Right to Read: Ontario Human Rights Commission Report Release
Presented to PIC
April 13, 2022
Overview

1. Context and High Level Overview
   • Key Considerations
   • Key Findings & Recommendations
2. Cross Departmental Initiatives
3. Learning Recovery Action Plan
Learning to read is an equity issue for minoritized and marginalized students.

Eliminating Barriers to Success
2020-2023

Inclusion is not bringing people into what already exists; it is making a better space for everyone.

- Professor George Dei

Retrieved from: https://www.planning.org/knowledgebase/equity/
## 7 Key Findings and Recommendations

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<thead>
<tr>
<th>Key Findings</th>
<th>Recommendations for Boards</th>
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<td><strong>01</strong> Reading Outcomes</td>
<td>- Improve data collection, tracking inequity and the reporting of it</td>
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<td>- Collect consistent data: students with learning disabilities and minoritized and marginalized students</td>
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<td><strong>02</strong> Curriculum and Instruction</td>
<td>- Mandate evidence-based word reading instructional practice</td>
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<td>- Provide professional development on evidence-based word reading</td>
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<td><strong>03</strong> Early Screening</td>
<td>- Mandate twice yearly, Kindergarten to Grade 2, screening on word reading and fluency</td>
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<td>- Provide teachers the time to conduct screening and professional development on how to screen</td>
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<td><strong>04</strong> Reading Interventions</td>
<td>- Mandate explicit systematic instruction and provide professional development for teachers</td>
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<td>- Ensure school's tier 2 and 3 interventions are evidence-based and available based on need</td>
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<td><strong>05</strong> Accommodations</td>
<td>- Provide teachers professional development that includes assistive technology</td>
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<td>- Ensure accommodations are transparent, timely, and consistent class to class and year to year</td>
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Key Findings and Recommendations

06 Professional Assessments
- Develop clear and equitable policy for referring students suspected of a reading disability
- Improve wait times for referrals and ensure equity and timeliness

07 Systemic Issues
- Improve monitoring and research to increase equity
- Improve transparency and communication on reading disability and intervention
The Scarborough Reading Rope: Word Recognition

Phonological Awareness:
- Syllables
- Phonemes

Decoding
- Alphabetic principles
- Spelling-sound correspondences

Sight Recognition
- Automaticity of familiar words

OCDSB Cross Departmental Literacy Initiatives
Cross Departmental Literacy Initiatives: Next Steps

Tier 1-3 Decision Tree
Kindergarten: Teaching Letter, Teaching Sounds
Grade 1 & 2: English and French Phonics
Literacy Blocks
Early Intervention
KG - Grade 2: New Classroom Materials & Resources
District Level Data
MOE: Learning Recovery Action Plan

$25,000,000 ministry investment
- Evidence-based reading programs and assessments

Provincial Consultation: Language Curriculum
- Kindergarten
- Grade 1-8 Language
- Grade 9 English