



# **Connor's Odyssey:** **The Right to Read Law** (HB436)

What School Districts & Parents Need to Know

June 2021

**International Dyslexia  
Association Central Ohio**

International  
**DYSLEXIA**  
Association®  
Central Ohio



# Ohio Dyslexia Committee & Guidebook

**All districts and schools must comply with the Guidebook.**

By December 31, 2021, the Ohio Dyslexia Committee will develop a Guidebook regarding best practices & methods for:

- **Universal Screening**
- **Intervention**
- **Remediation**

for children with dyslexia or children displaying dyslexic characteristics.

Guidebook will:

## **Determine**

- Determine reliable, valid, universal, and evidence-based screening & intervention measures to evaluate K-5 literacy skills using Structured Literacy
- Determine qualifications for certified teacher of dyslexia
- Determine student to teacher ratios
- Determine practicum requirements



## Develop

- Develop reporting mechanisms to submit required data to the Committee
- Develop academic standards for kindergarten in reading and writing that incorporate a Structured Literacy program

## Assist

- Assist districts in establishing multidisciplinary teams to support:
  - Identification
  - Intervention
  - Remediation





# Professional Development



## **Guidebook must be completed by 12/31/21.**

The Department of Education, in collaboration with the Ohio Dyslexia Committee (ODC), shall maintain a **list of courses** that fulfill the professional development requirements. The list may consist of online or classroom learning models.



## **Each approved course shall align with the Guidebook.**

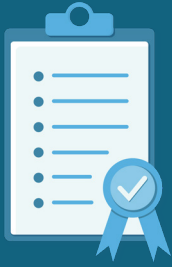


The Committee will prescribe the total **number of clock hours** of instruction for a classroom teacher to complete. It could be up to 18 hours.

## **Beginning in 2022-23 each district will:**

- Select screening and intervention measures to administer to students as identified in the Guidebook.
- Establish a multidisciplinary team to administer screening and intervention measures and analyze the results. This team shall include trained and certified personnel and a stakeholder with expertise in the identification, intervention and remediation of dyslexia.
- Report to the Department of Education the results of screening measures.

## Timeline by School Year



### School Year 2022-2023

District shall establish a Structured Literacy certification process for teachers providing instruction for students in **grades K-3** as detailed in the Ohio Dyslexia Guidebook.



### School Year 2023-2024

Teachers in **grades K&1**, including special education providers, must complete approved PD courses as detailed in the Ohio Dyslexia Guidebook.



### School Year 2024-2025

Teachers in **grades 2&3**, including special education providers, must complete approved PD courses as detailed in the Ohio Dyslexia Guidebook.



### School Year 2025-2026

**Grade 4-12** special education providers must complete approved PD courses as detailed in the Ohio Dyslexia Guidebook.

Any professional development course completed by a teacher prior to this law that is included under the approved list will count towards the number of instructional hours in the PD courses.

The Ohio Dyslexia Guidebook will provide the criteria for appropriate screening and professional development.





# Screening Requirements (by Year)

## School Year 2022-2023

### Tier I Screening Requirements

- Kindergarten required from 1/1/23 – 12/31/23
- Grades 1-3 required
- Grades 4-6 required when parent or teacher requests (parent permission)

#### *Transfer Students:*

- Kindergarten required within 30 days or during the scheduled screening time
- Grades 1-6 required within 30 days

## School Year 2023 and Beyond

### Tier I Screening Requirements

- Kindergarten required between 1/1 and 12/31 the following year
- Grades 1-6 required when parent or teacher requests (parent permission)

#### *Transfer Students:*

- Kindergarten required within 30 days or during the scheduled screening time
- Grades 1-6 required within 30 days



If a student is not flagged for dyslexia during the initial screener, a teacher or parent can request for the student to be screened again. The school must then screen the student.



## If student flags for dyslexia on tier I screener:

### *Transfer students:*

- Give **tier II screener**

### *All other students:*

- **Monitor progress** for 6 weeks (must check at least week 2, 4, 6)
- If student is not making meaningful progress or nearing grade level, administer **tier II screener** by the end of the 6 week period or earlier
- **Notify parents** of results within 30 days



## If any student flags on tier II screener:

The district must provide information below to the parents.

This information will be outlined in the **Ohio Dyslexia Guidebook**.

- Typical reading development
- Risk factors of dyslexia and its common characteristics
- Evidence-based interventions for dyslexia
- Written explanation of district's multisensory, structured literacy plan
- Notify parents of results within 30 days



# Glossary of Terms

## Benchmark

A specific statement of what the child should know and be able to do in a specified segment of the year. Benchmarks describe how far the child is expected to progress toward the annual goal and by when. Benchmarks establish expected performance levels that allow for regular checks of progress that coincide with the reporting periods for informing parents of the child's progress toward achieving the annual goals. *(Ohio Dept. of Education)*

## Dyslexia

Dyslexia refers to a cluster of symptoms, which result in people having difficulties with specific language skills, particularly reading. Students with dyslexia usually experience difficulties with spelling, writing, and pronouncing words. Dyslexia is NOT the reversal of letters or reading backwards. Dyslexia cannot be used to measure intelligence nor is it an indicator of intelligence. Dyslexia is the inability to quickly and effectively, as compared to a standard learner, decode and obtain meaning from the printed word.

## Early Intervention

Ideal timing for early intervention is K-1st grade. Beyond that, remediation will take longer. Dr. Sally Shaywitz from the Yale Center for Dyslexia states in her book *Overcoming Dyslexia*,

*"The human brain is resilient, but there is no question that early intervention and treatment bring about more positive change at a faster pace than an intervention provided to an older child. The sooner a diagnosis is made, the quicker your child can get help, and the more likely you are to prevent secondary blows to their self-esteem."*

## Evidence Based Intervention

Interventions are targeted teaching methods designed to help struggling students in their area of need. An intervention is also regularly monitored for progress. Interventions use a research-based specific program or set of steps to target an academic need.



## Identification/Child Find

- (a) All children with disabilities residing in the state (includes reading disability), including children attending nonpublic schools, regardless of the severity of their disability, and who are in need of special education and related services, are required to be identified, located, and evaluated; and
- (b) A practical method will be developed and implemented to determine which children are currently receiving needed special education and related services. *(From the federal law IDEA <https://sites.ed.gov/idea/>)*

## Interventions

School districts are required to provide extra help to students who are performing below grade-level. These are separate from special education services and are often provided in a small group setting.

## Remediation

Process by which a student receives instruction and is able to practice skills that are weak or nonexistent in an effort to develop/strengthen these skills. *(Wright's Law)*

## Response to Intervention (RTI)

RTI - Response to Intervention is the **process** districts use to implement and track progress from interventions. RTI is meant to be short-term and should not delay a special education evaluation. RTI and a special education evaluation can happen at the same time.

## Structured Literacy

Structured Literacy is a comprehensive approach to literacy instruction that research has shown is effective for all students and essential for students with dyslexia. Structured literacy is characterized by systematic and explicit instruction that integrates listening, speaking, reading, and writing. Structured literacy addresses all the foundational elements that are critical for reading comprehension, including phonemic awareness\*, sensitivity to speech sounds in oral language, and the ability to manipulate those sounds.

*\*Phonemic awareness is the ability to focus on and manipulate individual sounds (phonemes) in spoken words. Phonemes are the smallest units of sound comprising spoken language. Phonemes combine to form syllables and words. For example, the word 'mat' has three phonemes: /m/ /a/ /t/. (Reading Rockets)*

## **Tier I**

General classroom instruction for all students and is meant to provide skills so children can understand grade level curriculum. All students are part of core classroom instruction, and intervention is in addition to classroom instruction.

## **Tier II**

Designed to close the learning gap for students who are not approaching grade-level mastery. Tier II services MAY be provided in a small-group setting. Students who need additional support to reach independence in reading grade level material are provided supplemental instruction in addition to core classroom instruction. Tier II often represents students who fall in the 26th - 40th percentile on district or state assessments. Intervention in Tier II can also be supported by differentiation in core academic areas that require reading tasks such as social studies, science, and math.

## **Tier III**

Designed to provide extra, as well as more intensive intervention for students who show significant difficulties with reading proficiency in addition to core classroom instruction and other additional services. Tier III often represents students who perform at the 0-25th percentile on district and state assessments and who need sustained, direct instruction in small group or one-on-one settings to support development of independent reading practices. (from [slpschools.org](https://slpschools.org))

## **Universal Screening**

It is the first step in identifying students who are at risk for reading difficulties. They target specific skills. Universal screening assessments are typically brief and are conducted with all students from a grade level, in the fall, winter, and spring.



IDA Central Ohio would like to thank the following  
people for the creation of this document:

**Ashley Williamson**  
**Mary Lou Hittle**  
**Andrea Rowson**  
**Blythe Wood**  
**Hannah Peterson**  
**Mike McGovern**

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