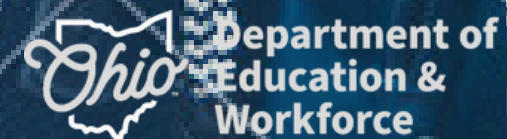




OCALECON GENERAL MEETING

Welcome Parent Mentors &
District Representatives!

Wednesday, November 20, 2024



- **2025 Parent Mentor Spring Conference**
 - Dr. Gabrielle Johnson
- **Ohio Department of Education & Workforce Project Updates**
 - Lyndsay Havey
 - Brittany Williams
- **Third Grade Reading Guarantee and Dyslexia Support Laws**
 - Vicki Jacobs
 - Karen Jeffries
 - Yvonne Wooten

2025 PARENT MENTOR SPRING CONFERENCE



- Required for all Parent Mentors and District Reps
- District Reps must send replacement if unable to attend
- Free registration December through January
- Thursday evening social gathering
- Conference full day, Friday April 4th

24-25 PARENT MENTOR PROJECT UPDATES

November 20, 2024

Presented by:

Lyndsay Havey, Education Program Specialist

Brittany Williams, Education Program Specialist



CURRENT PARENT MENTOR PROJECT STATUS

Current Support in Ohio	Data Highlights from 23-24
<ul style="list-style-type: none">•82 grants given out by the Department• 99 Parent Mentors (8 self-funded)• 62 grant funded districts• 28 grant funded educational service centers• 290 districts supported in Ohio	<ul style="list-style-type: none">•Attendance at 8640 meetings (IEP, ETR, family meeting, meetings with educators, etc.)•11,988 phone calls and emails with families•10,620 new families met/supported•Primary topics for support:<ul style="list-style-type: none">• Accommodations•Check-in/general consult with family•Change of placement<ul style="list-style-type: none">• ETR/Special Education Evaluation• IEP• Related Services• 504• Intervention Assistance/RTI

SCOPE OF WORK EXPECTATIONS



- Attendance at required events
- Data entry on Smartsheet
 - Looking for minimum of 20 entries per month
 - Spending too much time or getting overwhelmed? We have ideas!
- New communications from the Department

10 NEW GRANTS COMING SOON!



QUESTIONS? WE WOULD LOVE TO CONNECT.

- Program Consultants:

- Lyndsay.Havey@education.ohio.gov
- Brittany.Ford@education.ohio.gov

- Fiscal Consultant:

- Earl.Focht@education.ohio.gov





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**Department of
Education &
Workforce**

THIRD GRADE READING GUARANTEE AND DYSLEXIA SUPPORT LAWS

Ohio's Parent Mentor Project

VICKI JACOBS

Dyslexia Specialist, Office of Literacy Achievement

KAREN JEFFRIES

Literacy Specialist, Office for Exceptional Children

YVONNE WOOTEN

Third Grade Reading Guarantee, Office of Literacy
Achievement



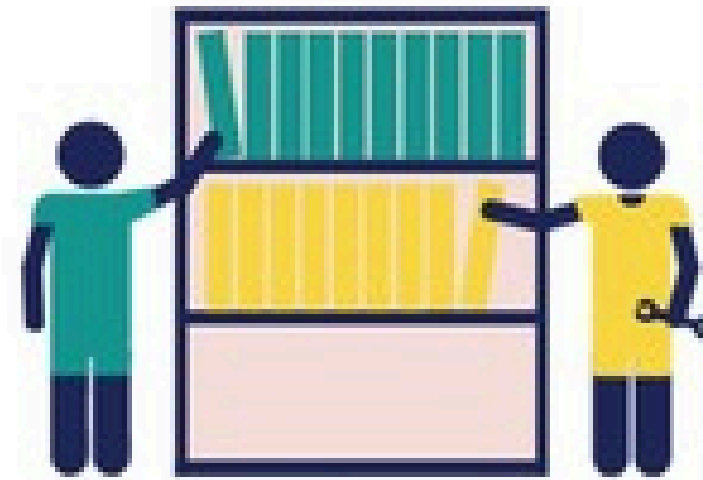
Build Equity. Join Justice.



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

STUDENTS WITH DISABILITIES

- Students with disabilities are general education students first.
- Students with disabilities should be included in universal reading diagnostics (screeners), informal diagnostic assessments, and instructional supports required under a Reading Improvement and Monitoring Plan.

THIRD GRADE READING GUARANTEE

ORC 3313.608 | THIRD-GRADE READING GUARANTEE

- Ohio's Third Grade Reading Guarantee is a program to identify students from kindergarten through grade 3 who are reading below grade level. Districts and schools provide the needed instructional support throughout a student's K-12 academic career until the student is reading at grade level.

K-3 READING DIAGNOSTIC

- Within the **first 20 days of instruction** for kindergarten students
- By **September 30th** for students in grades 1-3
- Students who score not on-track must have a Reading Improvement and Monitoring Plan developed within 60 days

READING IMPROVEMENT AND MONITORING PLAN

A Reading Improvement and Monitoring Plan (RIMP) 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.

INSTRUCTIONAL SUPPORTS



- All students, including students with disabilities, with a RIMP must receive Intervention under a functioning MTSS (Tier 1, Tier 2, Tier 3) which includes high-dosage tutoring opportunities (3 days a week or 50 hours over 36 weeks)

PROMOTION TO GRADE 4

- Beginning in the **2024-2025 school year and each year thereafter**, any student who scores proficient (**700** or higher) on the English language arts scaled score will be eligible for promotion to fourth grade at the end of the school year.
- The reading subscore alternative assessment score for Ohio's State Test for grade 3 English language arts is **50** for the 2024-2025 school year and beyond.

STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Determined after reviewing all available data and utilizing the Alternate Assessment Decision-Making Tool beginning in grade 3.



Student may be eligible for exemption from all provisions of the Third Grade Reading Guarantee including RIMP requirements.



EXEMPTIONS TO RETENTION

English Learners Exemption

IEP Exemption

Alternative Reading Assessment Exemption

Intensive Remediation Under an IEP and Previously Retained Exemption

Intensive Remediation and Previously Retained Exemption

Parent Request Exemption

IEP EXEMPTIONS

- A student whose IEP specifically exempts the student from retention under the Third Grade Reading Guarantee.
- A student whose IEP shows the student received intensive remediation in reading for two years and the student previously was retained in a grade kindergarten through grade 3.

PARENT REQUEST EXEMPTION

- This retention exemption applies to a student whose parent or guardian, in consultation with the student's reading teacher and principal, requests the student be promoted to grade 4 regardless of the student's score on Ohio's State Test for grade 3 English language arts.



RIMPs IN GRADE 4

Any student, including students with disabilities, promoted to grade 4 will require a RIMP if either of the following is true:

- The student had a RIMP in grade 3 and did not score proficient (700 or higher) on Ohio's State Test for grade 3 English language arts
- The student did not meet the promotion score on Ohio's State Test for grade 3 English language arts but the student's parent or guardian, in consultation with the student's reading teacher and principal, requested the student be promoted to grade 4.

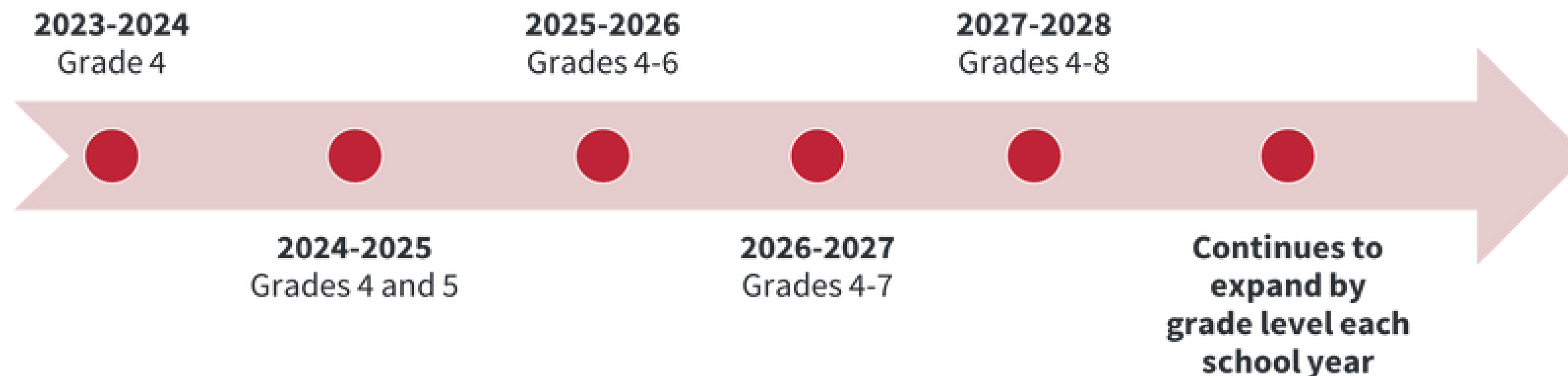
RIMPs IN GRADE 5



- Any student, including students with disabilities, that had a RIMP in grade 4 and scored below 700 on Ohio's state test for grade 4 English language arts must continue to have a RIMP developed and implemented in grade 5.

READING IMPROVEMENT AND MONITORING PLAN

Reading Improvement and Monitoring Plans (RIMP) must continue throughout the student's academic career through grade 12 until the student is reading proficiently for their current grade level (700 or higher on Ohio's State Test for English language arts).



DYSLEXIA SUPPORT LAWS

WHAT IS DYSLEXIA?

“Dyslexia” means a specific learning disorder that is neurological in origin and characterized by unexpected difficulties with accurate or fluent word recognition and poor spelling and decoding abilities not consistent with the person’s intelligence, motivation and sensory capabilities, which difficulties typically result from a deficit in the phonological component of language.



DYSLEXIA MYTHS VS. FACTS

MYTHS

- All people with dyslexia demonstrate the same problems with reading.
- People with dyslexia will NEVER learn to read.
- Dyslexia only effects people with severe learning disabilities.

FACTS

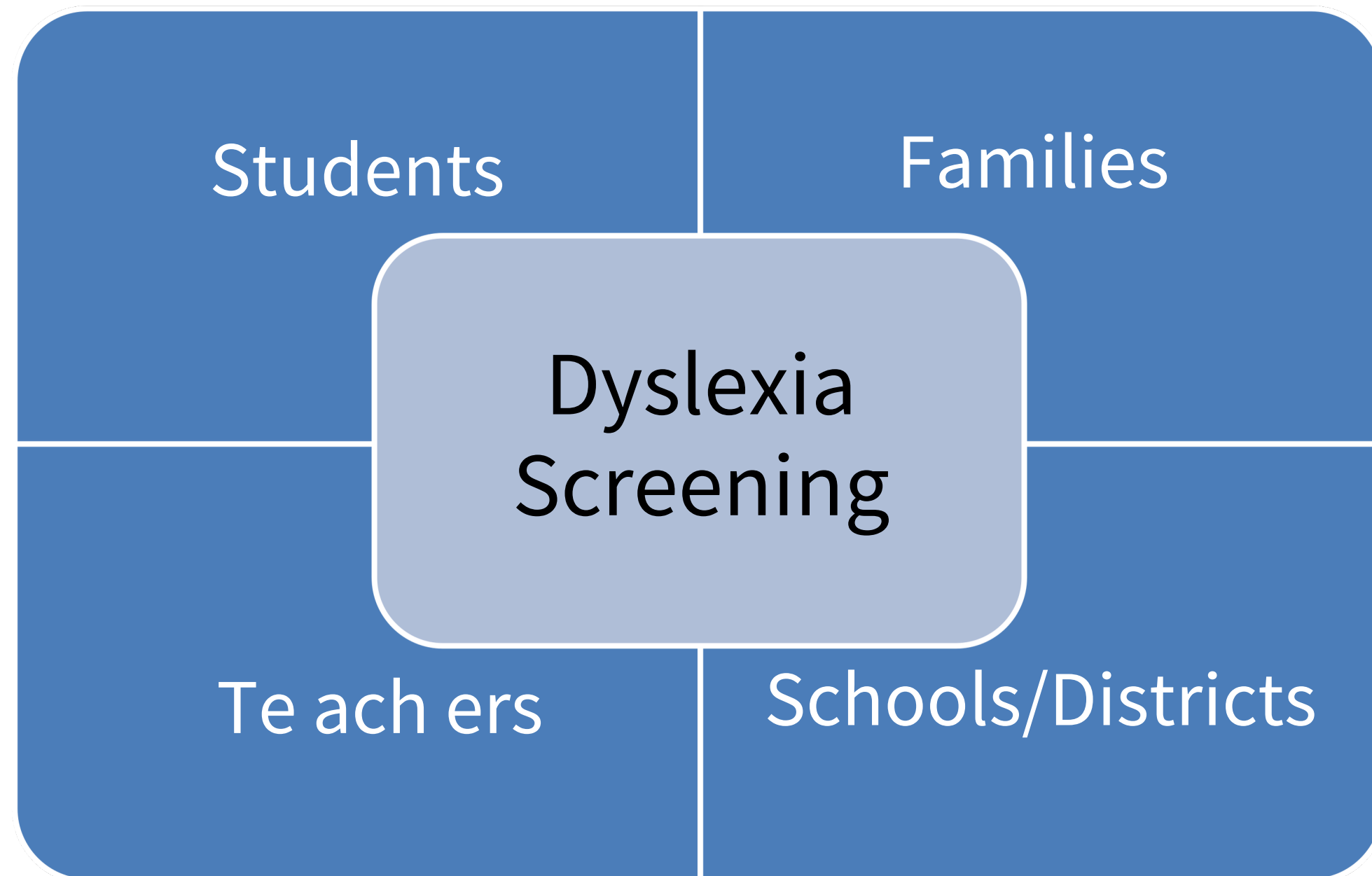
- Dyslexia exists on a continuum and people may exhibit dyslexia differently.
- Reading may require explicit and systematic intervention and support.
- Dyslexia impacts individuals with a range of cognitive skills, and with average to above average intelligence.

National Center on Improving [Literacy](https://www.improvingliteracy.org) (2020).
Understanding Dyslexia: Myth vs. Facts. Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education, Office of Special Education Programs, National Center on Improving Literacy. Retrieved from <https://www.improvingliteracy.org>.



SYSTEMS-LEVEL APPROACH

- Systems-level approach to support reading instruction for Ohio's students
- Support for educators
- Partner with families
- Early identification



DYSLEXIA SCREENING REQUIREMENTS

- **Dyslexia Screening**
 - Tier 1 Screeners- Universal Screeners
 - Kindergarten students (after the first day of January, but prior to the following January)
 - Grades 1-6 upon request
 - Tier 2 Screeners- Intervention-Based Diagnostic Assessments
 - Ongoing progress monitoring and interventions

APPROVED SCREENER LIST

- Districts and schools must use a universal (Tier 1) screener from [Ohio's approved list of screeners](#).
- There is no approved list of Tier 2 screeners
- [Literacy Assessment Selection Tool K-6](#)
- [Administering Literacy Assessments for Students with Low Incidence Disabilities and Complex Communication Needs](#)

Universal Screening (Tier 1 Dyslexia Screening)

- Brief (10 minutes or less)
- Standardized
- Technically adequate (reliable, valid, demonstrate accuracy for predicting reading achievement)
- Direct indicators of essential literacy skills
- Given by classroom teachers with the support of other educators
- Predictive of future reading outcomes through research-based skill levels and risk status
- Include alternate forms for ongoing progress monitoring

Intervention-Based Diagnostic Assessment (Tier 2 Dyslexia Screening)

- Given to all students who demonstrate a need or are at risk of dyslexia
- Linked to structured literacy instruction
- Standardized or informal, rather than teacher-created
- Norm-referenced, criterion-referenced or curriculum-based
- Selected to clarify instructional need and inform instructional placement by answering specific problem-analysis questions
- Individually administered
- Connected to specific foundational skills

INTERVENTION-BASED DIAGNOSTIC ASSESSMENTS



For each student who is not on-track (reading below grade level) on the K-3 reading diagnostic, the school must administer any necessary informal or formal diagnostic assessments to determine the instructional needs of the student.

COMMUNICATION WITH FAMILIES

If the reading diagnostic shows that a student is not on-track (reading below grade level), schools must communicate the following:

- Results of tier 1 screener for students identified as at risk
- Results of progress monitoring for students at risk who will be administered a tier 2 screener
- Results of tier 2 screener



PROGRESS MONITORING AND TIER 2 (INTERVENTION-BASED DIAGNOSTIC) SCREENING

- Students identified as at risk must be progress-monitored for up to 6 weeks and an intervention-based diagnostic (tier 2) screener must be administered to students who continue to exhibit risk for dyslexia.
- Note that in lieu of the progress-monitoring period, an intervention-based diagnostic (tier 2) screener can also be administered immediately to any student who received a universal tier 1 screener.

SAMPLE SCHOOL YEAR SCREENING TIMELINE



Sample School Year Timeline

When to Administer Dyslexia Screeners and Reading Diagnostics for Students in Grades K-6, 2024-2025

2024					2025					
Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Kindergarten Reading Diagnostic Not earlier than the first day of July of the school year and not later than the 20th day of instruction of that school year. Districts may use an approved dyslexia screener as their reading diagnostic. Used for Third Grade Reading Guarantee.					Kindergarten Tier 1 Dyslexia Screener Must be administered after January 1 of the school year the student is enrolled in kindergarten and prior to January 1 of the following school year. For Kindergarten transfer students, if they transfer after the district's screening window, they must be screened within 30 days.					
Grade 1-3 Reading Diagnostic For students in grades 1-3 by September 30. Districts may use an approved dyslexia screener as their reading diagnostic. Used for Third Grade Reading Guarantee.					Tier 2 Dyslexia Screener For students with signs of dyslexia on the Tier 1 screener, if they do not show progress toward reaching grade-level reading and writing skills after six weeks of progress monitoring, a Tier 2 Dyslexia Screener must be administered.					
Tier 1 Dyslexia Screener for Grades 1-6. Required if a teacher requests a screening (with family permission), or a family requests a screening. Sample teacher/family requests are available.										

For the most up to date information about Ohio's Dyslexia Laws, please consult Ohio Revised Code or visit the [Ohio Department of Education and Workforce's Dyslexia Supports website.](#)



RESOURCES TO SUPPORT UNDERSTANDING

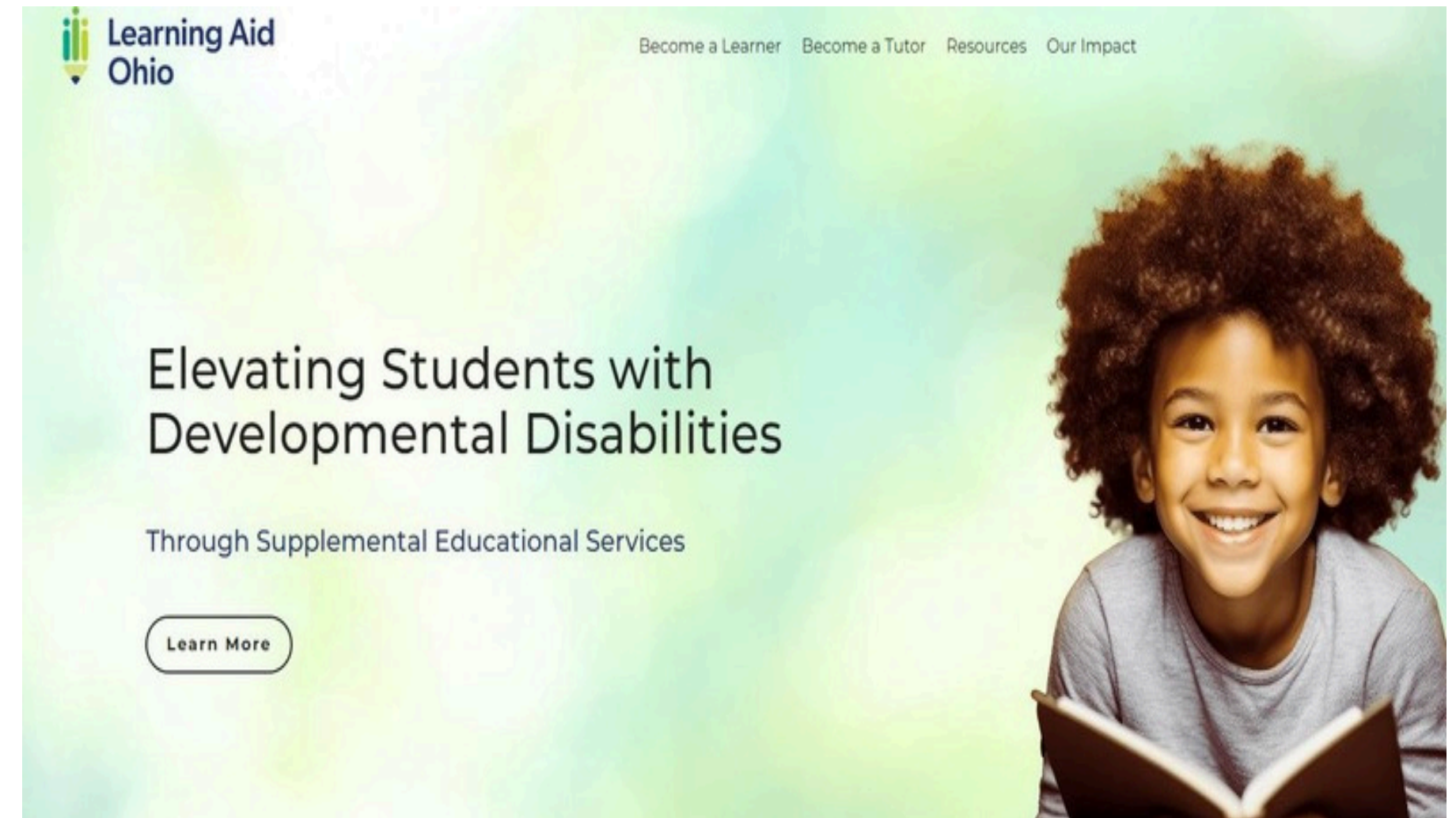
- [Ohio's Dyslexia Guidebook](#)
- [Dyslexia Supports](#)
- [Dyslexia Screening](#)
- [Ohio Statewide Family Engagement Center](#)
 - TGRG Parent Request Exemption
 - [Sample Letter](#)
 - [Talking Points](#)
- [IDA Dyslexia Fact Sheets for Families](#)



LEARNING AID OHIO

TUTORING OPTIONS/PARENTS AND FAMILIES

- Parents and families are often equipped to identify the best educational options for their children.
- [Learning Aid Ohio](#) provides students learning on IEP funding for in-person, supplemental learning support including tutoring.



QUESTIONS?

EDUCATION.OHIO.GOV



**Department of
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Please complete a brief feedback survey before you exit:

Thank you for joining us today!



go.osu.edu/pmliteracy

Share your experiences on social media!

#OhioParentMentors #ParentMentorsRock

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