

Local Plan for Literacy

The California Reading Initiative is intended for all students. Reading proficiency is an important goal for virtually all students who receive special education services. It is basic to ongoing school success and essential for successful participation in society. Without reading proficiency, students are excluded from full participation and opportunity to achieve academic success in school.

In order to improve the educational results for students with disabilities, the districts of the Glenn County SELPA ensure that all students who require special education will participate in the California Reading Initiative, just as do all other students in our districts. A comprehensive research-based approach to reading will be emphasized in the early grades which includes:

1. An organized, explicit skills program that includes phonemic awareness, phonics, and decoding skills to address the needs of the emergent reader
2. A strong literature, language and comprehension program that includes a balance of written and oral language activities
3. An ongoing diagnostic system that provides a prescriptive basis for instruction
4. Assessment that measures student progress and program accountability
5. Early intervention activities for children at risk of reading failure
6. Techniques for meeting the needs of diverse learners

In order to facilitate this effort, LEAs assure that special education instructional personnel will participate in staff development in-service opportunities in the area of literacy, including:

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

Each LEA 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 in order that students with disabilities attain higher standards in reading