

TRI-VALLEY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

APPENDIX E

LITERACY POLICY

LOCAL PLAN FOR SPECIAL EDUCATION

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To ensure positive student outcomes in literacy, Tri-Valley SELPA follows the Common Core State Standards and the Reading/Language Arts Framework for California Public Schools, Kindergarten through Grade Twelve, and state adopted literacy standards. The districts and the SELPA strive for student progress toward grade level performance. Students with severe disabilities who require a functional curriculum receive instruction for literacy and communication based upon standards from an alternate curriculum. The Tri-Valley SELPA goals for literacy are to:

- Increase the percentage of children with disabilities who are literate and achieve at grade level
- Improve the rate of reading gain for students in special education achievement of grade level reading
- Have qualified staff who provide evidence-based strategies and use the California Reading/Language Arts Framework and Standards or the state supported alternate curriculum for students with severe disabilities
- Support collaboration between special and general education to provide explicit, systematic instruction for special education and at-risk students
- Support ongoing assessment to measure student progress and to provide a prescriptive basis for instruction
- Prepare students to participate in statewide or alternate curriculum assessments with or without accommodations
- Provide techniques for meeting the needs of diverse learners

Reading/Language Arts present levels, goals, and benchmark objectives are documented in each student's initial IEP and annually as appropriate.

The Tri-Valley SELPA assures that students with disabilities will have full access to the Common Core State Standards and all required core curriculum including state adopted core curriculum text books and supplementary text books as well as instructional materials and support in order that students with disabilities attain higher standards in reading.

STAFF DEVELOPMENT OPPORTUNITIES

To achieve goals for students in Reading/Language Arts, the Tri-Valley SELPA and/or its member districts provide staff development opportunities:

- For special educators, general educators, and families in the core curriculum and the California Reading/Language Arts Framework and Standards evidence-based reading programs
- That support literacy programs in the areas of reading, writing, speaking and listening with more instructional time, precisely sequenced direct instruction, more coaching and practice, and careful progress monitoring

Special education instructional personnel will participate in staff development in-service opportunities in the areas of literacy that include:

- Information about current literacy and learning research
- State adopted standards and frameworks aligned with the federal Common Core State Standards
- Increased participation of students with disabilities in statewide student assessments

- And evidence-based instructional strategies aligned with the Common Core State Standards for teaching reading and writing to a wide range of diverse learners in order to increase the percentage of children with disabilities who are literate