



Connecting  
the dots

**Third Grade Reading Guarantee Series:  
The Relationship Between RIMPs and IEPs**  
Summer 2015

Ohio | Department  
of Education

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**Overview**

Connecting  
the dots

**The Relationship Between IEPs and RIMPS**



Submit questions to  
[thirdgrade@education.ohio.gov](mailto:thirdgrade@education.ohio.gov)



For more information,  
visit  
<http://education.ohio.gov/Topics/Early-Learning/Third-Grade-Reading-Guarantee>



Today's webcast  
will be available  
for replay.

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**Today's Presenter**

Connecting  
the dots



**Carol Harper**  
Project Coordinator  
for Powerful Practices  
*Battelle for Kids*

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# Learning Targets

1. Clarify Reading Improvement and Monitoring Plan (RIMP) requirements for students who also have Individualized Education Programs (IEPs)
2. Examine how RIMPs align with IEPs
3. Relate RIMPs and IEPs to Formative Instructional Practices (FIP)

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# RIMP Review

Reading Improvement and Monitoring Plan

- *What is it?*
- *Who is it for?*
- *What is the purpose?*
- *How is it used?*




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# What's in a RIMP?

Identification	Description
Opportunities	
Process	Curriculum
Statement	




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## RIMP Checklist

Ask Yourself: Does Your RIMP...

- ✓ Identify the specific reading deficiency?
- ✓ Describe interventions that will be used?
- ✓ Provide opportunities for family/guardian involvement?
- ✓ Detail the process that will be used to monitor improvement?
- ✓ Reference an appropriate reading curriculum?
- ✓ Explain how retention decisions will be made?

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## RIMP Review

### Teacher Tip:



- RIMP Template: You can find the RIMP template by visiting <http://education.ohio.gov> and searching keyword: *Third Grade Reading Guarantee Teacher Resources*.

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## Guidance



- Evaluation Team Report (ETR)
- IEP review meeting
- IEP reading goals
- Re-evaluate
- RIMP and IEP alignment

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## Guidance



### Teacher Tip:

“Not-on-track” status for students who do not currently have a diagnosed disability is not necessarily a trigger for a special education referral.

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**2** Examine how RIMPs align with IEPs.

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### Relationship of a RIMP to an IEP Overview

Similarities include:

- Identification
- Intervention
- Family engagement
- Monitoring
- Accessibility
- Possible exemption

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### Relationship of a RIMP to an IEP

RIMP Third Grade Reading Guarantee	IEP Individuals with Disabilities Education Act (IDEA)
1. Identification of the student's specific reading deficiency	<b>Section 3:</b> Profile (identification of specific reading deficiency) <b>Section 6:</b> Measurable Annual Goals (specific to identified reading deficiency)
2. A description of proposed supplemental instruction services that will target the student's identified reading deficiencies	<b>Section 7:</b> Description of specially designed services (to intervene with the identified reading deficiency)

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### Relationship of a RIMP to an IEP

RIMP Third Grade Reading Guarantee	IEP Individuals with Disabilities Education Act (IDEA)
3. Opportunities for the student's parents or guardians to be involved in the instructional services	<b>Section 6:</b> Measurable Annual Goals (shared or developed with families)

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## Relationship of a RIMP to an IEP

RIMP Third Grade Reading Guarantee	IEP Individuals with Disabilities Education Act (IDEA)
4. A process to monitor the implementation of the student's instructional services	<b>Section 6:</b> Measurable Annual Goals (monitoring the implementation of the student's instructional services)
5. A reading curriculum during regular school hours that assists students to read at grade level, provides for reliable assessments, and provides ongoing analysis of each student's reading progress	<b>Section 11:</b> Least Restrictive Environment (Accessible reading curriculum during the regular school day)

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## Relationship of a RIMP to an IEP

RIMP Third Grade Reading Guarantee	IEP Individuals with Disabilities Education Act (IDEA)
6. A statement that unless the student attains the appropriate level of reading competency by the end of Grade 3, the student will be retained	<b>Section 12:</b> Statewide and District-wide testing "Yes, the child is exempt from retention in the third grade because of the Third Grade Reading Guarantee."

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## Relationship of a RIMP to an IEP



### Teacher Tip:

Students should always receive the instructional supports (including progress monitoring) as determined by the RIMP, regardless if they are exempt from retention or not.

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**3** Relate RIMPs and IEPs to Formative Instructional Practices.

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**Formative Instructional Practices (FIP)**

Core Components of FIP	Early Literacy Focus
Clear Learning Targets	Creating and setting targets for reading improvement
Collecting and Documenting Evidence	Progress monitoring of literacy skills
Analyzing Evidence and Providing Effective Feedback	Analyzing and communicating results with students/families around progress in reading
Student Ownership of Learning	Role of students and families in literacy development to set goals, monitor progress and celebrate gains

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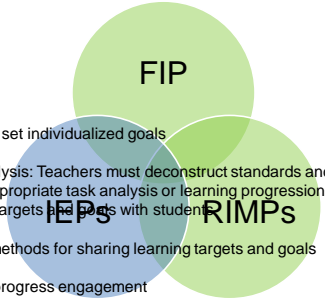
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**FIP, RIMP and IEP Alignment**



- Teachers set individualized goals
- Task Analysis: Teachers must deconstruct standards and goals, create appropriate task analysis or learning progression, and share learning targets and goals with students
- Assess methods for sharing learning targets and goals
- Student progress engagement

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## FIP: Task Analysis

- 1 • Identify learning targets
- 2 • Determine success criteria
- 3 • Arrange skills in a progression
- 4 • Identify prerequisites and baseline skills
- 5 • Determine how skills will be taught
- 6 • Plan for collection, documentation and analysis of progress

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## Reaching Students with Disabilities



### Teacher Tip:

Visit the FIP Module "Reaching Students with Disabilities"




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Keeping in mind the foundations of FIP, what are some ways you can improve RIMPs for students who also have IEPs, and ultimately, student learning outcomes?




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## Suggested Solutions

- Progress monitoring
- Share data
- Create a strong school to home connection

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## Key Points to Remember About RIMPs

- 60-Day Rule
- Teacher Qualifications
- Assessments
- Plan Modifications
- Recording Plans & Interventions

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## Learning Targets

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# Thank You!

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