



Granada High School Special Populations Policy

Mission and Vision *Granada High School develops caring, knowledgeable, and active lifelong learners ready to contribute and thrive in an interconnected and changing world. Granada High School uses a focus on state standards, continuous technological developments, staff development, and a school-wide commitment to excellence and innovation in order to produce students who can problem solve; apply logical processes; evaluate texts, data, and chains of causality; and effectively communicate in a variety of modern media.*

Programs/Services

Special Education Special Education is specialized instruction for children from birth to age 22 who qualify according to the laws and regulations outlined by California state government and United States federal government. A student may qualify for special education services as an individual with special needs in one of thirteen areas identified by the Individuals with Disabilities Education Act (IDEA 2004). These are: deaf, hard of hearing; deaf-blind; visually impaired; speech-language impaired; specific learning disability; multiple handicapped; orthopedically impaired; other health impaired; intellectual disability; emotionally disturbed; autism; and traumatic brain injury. Depending on the severity of the disabling condition, students are placed in the least restrictive environment that supports their learning needs.

Qualifying for Special Education Services:

1. Students may qualify by prior placement when arriving at GHS. 30-day evaluation for placement.
2. Student, teacher, parent can identify student for placement. Request testing. Prior to testing, go through Student Study team (SST) composed of academic counsellor, vice principal, school psychologist, special education teacher, general education teacher, parent and student (depending on situation). Used to place in resource mild/moderate or SDC mild/moderate.

Special Education programs at Granada High School include but are not limited to:

Resource Program The Resource Program (RSP) is designed for students who have an identified disability, with a current Individualized Education Program (IEP) and who are placed in a general education setting for more than 50 percent of their instruction. Many RSP students have mild to moderate disabilities that impact their ability to access the general curriculum, but

who, with modifications and accommodations, are successful in regular classrooms. Student services are based on need and students may spend 1 instructional period per day in sessions to address their challenges. The Resource Program is a push-in model. Resource programs serve a continuum of students who have one or more identified disabilities that impact the student's ability to participate fully in the general education setting with little to no specialized support.

Collaboration between the resource specialists and the general education teachers is ongoing, proactive, and reflective. It may include shared responsibility between the special and general education teachers and is supported by administration and other professionals involved in programming and scheduling.

Co-Teaching In addition to collaboration between classrooms, students who qualify for the resource program, the special day class, or who have 504s for specific learning and behavioral supports may be clustered in general education classrooms, where the general education and resource specialist co-teach the class. In this instructional model, the general education teacher provides expertise on the course content and the resource specialist provides expertise on differentiating instruction and pacing to make curriculum accessible to the needs of the students with learning disabilities in the class.

504 Plans Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against individuals with disabilities. Section 504 ensures that the child with a disability has equal access to an education. 504 plans are developed by school teams and parents to support the educational needs of a K–12 student with a disability that “substantially limits one or more major life activity” such as: learning, speaking, listening, reading, writing, concentrating, or caring for oneself. The child may receive accommodations and modifications to ensure their academic the duration of the accommodations.success and access to the learning environment. A student's 504 plan is reviewed annually for

English Language Learners All students identified as speaking a language other than English by the home language survey are screened for English Language Development (ELD) upon enrollment in the school district. These students are re-tested yearly on-site once needs are identified. Students are assessed using the California English Language Development Test (CELDT) to determine their level of English proficiency, as required by the state of California. All teachers at the school are certified to provide support to English learners, and those without academic proficiency in English, identified as English Language Learners (ELL), are given support in specialized English Language Development classes (ELD) to target needs based on their most recent CELDT scores.

Mild to Moderate Special Day Classes Students who are enrolled in special day classes require specialized instruction in order to access the general curriculum. Student placement is driven by

eligibility criteria as outlined in the student's current IEP. Students who participate in the Mild to Moderate programs require interventions beyond those provided through the resource program in core content areas of English language arts, history, social science, science and mathematics, and are pushed-out for elective courses, physical education, and mathematics upon reaching proficiency to complete algebra. A special education professional oversees instruction to ensure access to the curriculum in these areas.

Moderate to Severe Special Day Classes Students who are enrolled in special day classes require specialized instruction in order to access the general curriculum. Student placement is driven by eligibility criteria as outlined in the student's current IEP. Students who participate in Moderate to Severe programs require more intensive interventions in order to learn the basic skill sets necessary to access the general education curriculum. Students are working on academics that are more functional and are working on social skills and community development. Moderate to Severe Special Day Classrooms serve a variety of students who have one or more identified disabilities that impact the student's ability to participate fully in the general education setting. Students placed in moderate/severe day classes are generally outside of the Diploma Programme since they are working on functional and transitional life skills academics.

Transitional Special Day Classes Students in SDC mild/moderate who cannot earn their high school diploma may move into this class to continue developing life-skills until the age of 22.

Additional Programs/Services

In addition to the programs exclusive to special populations, the school provides additional programs and services to benefit all students at Granada High School, including ELL students and students receiving support from the resource program.

Educational Welfare Granada High School, in partnership with the Stanford Graduate School of Education, is a Challenge Success school, that aims to provide students and families with information and strategies they need to create a more balanced and academically fulfilling life for each student.

Student Health Granada High School partners with Axis Community Health to provide resources for drug and alcohol education and counselling. Through the Tobacco Use and Prevention Education (TUPE) program, students are recommended (either through self-identification, peer-recommendation, or staff-recommendation) to the program for assistance with tobacco and marijuana abuse.

School Resources Officer (SRO) The SRO is a police officer employed by the Livermore Police Department and serves as a designated, on-site liaison. The role of the SRO is to ensure

school safety by providing professional development to staff; providing counsel to students, administration and staff regarding misconduct during the instructional day; officially reporting any criminal misconduct; diffusing student altercations; and being a recognizable and approachable presence on-campus.

Free and Reduced Price Lunch and Breakfast The National School Lunch Program and the School Breakfast Program are designed to promote the health and well-being of children by providing them with nutritious meals. This federal assistance allows for free or reduced price breakfast and lunch for those students in need.

Additional Assessment Tools to Meet Student Needs

California Healthy Kids Survey This statewide survey of protective factors, risk behaviors, and resiliency among students provides Granada High School with important data to assess yearly trends in health risks, youth development, and the overall social/emotional health of our students. The survey is used to identify and respond to areas that affect our students' sense of health, safety, and well-being on the campus, and direct time, attention, training, and resources toward addressing such concerns.

California School Climate Survey This statewide survey addresses student learning and staff working conditions, and is focused on ways to integrate general and special education; identify issues of teacher recruitment and retention; identify issues of bias, equity, and cultural competence; and provide data on non-cognitive barriers to instruction such as poor mental health, violence, victimization, and substance abuse. Granada High School uses the data from this survey to identify and respond to the needs of our staff and students. It informs hiring practices, professional development, and instruction as we strive to address the needs of students and staff to provide an equitable and a safe learning environment.

Learning Supports

Differentiated Instruction Granada High School teachers of mathematics and English language arts use common assessments as a measure to determine which differentiated instructional strategies to employ for a given population of students. In co-taught classrooms (see co-teaching, page 2,) the resource specialist provides expertise on means of differentiation and pacing to make the curriculum accessible to students with learning disabilities. Differentiated instructional strategies at Granada High School include:

- Scaffolding assignments
- Spiral lesson planning
- Dynamic and responsive classroom management
- Small-group and whole-group learning
- Varying degrees of depth of knowledge tasks for a given assignment
- Flexible learning groups with roles assigned based on learning targets

Academic Support and Enrichment (ASE) The ASE period is a 25-minute instructional period each Wednesday and is an extension of differentiated instruction provided in the classroom. Students assessed and identified as needing support in specified academic areas, especially in the language arts and mathematics, are assigned to this instructional period, where they receive instruction on fundamental concepts to their ongoing studies. Often, such support is focused on remedial skills that students had not previously mastered. The 25-minute ASE period is also an opportunity for teachers to provide enrichments for students that go beyond the classroom curriculum and engage students in areas of interest.

Policy Implementation

Policy Communication Upon initial approval and subsequent annual reviews, the Special Populations Policy, alongside the school's Assessment, Academic Honesty, and Language policies, will be communicated to all stakeholders. Policy documents will be made available on the school website for parents and community access and distributed electronically to all staff members at the school site. School leadership and staff will review necessary aspects of each policy, as appropriate, with parents and students through orientation and school information events and publications. Additional printed copies will be made available for distribution to interested parties.

Policy Review A committee will be formed annually to review the Special Populations Policy alongside the school's Assessment, Academic Honesty, and Language policies in the first two years of and following program authorization, then every two years thereafter. The committee will be made up of the school leadership, IB Coordinator, and representatives from all grade levels, with specific emphasis on the grade levels in which the IB Diploma Programme is offered. The purpose of this process will be to review the current policy, to revise the policy as needed, and plan communication of the policy and recommended practices to all stakeholders. The review process will be completed before June 1st each school year.