



**Department of
Education &
Workforce**

RIMPS AND SPECIAL EDUCATION

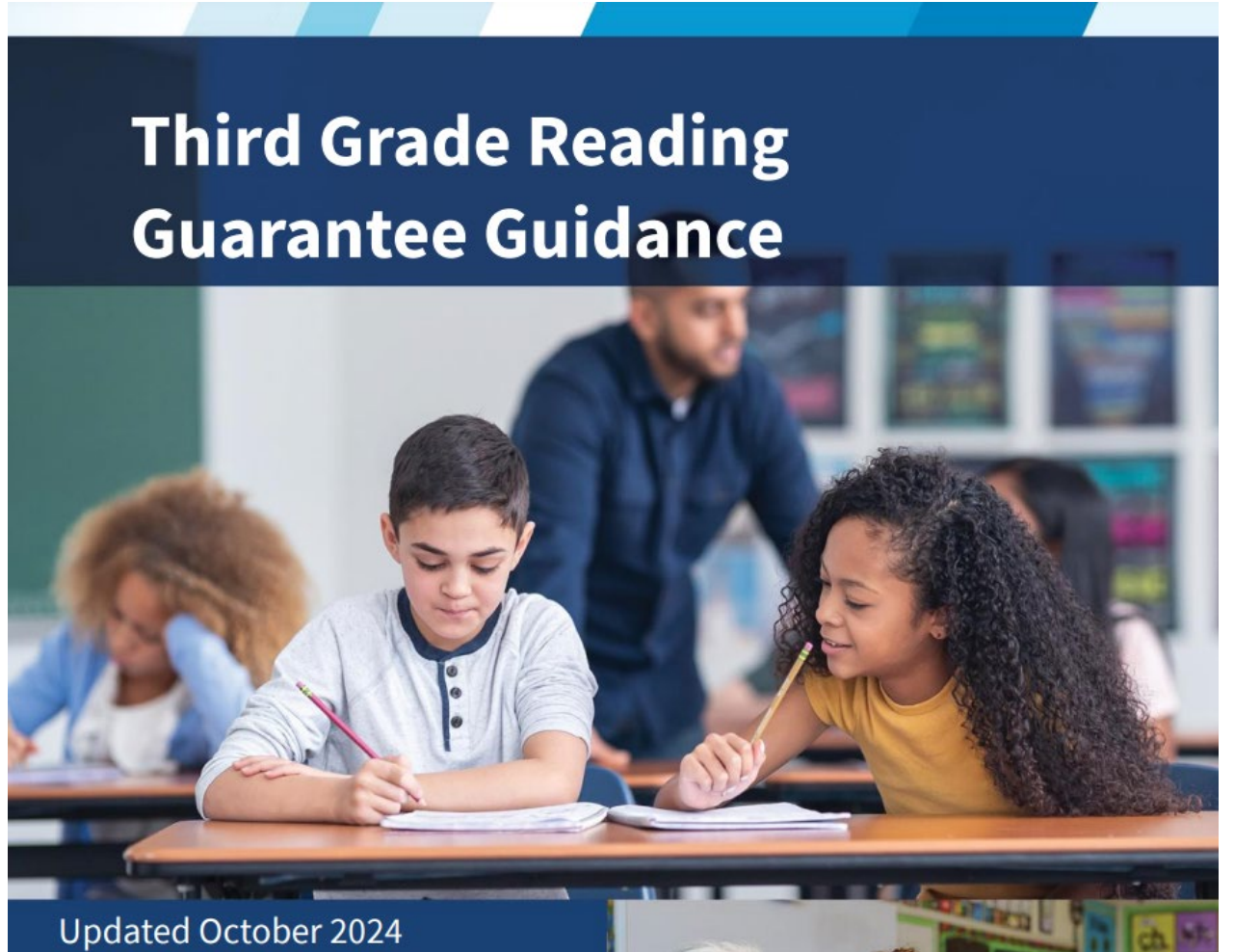
Presented by

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Children**

Third Grade Reading Guarantee Guidance



Updated October 2024

TODAY'S AGENDA

1. Think about access as it relates to ALL students.
2. Deepen our knowledge of reading improvement and monitoring plans (RIMPs), as they relate to students with disabilities.
3. Gain knowledge on information to utilize from a RIMP in sections of an Individualized Education Program(IEP).

1.THINKING ABOUT ACCESS

STUDENTS WITH DISABILITIES...

- were afforded the constitutional right to **access** public education through the advent of the Education for All Handicapped Children Act in the 1970s (also known as Public Law 94-14)
- require **access** to the general curriculum.
- are General Education Students first AND Should be included in universal reading diagnostics (screeners) and in informal diagnostic assessments and the multi-tiered system of support for literacy established by each district. This is why SWD require RIMPS.

WHAT DOES IDEA SAY ABOUT TEACHING TO THE GENERAL EDUCATION CURRICULUM?

IDEA requires that students with disabilities, including students with the most significant cognitive disabilities, are to be provided **access** to and **make progress** in the **general education curriculum (the same curriculum as for nondisabled children)**, not an alternate curriculum ([CFR 34 § 300.320](#)).

IS ACCESS ENOUGH?

Build Equity. Join Justice.



Inequality



Equality



Equity



Justice

■ Symbology Key:

Bookshelf = The Education System

Books = Curriculum and Resources

Ladder = Access

Clothing Colors = Identity (Students with and without disabilities)

Tool = The Power to Change Systems

Hanging Frame = Historical Awareness (Special Education Legislation)

Shelf Supplies = Embracing All Learners and Learning Styles

2. DEEPENING OUR RIMP KNOWLEDGE

ASSESSMENT AND SCREENING FOR ALL K-3 STUDENTS

- **Do all k-3 students need to participate in the diagnostic assessments?**

Yes, students with disabilities should be included in universal reading diagnostics (screeners) and in informal diagnostic assessments and the MTSS process developed by each district. This is the initial data that can be documented in the ETR. This information is further utilized each year by the IEP team as additional data is gathered and decisions are made on an individual basis.

WHAT ARE THE REQUIREMENTS FOR STUDENTS WITH COMPLEX DISABILITIES OR STUDENTS WHO ARE NON-VERBAL REGARDING RIMPS AND HIGH-DOSAGE TUTORING?

- Our challenge is to provide students with complex disabilities or non-verbal with the skills needed to achieve reading success. The [Third Grade Reading Guarantee Guidance](#) addresses students with Significant Cognitive Disabilities on p.19.
- Communication is a component of reading. In grades k-3, this could be the RIMP focus which would align with the IEP goals.
- Grade 3 is the first opportunity for students to participate in State Assessments. Data from grades k-3 is needed to complete the [Alternate Assessment Participation Decision-Making Tool](#).
- If the student qualifies at this time for the alternate assessment, all RIMP requirements which include high-dosage tutoring would no longer be required.

WHAT IS A READING IMPROVEMENT AND MONITORING PLAN?

[RIMP Template](#) (*Revised for use in 2024-2025*)

- This plan allows teachers and parents to work together to understand the student's reading difficulties and outline reading instruction and support. The instructional services selected for a student rely on the student's data, and ideas and resources from the student's teacher and parent or guardian. (p.1)
- The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level (proficient on Ohio's State Test for English language arts). (p.1)

TYPES OF INTERVENTION INCLUDED IN A RIMP

THIRD GRADE READING GUARANTEE GUIDANCE P.6-9 & P.28 APPENDIX B

High-Dosage Tutoring

- High-dosage tutoring is focused on acceleration, not remediation. Use high-quality instructional materials that are aligned with both grade-level state standards and research on effective teaching and learning strategies aligned to the science of reading.
- Align with student's classroom Tier 1 core instruction

Remediation

- Targeted (Tier 2) and Intensive (Tier 3) opportunities are provided as needed for students who are not mastering skills during core instruction, based on individual screening and diagnostic data.
- RIMP Intervention Program Codes, as reported in the [Education Management Information System \(EMIS\)](#), are used to describe the instructional supports the student will receive.

3.RELATIONSHIP OF RIMP TO AN IEP

RELATIONSHIP OF RIMP TO AN IEP

[THIRD GRADE READING GUARANTEE GUIDANCE MANUAL](#)

- 
1. Future Planning
 2. Special Instructional Factors
 - 3. Profile**
 4. Extended School Year Services
 5. Postsecondary Transition
 - 6. Measurable Annual Goals**
 - 7. Description(s) of Specially Designed Services**
 8. Transportation as a Related Service
 9. Nonacademic and Extracurricular Activities
 - 10. General Factors**
 - 11. Least Restrictive Environment**
 - 12. Statewide and Districtwide Testing**
 - 13. Exemptions**
 14. Meeting Participants
 15. Signatures
 16. Children with Visual Impairments

SECTION 3 PROFILE

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PROFILE

Child's profile to include Reading Improvement and Monitoring Plan (if applicable):

SECTION 3: PROFILE THIRD GRADE READING GUARANTEE 2024 P.18

- Identification of specific reading deficiency
- A summary of RIMP interventions
- A reference to annual IEP goals that support the student's RIMP.

SECTION 6 MEASURABLE ANNUAL GOALS

6

MEASURABLE ANNUAL GOALS

NUMBER: _____ AREA: _____

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

MEASURABLE ANNUAL GOALS

SERVICES AND SUPPORTS ([RIMP Template](#) P.3)

THIS PLAN HAS BEEN CREATED FOR THIS STUDENT WITH THE GOAL OF IMPROVING:

- ☐ **Phonemic Awareness:** Noticing, thinking about and working with the smallest units of spoken language, which are called phonemes. For example, young children hear “dog” but not “duh”-”aw”-”guh”.
- ☐ **Phonics:** Knowing relationships between sounds (phonemes) and letters (graphemes). For example, when a child is taught the sounds for the letters t, p, a and c, they can start to build up words like: “tap”, “pat”, and “cat”.
- ☐ **Vocabulary:** Understanding the meaning of words we speak, hear, read, and write.
- ☐ **Reading Fluency:** Reading connected text accurately, fluently, and for meaning
- ☐ **Reading Comprehension:** Gaining meaning from text

SUMMARY OF SECTION 6: MEASURABLE ANNUAL GOALS

- Include reference to the student's present levels of performance in the areas of reading deficiency addressed in the student's RIMP and compared to grade-level standards.
- Include measurable annual goals that have been developed to address the identified reading deficiency.
- Include in the goal the diagnostic measure that will be utilized to note progress and achievement of goal. **Goals should be specific, measurable, achievable, and time bound**

SECTION 7 SDI

7

DESCRIPTION(S) OF SPECIALLY DESIGNED SERVICES

TYPE OF SERVICE		GOAL ADDRESSED	PROVIDER TITLE	LOCATION OF SERVICE
SPECIALLY DESIGNED INSTRUCTION				
BEGIN:	END:	AMOUNT OF TIME:		FREQUENCY:

DESCRIPTION OF SUPPLEMENTAL OR REMEDIAL READING SERVICES AND SUPPORTS

- The RIMP will align with the science of reading (defined in Ohio law: [3313.6082\(A\)\(1\)](#)). (p.4)

- Instructional Supports (RIMP Intervention Codes):

The following RIMP Intervention Program Codes, as reported in the Education Management Information System (EMIS), best describe the instructional supports the student will receive under the plan:

Type of Instructional Support

(RIMP Intervention Code) **Number of days per week**

Number of minutes per day

SECTION 7: SPECIALLY DESIGNED INSTRUCTION

Means **adapting, as appropriate** to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—

- **Content:** what is taught to allow the student to access general education programming
- **Methodology:** how the instruction is delivered or the practices and approach the teacher uses to teach
- **Delivery of instruction:** by whom, where, and when the instruction will be delivered

IEP AND RIMP RELATIONSHIP... THE QUESTION OF TIME

- ***If a student's IEP is addressing the same skills outlined in their RIMP, can the specially designed instruction minutes from the IEP be counted toward fulfilling the RIMP time requirements?***
- This is a great question and as we know in special education with instruction being individualized, there is not a one size fits all answer.

SUMMARY SECTION 7: DESCRIPTION(S) OF SPECIALLY DESIGNED SERVICES

- Include specially designed instruction, related services, accommodations, assistive technology, and/or other section 7 areas of service needed to address the identified reading deficiency.
- Remember SDI means **adapting, as appropriate** to the needs of an eligible child under this part, the content, methodology, or delivery of instruction
- Collect data to monitor the rate of progress

PLAN FOR MONITORING STUDENT PROGRESS: (P.6)

- To outline a specific intervention and plan for progress monitoring related to the five components of reading, please see [RIMP Template Appendix](#)

SECTION 10 GENERAL FACTORS

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GENERAL FACTORS

HAS THE IEP TEAM CONSIDERED:

- | | | | |
|---|------------------------------|-----------------------------|-----------------------------|
| The strengths of the child? | YES <input type="checkbox"/> | NO <input type="checkbox"/> | |
| The concerns of the parents for the education of the child? | YES <input type="checkbox"/> | NO <input type="checkbox"/> | |
| The results of the initial or most recent evaluation of the child? | YES <input type="checkbox"/> | NO <input type="checkbox"/> | |
| As appropriate, the results of performance on any state or district-wide assessments? | YES <input type="checkbox"/> | NO <input type="checkbox"/> | |
| The academic, developmental and functional needs of the child? | YES <input type="checkbox"/> | NO <input type="checkbox"/> | |
| Regarding the Third Grade Reading Guarantee, is the child on-track for reading? | YES <input type="checkbox"/> | NO <input type="checkbox"/> | NA <input type="checkbox"/> |

SECTION 12 STATEWIDE AND DISTRICT WIDE TESTING

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STATEWIDE AND DISTRICT WIDE TESTING

Is the child participating in the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)?

YES ☐ NO ☐

Click below for guidance in considering AASCD:

SECTION 13 EXEMPTIONS

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EXEMPTIONS

Third Grade Reading Guarantee (See [The Ohio Third Grade Reading Guarantee Guidance Manual](#) for details)

Applicable ☐ NA ☐

Does the child have a significant cognitive disability?

YES ☐ NO ☐

If yes, the child is not required to take the reading diagnostic assessment and is, therefore, removed from all the provisions of the Third Grade Reading Guarantee (including retention).

CLOSING, TODAY...

- We were asked to think what is needed in addition to access. We learned about the importance of instruction.
- We identified how a RIMP is an additional plan required for ALL students who are not on-track for reading; **students with disabilities are general education students first.**
- We learned how a RIMP and an IEP may compliment each other.

QUESTIONS, IDEAS OR FURTHER DISCUSSION ?

- Contact Karen Jeffries in the Office for Exceptional Children
 - Karen.Jeffries@education.ohio.gov

THANK YOU

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