

Federal Assurance Policy

Special Education Local Plan

FAP 28

READING LITERACY

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

Legal References

EDUCATION CODE:

State Boards Requirement, 2/99

Federal Assurance Administration Regulations

Special Education Local Plan

FAAR 28

READING LITERACY

To ensure that all special education students develop their full reading potential, and in order to improve the educational results for Special Education students, all students with disabilities in the Trinity SELPA participate, to the full extent of their abilities, in the California Reading Initiative. Each identified Special Education student will be looked at closely and determinations will be made of their ability to be involved as appropriate in the California Reading Initiative. The student's Individualized Education Plan will incorporate reading goals that reflect California Reading Initiative elements. Services to students with disabilities, especially the teaching of language arts, will incorporate research-based techniques and strategies as listed in the K-3 and 4-12 elements. Goals of students' outcomes in reading will be aligned with the state framework and state standards.

Staff Development

Special Education instructional personnel will participate in staff development opportunities with a focus in the area of literacy. Inservice will include information about current literacy; learning research and State adopted standards and frameworks. Districts will include special education staff in materials selection process. Special education teachers will be included in reading academies, institutes, and other focus groups. Inservice training will consist of, but is not limited to the following elements.

K-3 Levels

1. Phoneme awareness instruction;
2. Systematic explicit phonics instruction;
3. Decoding instruction and the diagnosis of a pupil's ability to decode;
4. Word attack skills instruction;
5. Spelling and vocabulary instruction;
6. Explicit instruction of comprehension skills;
7. Research on how reading skills are acquired;
8. Effective integration of listening, speaking, reading and writing;
9. Effective classroom and school wide intervention for low-performing readers;
10. Ways to promote extensive, self-selected independent reading;
11. Effective reading instruction for English language learners; and;
12. Planning and delivery of appropriate reading instruction based on assessment and evaluation

4-12 Levels

1. Word attack skills instruction;
2. Spelling and vocabulary instruction;
3. Explicit instruction of comprehension skills;
4. Research on how reading skills are acquired;
5. Text-handling and strategic reading strategies for text use across the curriculum for a variety of purposes;
6. Ways to promote extensive, independent self-selected reading of a variety of genres for a variety of purposes, including both fiction and nonfiction texts;
7. Effective integration of listening, speaking, reading and writing;
8. Effective classroom and school wide intervention for low-performing readers;
9. Effective reading instruction for English language learners; and
10. Planning and delivery of appropriate reading instructional base on assessment and evaluation.

Research Based Instructional Strategies

Teaching students to read is one of the primary goals of Special Education. To address the needs of the wide range of diverse learners with disabilities, reading will be implemented by implementing research based instructional strategies addressing the specific areas outlined in the California Reading Initiative. This instruction will be well designed, explicit, and systematic. The desired outcome is to increase the literacy levels of students with disabilities enabling them to become responsible, thoughtful, contributing citizens.

Core Curriculum

Students with disabilities will have full access to all required core curriculum, which will include state adopted core curriculum textbooks and supplementary textbooks. Special education staff will be involved in on-going collaboration with general education classroom staff to plan for and utilize core classroom material. Content standards in core areas will be accessible to all special education students with modifications as appropriate to maximize interaction with the curriculum.

Higher Levels of Expectations

Special education students are expected to meet high standards in academic and non-academic skill areas. Instructional materials and support will be provided to help students with disabilities attain higher standards in reading. IEP goals and objectives will reflect a focus on State goals and standards.

Statewide Students Assessments

Special education staff will implement practices to address improving student performance for individuals with disabilities. Test scores are one example, which may serve as a measure of student progress. There will be increased participation of students with disabilities in statewide student assessments. Students with disabilities will participate in statewide student assessments, with or without accommodations /modification as needed. Alternative assessments will be used for those students not participating in statewide assessments. These assessments may be divided into life domain areas of communication, self-care, functional academics, and pre-vocational/vocational skills.

Each local educational agency shall provide opportunities for special education instructional personnel to participate in staff development activities in the area of literacy that includes:

1. Information about current literacy and learning research.
2. State-adopted standards and frameworks.
3. Increased participation of students with disabilities in statewide student assessments.
4. Research-based instructional strategies for teaching reading to a wide range of diverse learners in order to increase the percentage of children with disabilities who are literate.
5. Participation in California Department of Education statewide training on literacy.

Assurance of Full Access

Each local education agency shall ensure that students with disabilities will have full access to the following unless otherwise provided in a student's IEP:

1. All required core curriculum including state adopted core curriculum textbooks and supplementary textbooks.
2. Instructional materials and support.

Legal References**EDUCATION CODE:**

19985.5(a), 56195.7(c)(5)

State Board of Education Literacy Policy