

SECTION 23 G

LITERACY

POLICY

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

Reference: State Board Requirement

LITERACY

PROCEDURES

23.G.1. READING INSTRUCTION

In order to improve the educational results for students with disabilities, designated staff development activities will be designed to ensure that students who require special education will participate in the California Reading Initiative at the level of their ability.

23.G.2. STAFF DEVELOPMENT ACTIVITIES

In order to ensure that students with disabilities achieve improved educational results, they will participate in the California Reading Initiative. To this end, the LEAs will include special education instructional personnel in staff development opportunities in the area of literacy, which includes the following:

- Information about current literacy and learning research
- Information regarding state adopted standards and frameworks
- Information on research-based instructional strategies for teaching reading to a wide range of diverse learners, thus increasing literacy rates

23.G.3. ALIGNMENT WITH STATE STANDARD

In order to support alignment with state standards, each of the LEA's will include special education staff in the AB 2519 materials selection process. Special education staff will also be included in 1086 staff development on phonemics and phonics, as well as in any additional state or regional training based on new legislation, e.g., the California Reading and Literature Subject Matter Project, the Summer Reading Academy, and the rollouts on the frameworks.

23.G.4. ACCESS TO THE REQUIRED CORE CURRICULUM

With the purpose of increasing the participation of students with disabilities in statewide assessments, increasing the percentage of children with disabilities who are literate, and assuring that students with disabilities attain higher standards in reading, each LEA assures that students with disabilities have full access to all required core curriculum, including state-adopted core curriculum textbooks, supplementary textbooks, and instructional materials and support.

23.G.5. IEP TEAM RESPONSIBILITY

At the time of a student's IEP review, the IEP team shall consider the appropriate level of the student's participation in the California Reading Initiative and indicate it on the student's IEP.