Program Name:** Student Support Program  
**Program Website:** See under 'Academics – Student Support' on school website  
**Program Staff:** Claire Garwood, M.Ed., High School Learning Specialist  
**Program Staff Contact:** claireg@frenchamericansf.org  
**Program Information:** Students with identified learning differences receive the support they need to be successful in our academically rigorous environment by working with the high school learning specialist in The Learning Center. Students are offered executive functioning support in areas such as time management, study skills, organization and note-taking, and the learning specialist also secures in-school and external testing accommodations for students with documented learning differences.  
**Documentation Requirements:** A full psycho-educational or neuropsychological evaluation is required in order for accommodations to be provided. Documentation must be current, dated within the past three years.  
**Accommodations:** Accommodations are offered on an individualized basis to students with diagnosed learning challenges. No curricular modifications are possible, and intensive remediation is not part of our program. Common accommodations include additional time, use of computer, use of calculator, distraction-reduced environment for test writing, preferential seating.  
**Additional Information:** A study skills course is offered to all 9th grade students during their first semester. The Learning Center is a space open to all students who may benefit from executive functioning support in areas such as study skills, time management and/or organization.
Fusion Academy and Learning Center

School Website: www.fusionacademy.com/sanfrancisco
Program Name: Fusion Learning Center
Program Website: http://www.fusionacademy.com/learning-center/home
Program Staff: Ayako Harashima, Assistant Director.
Program Staff Contact: aharashima@fusionacademy.com

Program Information: Fusion Learning Center offers more than traditional tutoring support. We provide a comprehensive tutoring solution for students of all ages, and as always, with one teacher and one student per classroom. From academic, study, and organizational skill development to test prep, enrichment, and classes for credit, we provide learning solutions to help students find renewed confidence and academic success one session at a time. Each student’s tutoring experience is completely personalized – class type, teaching method, and session scheduling.

Accommodations: Recording device in classes, Assistive technology, Note-taking support
Head-Royce School, Oakland

School Website: www.headroyce.org
Program Name: Student Support Program, Upper School
Program Website: http://www.headroyce.org/page.cfm?p=5085
Program Staff: Peytra Redfield, Learning Specialist and Coordinator of Academic Resources
Program Staff Contact: predfield@headroyce.org

Program Information: At Head-Royce, our goal is for students to meet with academic success and to build confidence as active and engaged learners. Teachers and administrators work with families in an effort to foster a positive academic experience for all students. We recognize that students with diagnosed learning disabilities may need extra support in designated areas. While we expect all students to meet the school's academic standards, we strive to work with students with learning differences so that they have a fair and reasonable opportunity to develop a lifelong love for learning. We have found that students with learning differences do well at Head-Royce if we can affirm our three pillar questions:

- With reasonable and school-approved accommodations, is the student mastering the curriculum?
- Is the relationship between the school and the family collaborative and effective?
- Is the student's self-esteem healthy and intact?

Our teachers, advisors, Deans, Counselor, and Learning Specialist work closely together to meet the academic and emotional needs of the student. The Learning Specialist supports students, parents, and teachers through thorough case management.

Documentation Requirements: We adhere to the documentation guidelines as established by the College Board and ACT.
Accommodations: While we can accommodate many of the standard accommodations, not all recommended accommodations are available at Head-Royce, and no testing or curricular modifications are made.

Additional Information: Head-Royce provides some support for students with learning differences by our part-time Learning Specialist but does not specialize in accommodating learning differences and is not equipped to handle the full range of learners.
Jewish Community High School of the Bay

**School Website:** http://www.jchsofthebay.org/
**Program Name:** Office of Educational Support
**Program Website:** http://www.jchsofthebay.org/Page/Academics/Educational-Support

**Program Staff:** Yael Krieger, Director of Educational Support
**Program Staff Contact:** ykrieger@jchsofthebay.org

**Program Information:** The primary mission of JCHS’s Office of Educational Support is to provide learning and learning disability resources to JCHS students, faculty, and families. Our full-time Director of Educational Support works with students on an individual basis, providing academic support and learning-related counseling as needed.

**Documentation Requirements:** In general, we require the same documentation requirements as the College Board. However, if after a student is enrolled it becomes clear that certain accommodations are necessary for his success (i.e. we suspect an undiagnosed learning challenge), then we work with the student and family to engage in the process of getting documentation while concurrently allowing the student to be eligible for accommodations.

**Curricular Accommodations:** Auditory versions of texts, Assistive technology, Note-taking support, Voice recognition software for writing essays.

**Additional Information:** We have a Hebrew language requirement. For students who have a documented disability that affects language acquisition, we offer an alternative Hebrew track. This track has smaller class-sizes (5-6 students), a curriculum that interacts with individualized learning goals for each student, and a teacher who utilizes a variety of teaching methods to help students progress in learning this language.
School Website: www.serrahs.com
Program Name: Academic Resource Center
Program Website: http://www.serrahs.com/page.cfm?p=2501
Program Staff: Gayle Rosenberg, Board Certified Educational Therapist
Program Staff Contact: grosenberg@serrahs.com
Program Information: The mission of Serra's Academic Resource Center (ARC) is to provide the support needed to allow all students to become successful learners. This support includes helping students to become self-advocates while discovering the accommodations that will aid them in their endeavors at Serra.
Documentation Requirements: A current complete psycho-educational evaluation; a current complete IEP; a 504 Plan.
Testing Accommodations: A human reader for exams; a Math Journal that the student creates and can use during exams
Curricular Accommodations: Recording device in classes, Auditory versions of texts, Assistive technology, Note-taking support. Livescribe Pens.
- A DVD Lending Library is available that consists of titles read in their English Class. There is also a wide variety of DVDs that correspond with the World History and United States History curricula.
- Classic books with parallel text are available in the ARC for students to assist in understanding some required English readings.
- All textbooks and novels are available through our institutional membership to Learning Ally, which allows the students to have auditory access to the material.
Additional Information: All ARC 9th and 10th graders attend a Directed Study Hall, which takes the place of their independent study period. During this period, academic support is available as well as time for help with writing assignments, completing long-term projects, and studying for exams.
School Website: www.kehillah.org
Program Name: The Center for Learning Success
Website: www.kehillah.org/academics/student-support/index.aspx
Program Staff: Dr. Jude Wolf, Director; Rachel Paley, Learning Services Coordinator;
Sandi MacQuinn, Learning Services Coordinator
Staff Contact: jwolf@kehillah.org, rpaley@kehillah.org, smacquinn@kehillah.org
Program Information: Kehillah Jewish High School provides a wide range of services for
students with a variety of challenges to their learning. Our program is designed to honor
Kehillah’s Four Commitments to our students: everyone counts, everyone has equal
access to great learning, everyone’s unique talents are valued equally, and we take
responsibility for ourselves, our learning, and our community.

Services: The Center is available to all students for academic support, executive function
coaching, and academic advising. We provision students with learning and attention
issues who receive structured supports through a team-developed learning plan.

Learning Seminar: This is a once-a-week 45 minute seminar block where students in the
9th grade are guided through effective means of learning and studying. Curriculum for this
class is founded upon the research on learning strategies and study strategies from
Roediger (2013), Langer (2012), and Meltzer (2012).

Study Hall Blocks: A one-hour block 3 times a week designed to directly instruct and
scaffold skills in executive function, awareness, and learning strategies. This is done in the
context of using current assignments, projects, and other assigned responsibilities.
Planning and organization coaching are also part of Study Hall.

Assistive Technology: Students are encouraged to use technology familiar to them for
note-taking, study skills, and writing. Should the Student Success Team determine the
need for AT, a limited may be available as identified by the team.

Learning and Instructional Accommodations: Kehillah’s small teacher-to-student ratio
allows for a learning environment that is flexible and simultaneously addresses the
mastery of the skill objectives for each class. Learning is facilitated by the teacher
informed by group input to construct knowledge. Kehillah’s program is designed to have
multiple means of access and expression, to engage students through choice, and to
increase self-regulation and executive function skills. With these in mind, The Center staff
facilitates a Student Success Meeting with teachers, students and parents to create a plan
that incorporates the strategies and accommodations that must be in place to fosters
student success. The Center for Learning Success teams with teachers to provide the
least restrictive environment for each student. Standard accommodations for school-
based testing follow the ACT and CollegeBoard guidelines. They include:
1. extended time on tests
2. testing in a separate room
3. Use of computer for essay writing
4. Use of 4-function calculator

Documentation Requirements for College Board and ACT Accommodation
Requests: The Center assist parents in applying for testing accommodations with College
Board and ACT. An up to date psychoeducational evaluation is required to begin the
process of requesting accommodations.

Curricular Accommodations: Accommodations are provided in accordance
with recommendations from evaluations. They include: extended time on tests,
testing in a separate room, assignments submitted by computer, recording devices (such as LiveScribe Pen), auditory versions of texts, and note taking support. In addition to these services, Kehillah provides readers for tests, 1 on 1 meetings with teachers, learning specialist, and a school counselor.

**Additional Information:** Freshman and Sophomore students who have been identified have access to study halls throughout each school day. Study halls provide an opportunity for students to complete their assignments in a quiet setting and receive assistance from the learning specialist.
Lick-Wilmerding High School

School Website: www.lwhs.org
Program Name: The Learning Strategies Center (LSC)
Program Website: www.lwhs.org/lsc
Program Staff: Winifred Montgomery, LSC Director; Jared Green, LSC Associate
Program Staff Contact: wmontgomery@lwhs.org; jgreen@lwhs.org
Program Information: The LSC provides a wide range of services to support students in maximizing their educational experiences, depending on their individual needs. Its overarching purpose is to empower students for a lifetime of success by helping them truly understand how they learn. For students with diagnosed learning or attentional differences, the additional goal is to teach them how to play to their strengths, to shore up/ work around their challenges, and to effectively advocate for themselves in the different learning environments in which they will find themselves in high school and in the future.

Documentation Requirements: We adhere to the documentation guidelines as established by the College Board, except that we require documentation of a learning or attentional difference to be updated every three years in order to ensure that students’ files are in compliance with ACT and college admissions standards.

Accommodations: Accommodations are based on two factors: recommendations made in the documentation of a student's neuro-diversity and the standards of the school. Not all recommended accommodations are available at LWHS and no testing or curricular modifications are made.

Curricular Accommodations: Recording device in classes, auditory versions of texts, assistive technology, note-taking support.

Additional Information: Parents of middle-school students who are considering applying to LWHS for high school are encouraged to communicate with the LSC Director as early as 7th grade to align expectations and preparation. (Please note that such a grade meeting is not associated with the Admissions Office or the application process to LWHS.)
**Marin Academy High School**

**School Website:** www.ma.org  
**Program Name:** Learning Services  
**Program Website:** www.ma.org/academics/signature-programs/Learning-Services  
**Program Staff:** Rebecca Gustin, LS Director  
**Program Staff Contact:** rgustin@ma.org  

**Program Information:** The main goal of the Learning Services office is to help students become strong self-advocates. Students who thoroughly grasp how they learn and what works best for their individual learning styles help their teachers understand how to best guide them and clarify how to capitalize on their strengths both within and outside the classroom.  

**Documentation Requirements:** We adhere to the documentation guidelines as established by the College Board, except that we require documentation of a learning or attentional difference to be updated every three years, to ensure compliance with ACT and college admissions standards.  

**Accommodations:** Accommodations are based on two factors: recommendations made in the student's neuropsychological evaluation and the standards of the school. Not all recommended accommodations are available at MA, and no testing or curricular modifications are made.  

**Curricular Accommodations:** Recording device in classes, auditory versions of texts, assistive technology, and note-taking support.
**Marin Catholic High School**

**School Website:** www.marincatholic.org  
**Program Name:** Academic Support Center  
**Program Website:** www.marincatholic.org/Page/Academics/Academics-Support-Center  
**Program Staff:** Leah Gallant, Director, Academic Support Center; Katie Tuttle, Resource Specialist; Karen Gee, Administrative Assistant.  
**Program Staff Contact:** Leah Gallant, lgallant@marincatholic.org  

**Program Information:** The Academic Support Center (ASC) works with students with diagnosed Learning Differences so that they can better access the curriculum at Marin Catholic High School and, in turn, achieve more success academically. The program offers a Resource Technology Class to Freshman and Sophomores and centers on teaching study skills. This is a small group, no larger than 14:1, and offers specialized and hands-on instruction to students. The class meets four days a week. Juniors and Seniors are able to be part of our Independent Study Course. This is also a small class and students are given an opportunity to work on their various assignments and exam prep either in small groups or individually. Students who would like to receive support from the ASC but do not want to be part of the Resource Technology Class are able to work with us on a consultation basis. These students check in with us periodically during the week to verify that they are on track and receive assistance. All of our students have formal 504 and Accommodation Plans. The Academic Support Center has a proven track record of our students being among the most successful at Marin Catholic High School.  

**Documentation Requirements:** In order for students to qualify for support, they need to have a full psycho-educational evaluation on file that has been administered within the past three years. The evaluation must consist of College Board approved assessments and include a formal diagnosis.  

**Accommodations:** We provide extended time on tests and exams, encourage students to use assistive technology that is compatible with Apple products, note-taking assistance, preferential seating, and audio books. We also provide specific accommodations based on student's particular learning profiles and needs that fit into the scope and sequence of Marin Catholic's curriculum.
The Marin School

School Website: www.themarinschool.org
Program Name: The Learning Center
Program Website: http://www.themarinschool.org/academics/learning-center/index.aspx
Program Staff: Gilda Estevez, Learning Specialist
Program Staff Contact: gestevez@themarinschool.org
Program Information: The Learning Center offers students a quiet environment where they can study — independently or in small peer groups — receive direct instruction in study skills that they will need to be successful in school, use assistive technologies, do homework, and organize their time and schedules. Parents can also work with our Learning Specialist to help them communicate with teachers regarding each student's unique educational profile, recommend outside tutoring or educational assessment services, and request College Board/ACT accommodations for students diagnosed with LDs and attention disorders. In all, we are committed to creating a community of learners that embraces all learning styles and differences.

Documentation Requirements: Our requirements match those of the College Board.

Accommodations:
- Auditory versions of texts, Note-taking support
- Curricular Accommodations: Extended time for assignments (up to 3 day extension); Chunking of long assignments; Frequent breaks during long blocks of instruction

Additional Information: Our school permits tutors to work with students on campus during the school day and after school.
Mid-Peninsula High School

School Website: www.mid-pen.org
Program Name: Learning Specialist
Program Staff: Deborah Crim, Learning Specialist
Program Staff Contact: Deborah@mid-pen.org

Program Information: Mid-Peninsula High School offers formal written accommodation plans for students with diagnosed disabilities. Students use standard accommodations such as extended time or use assistive technology while taking general high school classes. Our small class size, limited to 15 students, and our daily support in homerooms, make it possible for students to transition from previous placement in special education classes to college prep classes. We also offer modified classes in math and English to build foundation skills for students with deficits in these subjects.

Documentation Requirements: We require that students have a formal diagnosis by a licensed professional. Our accommodation plans are accepted by the College Board and ACT.

Testing Accommodations: Extended time, alternative setting, reader, tests on Kurzweil, scribe, assistive technology, and enlarged format.

Curricular Accommodations: Audio texts, recording lessons, photographing whiteboards, copy of teacher notes, and assistive technology.
School Website: mercyhsb.com
Program Name: Academic Mentoring and Educational Support
Program Website: www.mercyhsb.com
Program Staff: Carol Galletta, Licensed Educational Therapist
Program Staff Contact: cgalletta@mercyhsb.com
Program Information:
The Academic Mentoring and Educational Support Program (AMES) at Mercy High School, Burlingame, is designed to assist students with identified learning differences who need additional support to be successful in our college preparatory environment. In addition to self-advocacy skills, students are instructed in using appropriate strategies and study skills. The students who have documented learning differences are introduced to compensatory methods as well as accommodations which will assist them in meeting their academic goals.

Documentation Requirements: Diagnosis should be made by a person with the appropriate professional credentials (Educational Psychologist or Educational Therapist). The testing must have taken place within three years of application to program. Included in the report:
* reason for testing
* history both educational, developmental and physical
* full cognitive evaluation along with descriptors
* full academic evaluation along with descriptors
* specific recommendations and accommodations for classroom, school-based testing, and standardized testing with rationale for accommodations
* diagnosis
* any additional testing, rationale for said testing, results and relationship to LD
* recommendations for further assessment, if needed

Testing Accommodations: Reader, Scribe, note/cue card, math journal
Curricular Accommodations: Recording device in classes, Auditory versions of texts, Assistive technology, Note-taking support.
Mercy High School, San Francisco

School Website: mercyhs.org
Program Name: The McAuley Academic Program (MAP)
Program Staff: Jennifer Kramer, Learning Specialist
Program Staff Contact: jkramer@mercyhs.org
Program Information: The McAuley Academic Program (MAP) provides support for high school aged girls identified with learning differences. The ultimate goal of the program is to help each girl understand how she learns and to develop the reliable skills she will need to access curriculum. The learning specialist, Jennifer Kramer, supports each individual throughout the process to ensure she will become a strong self-advocate. Students meet in small groups within the school schedule their first year to review class material, asks questions, and practice new learning strategies to help support various learning styles. MAP students continue to participate in the learning support room throughout their high school experience as needed for academic support, extended time for testing, support for test preparation, and to evaluate their progress in school. These sessions are designed to build confidence and self-awareness in the learning process.

Documentation Requirements: Middle school learning support feedback is encouraged to support high school learning plan. Our requirements generally match those of the CollegeBoard.

Testing Accommodations: Extended time for tests and quizzes, separate locations for tests as we are able, and/or assistive device to complete short answers and essays.

Curricular Accommodations: Use of device to take pictures of smart board notes, preferential seating in class, pair with peer in class for notes and classwork details, access to teacher, frequent check ins, and regular participation in after school learning labs.

Additional Information: The program relies on a strong partnership between the student, their parents/guardians, learning specialist, counselor, and teachers to ensure that communication be consistent to support executive functioning issues. With consistent practice, routines established in the first two years of high school become a solid foundation for academic performance.
Pinewood School

School Website: www.pinewood.edu
Program Name: Academic Resources
Program Website: https://www.pinewood.edu/academics/academic-resources
Program Staff: Jyoti Sicina, Learning Specialist, grades 7-12
Program Staff Contact: jsicina@pinewood.edu
Program Information: Pinewood School is a K-12 college preparatory day school with 600 students at three campuses. Each campus has a designated learning specialist. Upper Campus is home to grades 7-12 with 100 students in grades 7 and 8, and 200 students in grades 9-12. Within a collaborative consultant model, the learning specialist can provide direct support to students in class, or in small groups or individually outside of class. In addition, the learning specialist collaborates directly with teachers to support students with different learning styles and helps construct and oversee individual educational plans for students with evaluations and specific learning needs. When necessary, the learning specialist facilitates coordination with outside tutors and therapists to ensure that our students learning and social-emotional needs are met.

Documentation Requirements: Current educational evaluation with cognitive and academic testing conducted within last 3-5 years depending on diagnosis.
Accommodations: 1:1 support with organization and study skills, case management, SSD Coordinator.
Additional Information: Pinewood has a learning center/ designated space where the learning specialist can meet/work with students and parents.
San Domenico School

School Website: www.sandomenico.org
Program Name: Learning Resource Center (LRC)
Program Website: www.sandomenico.org/academics/upper-school/learning-resources
Program Staff: Caitlin Clark, Dean of Learning Support
Program Staff Contact: cclark@sandomenico.org or 415-258-1990 x1893
Program Information: At San Domenico, we value, celebrate, and accommodate diverse learning styles and are committed to supporting our students with mild to moderate learning and attention differences. Beginning in the Admission process and continuing through to graduation, our Learning Resource Center encourages open dialogue around students’ strengths as well as their challenges, utilizing the former to help students navigate the latter. The primary focus of learning support at San Domenico is student self-advocacy. The Dean of Learning Support works regularly with students on refining this skill, as well as with faculty and mentors to ensure students feel complete support throughout this process. The more students can understand, embrace, and articulate their learning styles, the better teachers, learning support specialists, and the school can execute the individualized support plan. We work closely with families to arm students with the tools and voice necessary to excel in San Domenico’s rigorous college preparatory program, as well as the higher education that follows.

Documentation Requirements: While we encourage prospective families to submit Neuropsychological or Psycho-educational reports and evaluations during the Admission process, it is not required until a student is enrolled at San Domenico. Evaluations must have been completed within three years prior to a student’s enrollment in San Domenico, in order to meet College Board, the ACT, and college admissions standards. After submission, the LRC will closely read the evaluation and create an Individualized Learning Plan to be jointly edited and confirmed by the student, parents/guardians, and additional appropriate administration.

Accommodations: San Domenico provides a variety of accommodations to students with diagnosed learning and attention differences. The accommodations in a student’s learning plan are provided based both on the evaluator’s recommendation as well as the school standards. Learning plans are revisited and revised regularly, always prioritizing evolving student needs and skill development. Please note that San Domenico does not make testing or curricular modifications, and not all recommended accommodations are available at San Domenico.
San Francisco University High School

School Website: www.sfuhs.org
Program Name: Learning Services
Program Website: http://www.sfuhs.org/page.cfm?p=3737
Program Staff: Rochelle C. Reodica, Director of Learning Services
Program Staff Contact: rochelle.reodica@sfuhs.org

Program Information: The overarching goal of the Learning Services Program is to encourage all students to become metacognitive learners. The Director of Learning Services is available to work with all students who have concerns about their learning or study skills. Students may seek help with organization, workload management, study strategies, note-taking, or self-advocacy. The Director of Learning Services also works closely with students who have diagnosed learning disabilities, ADHD/ADD, or other difficulties that impact their learning.

Documentation Requirements: These guidelines have been adapted slightly from the College Board website: Guidelines: Basic Requirements for Disability Documentation.
1. State the specific disability, as diagnosed (diagnosis should be made by a person with appropriate professional credentials; should be specific; and, when appropriate, should relate the disability to the applicable professional standards. For example, DSM-V).
2. Be current (the director of learning services will determine whether a student's evaluation and diagnostic testing is up-to-date).
3. Provide relevant educational, developmental, and medical history.
4. Describe the comprehensive testing and techniques used to arrive at the diagnosis. Include test results with subtest scores (standard or scaled scores) for all tests.
5. Describe the functional limitations (for example, the limitations to learning impacted due to the diagnosed disability).
6. Describe the specific accommodations being requested and explain why they are warranted.
7. Establish the professional credentials of the evaluator (for example, licensure; certification; area of specialization).

Additional Information: While we do our best to provide appropriate support to all students, the nature and extent of available accommodations cannot be guaranteed and is ultimately determined by the director of learning services, in conjunction with the academic dean.
San Francisco Waldorf High School

School Website: www.sfwaldorf.org
Program Name: Individualized Learning Committee (ILC) Program
Website: http://www.sfwaldorf.org/high-school/academics/student-services/educational-support
Program Staff: Margo Engels, Paige Whiteside, Gabrielle Chernis, Maria Hellend-Hansen.
Program Contact: mengels@sfwaldorf.org
Program Information: San Francisco Waldorf High School provides an education that honors a wide diversity of learning profiles and ways of being in the world. We integrate life experience, hands-on exploration, and artistic expression into a very rigorous academic curriculum. We meet learning difficulties through specific academic supports, offering standard accommodations for students who qualify. We do not modify our curriculum.

Typical Accommodations may include: extended time on tests, preferential seating/quiet environment, audiobooks, etc.

Typical Supports may include: occasional one-on-one tutoring and executive coaching for students who need it, small group executive skills training, peer tutoring, peer note-takers, and special movement classes.

Documentation Requirements: We require psycho-educational or neuropsychological testing done by an outside qualified professional. Our requirements match those of the College Board.
Sonoma Academy

School Website: www.sonomaacademy.org
Program Staff: Margie Pugh (Educational Therapist, Reading Specialist), Director of Student Support
Program Staff Contact: margie.pugh@sonomaacademy.org
Program Information: The Director of Student Support offers services for all students. Meetings with parents, students, and faculty to review accommodations are scheduled when a learning evaluation is completed. Our goal is for students to advocate for themselves, understand their learning strengths and weaknesses, and be prepared for their college experience. A Learning Strategies exploratory serves students who may benefit from study skills, including time management, reading in the content area, memory work, and test taking skills. Students who have executive function weaknesses are given study halls during the school day and/or after school study time. Our school allows content area tutors to work with students on campus and has an extensive peer tutoring program. The Student Support Team meets twice a week to discuss academic and emotional concerns as they arise. The Team consists of the Assistant Head of School, Dead of Student Life, Counselor, Director or Academic Services, and Director of Student Support.
Documentation Requirements: We use the documentation guidelines as established by the College Board. We require that the documentation be three years old or less when entering as a freshman. To assure that testing is in agreement with ACT and SAT requirements, families consult with the Director of Student Support and the College Board and ACT websites.
Testing Accommodations: Extra time, testing in a separate room, use of noise-blocking headphones, reader and oral testing, math process cards, calculators on tests with documented math disability or working memory weakness.
Curricular Accommodations: LiveScribe, class notes on MySA, notetaking support, auditory versions of texts, phone to take pictures of notes, recording device with permission of instructor, Google voice recording on Google Docs, permission to use Dragon Speak, and assignment deadline accommodations are made on a case-by-case basis. No curricular modifications are made.
The Learning Center exists to support all students at St. Ignatius and to specifically work with our LD/ADHD student population. By providing academic support through tutoring, private testing space, and individualized accommodations as well as working with students to become comfortable self advocating, we pride ourselves on our ability to serve the whole student. Our mission is to empower students on their journey to become independent learners within the SI community.

**Documentation Requirements:** Our requirements match those of the College Board.

**Testing Accommodations:** Oral Testing, Dragon Dictation, No Scantron Bubble

**Curricular Accommodations:** Recording device in classes, Auditory versions of texts, Assistive technology, Note-taking support

**Additional Information:** Our Learning Center works in concert with counselors and teachers to provide individualized support for all students. This three part support team allows us to truly meet the expectation of Jesuit institutions, Cura Personalis, care for the whole student.
Sterne High School

School Website: www.sterneschool.org
Program Name: Sterne High School
Program Website: http://www.sterneschool.org/program/high-school
Program Staff: Ed McManis, Head of School; Melissa Myers, Associate Head of School; Jeff Burnaugh, Technology Coordinator; Craig Brewer, Athletic Director; Rebecca Field, College Counselor; Melanie Mora, School Counselor; Steve Tatum, Reading Specialist.
Program Staff Contact: mmyers@sterneschool.org
Program Information: Sterne School is the premier Bay Area school inspiring students who learn differently and students who benefit from a small, personalized learning environment. Sterne High School offers a rigorous, college-preparatory curriculum in which students flourish and become prepared for college and life. Our students enjoy small class sizes and instructional delivery methods that include our 1:1 iPad program with assistive technology as needed, daily office hours and executive function instruction, and experiential- and project-based learning. Learning Resource services are incorporated into all classes. In addition to fundamental college preparatory courses, students enjoy two electives a day, as well as after school athletics and clubs, socials and dances, and national and international experiential learning trips. Electives have included, but are not limited to, studio art and music, theater, digital filmmaking and multi-media arts, engineering, and mind/body courses. The Passages: Post-Secondary Program offers students and families intensive, highly personalized support for the college application process and career exploration.
Documentation Requirements: Determined on an individual basis. For students who will access accommodations in college, we recommend an updated evaluation and diagnostic testing take place within three years of High School graduation.
Accommodations: Determined flexibly on an individual basis.
Curricular Accommodations: Recording device in classes, Auditory versions of texts, Assistive technology, Note-taking support.
Stuart Hall High School

**School Website:** http://www.sacredsf.org/SHHS

**Program Name:** Academic Support

**Program Website:** http://www.sacredsf.org/the-experience/student-resources

**Program Staff:** Rachel Herbert, Academic Support Director

**Program Staff Contact:** rachel.herbert@sacredsf.org

**Program Information:** Stuart Hall High School’s Academic Support Program is designed to help all students understand how they learn, thereby empowering them to engage fully in their education. Students with diagnosed learning and attention differences learn to advocate effectively for themselves and to utilize individualized strategies to maximize their growth. Additionally, the Academic Support program proactively facilitates students’ transition to high school; all 9th graders learn strategies relating to study skills, time management, communication, and metacognition.

**Accommodations:** Accommodations are based on the recommendations from the student’s most current evaluation. While we try to provide appropriate support to all students, not all accommodations can be provided in our school setting. Available accommodations are ultimately determined by the Dean and Academic Support Director. No testing modifications are granted.

**Documentation Requirements:** SHHS utilizes the documentation guidelines established by the College Board.

**Curricular Accommodations:** Teachers post course handouts, powerpoints, and videos on Haiku, SHHS’s online learning management system, so that students can access them at any time.

**Testing Accommodations:** 50% extended time, 100% extended time, small-group setting, 4-function calculator, and computer access.

**Additional Information:** Applicant families are encouraged to contact the Academic Support Director with questions about the transition to high school or learning supports offered at SHHS. The Academic Support Director meets with families of students with diagnosed learning/attention differences in the spring of 8th grade to create an individualized Learning Profile document that describes the student’s strengths, challenges, accommodations, and strategies for maximizing growth. The student plays an active role in the creation of the Learning Profile document and revises it each year to reflect his growth. All 9th grade students have a study period during the fall semester, and students who would benefit from additional support typically work in the Academic Support room during that time.
Program Information: The aim of the Learning Center is to provide support for students who need extra help with their academic work, study skills, time management, and organizational skills. Sarah Durantini, our Director of Learning Services, oversees the Learning Center and specializes in the humanities and advising students on study skills, time management, and organization. Sarah provides one-on-one tutorials, oversight of group work and assistance in managing group projects and long-term projects such as term papers, workshops on skills and content, peer tutor coordination, help with navigation of learning styles and differences, and coordination with the College Board and ACT regarding testing accommodations for students with learning differences and/or ADHD. The Learning Center's team also includes Sarah Garcia, who offers students support in math and science through one-on-one tutorials.

Documentation Requirements: Our requirements match those of the College Board.

Testing Accommodations: 50% extended time on tests, use of a computer, testing in a quiet place (based on proctor and room availability).

Curricular Accommodations: Recording device in classes, Auditory versions of texts, Assistive technology, Note-taking support. All accommodations are provided on a case-by-case basis.
The Urban School of San Francisco

School Website: http://www.urbanschool.org
Program Name: Learning Support Services
Program Website: http://www.urbanschool.org/page.cfm?p=38
Program Staff: Laurie Williams, Learning Services Coordinator
Program Staff Contact: lwilliams@urbanschool.org
Program Information: The Urban School is committed to supporting all students however differently they may learn. Urban’s approach combines the best teaching practices with up-to-date technology and a range of support services, all in recognition of the school’s mission to ignite a passion for learning in all of our students.

Documentation Requirements: Our requirements match those of the College Board. Students who need accommodations must provide an educational testing report that is less than five years old. Please note that middle schools do not provide this confidential information. Any student who receives accommodations on the SSAT and wishes to have accommodations on standardized testing must submit documentation early. Waiting until junior year may be too late to receive accommodations.

Accommodations: Digital library of texts which students may use for listening and search purposes. SmartBoard notes. Writing support. Extended time for tests.

Additional Information: As a laptop school, Urban’s use of technology benefits all kinds of learners. In addition to the many tools available on every student’s laptop — voice capability for listening to text, Inspiration software for writing and online conferences where teachers post assignments — all classrooms are wired for sound and projection. All students are provided graphing calculators for use in math classes, and SmartBoards have replaced classroom whiteboards, enabling teachers to post class notes online.