2025-2026 EDUCATIONAL INFO PACKET FOR FAMILIES OF CHILDREN WITH DISABILITIES

- Parent Advisory Council Information
- Evaluation Roadmap
- Keep Students Healthy & In School
- Supporting Your Child in Developing Math Skills
- Secondary Transition Roadmap
- What is the Third Grade Reading Guarantee
- Parent Conference - October 16, 2025

Find the updated A Guide to Parents Right in Special Education here or on the Ohio Dept of Education and Workforce Website!

Amy Luttrell is a Family and Community Engagement Consultant at Region 14/Hopewell Center which is located in Highland County.

Amy is not an advocate, but is happy to speak with you about any questions or concerns that youmay have concerning the education of your child. Youmay contact Amy at the Region 14/Hopewell Center.

Call 937-393-1904, ext. 2142 or email: aluttrell@sst14.org.

Parent Advisory Council

Region 14/Hopewell Center's Parent Advisory Council consists of a minimum of 2 parents of children with special needs from each school district served by Region 14/Hopewell Center in Adams, Brown, Clinton, Fayette, and Highland Counties. The primary purpose of this council is to provide advice and recommendations to the Governing Board of Region 14/Hopewell Center. For more information about the Parent Advisory Council, please contact Amy Luttrell at aluttrell@sst14.org.

Adams County

Adams County/Ohio Valley Schools – Jessica Strunk & Shelby Shivener
Manchester Local Schools – 2 vacancies
Parent Mentor, Kirsten West, 937-544-5586 or kirsten.west@ovsd.us

Brown County

Eastern Brown Local Schools – Heather Linville and 1 vacancy
Fayetteville-Perry Local Schools – Kelly Green & 1 vacancy
Georgetown Exempted Village Schools – Brittany Womacks & 1 vacancy
Ripley-Union-Lewis-Huntington Local Schools – Sarah Applegate & Nicole Christian
Western Brown Local Schools – Mary Edwards & Ricquel Stinson

Clinton County

Blanchester Local Schools – 2 vacancies
Clinton-Massie Local Schools – Heida Hill & 1 vacancy
East Clinton Local Schools – Jodi Murarescu & 1 vacancy
Wilmington City Schools – Rachel Young & Carrie Nance

Fayette County

Miami Trace Local Schools – Nikki Williams & Amy Trainer
Washington C.H. City Schools – Diana Brand & 1 vacancy
Parent Mentor, Pam Thornburg, 740-505-6619 or pthornburg@mtpanthers.org

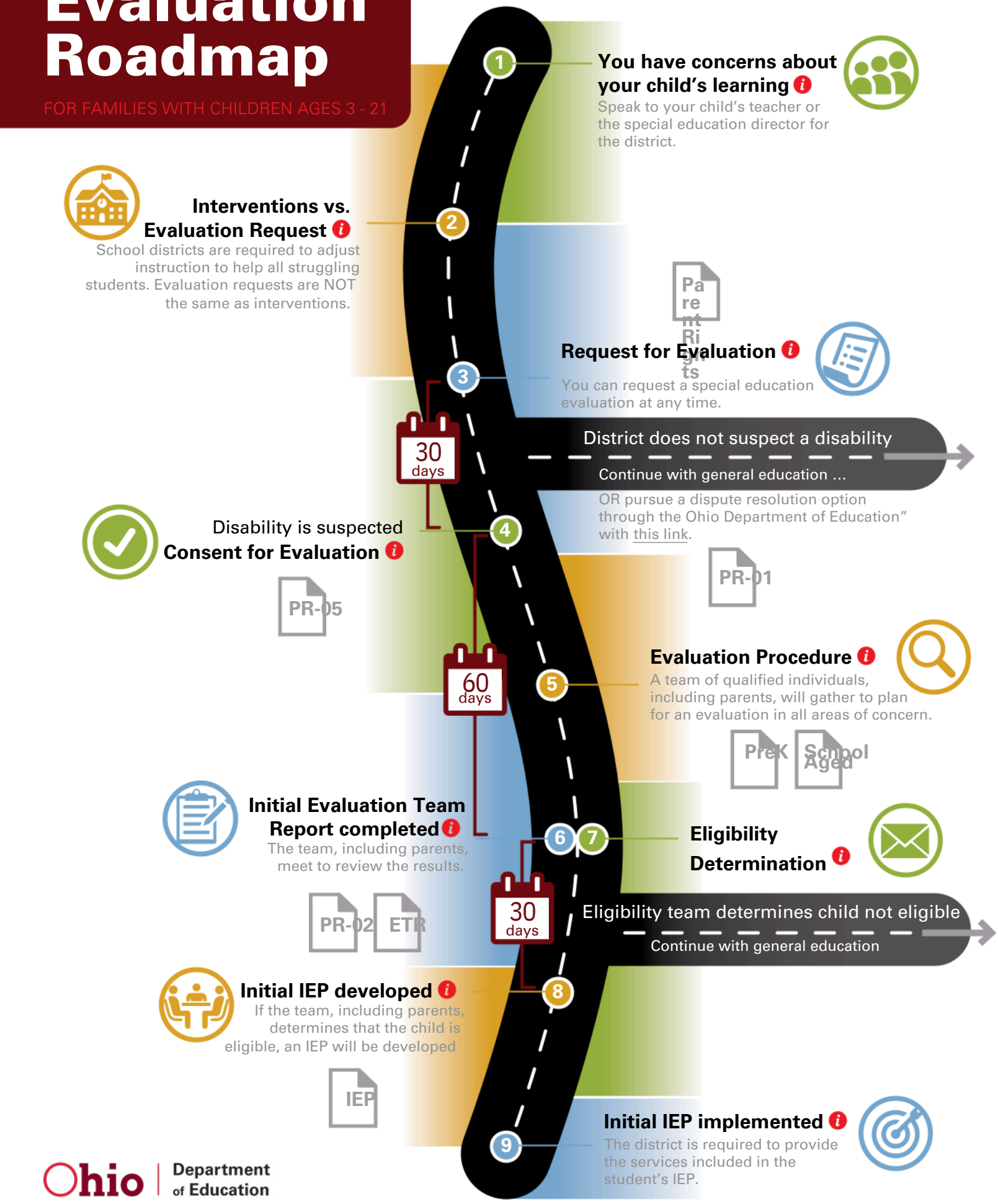
Highland County

Bright Local Schools – Tracey Barnett & Sarah Bell
Fairfield Local Schools – Jennifer Fraysier & Brittney Baldwin
Greenfield Exempted Village Schools – Jessica Clouser & 1 vacancy
Hillsboro City Schools – Brandan Holliday & 1 vacancy
Lynchburg-Clay Local Schools – John & Desiree Keyser & Jennifer Perkins
Parent Mentor, Linda Klump, 937-393-1904, ext. 2127 or lklump@soesc.org

Evaluation Roadmap

FOR FAMILIES WITH CHILDREN AGES 3 - 21

–Click on these icons throughout for additional information.



Ohio | Department of Education

Keep Students Healthy and in School!

Healthy students are more likely to attend school, are better able to focus and stay engaged, and are more likely to be ready to learn. Below are strategies that districts, schools and community partners can use to help keep students healthy and avoid unnecessary absences from school.

Nutrition, Sleep and Ex e rcise

- Involve students and families in guiding the schools/district's food policy.
- Offer flexible options and encourage families and students to participate in the school's free breakfast and lunch programs.
- Ensure that foods offered outside of school meal programs meet smart snacks criteria.
- Provide access to clean drinking water throughout the day.
- Incorporate physical education into the curriculum.
- Offer regularly scheduled recess.
- Ensure playground equipment is safe and age appropriate.
- Establish later school start times for middle and high school students so they can get the appropriate amount of sleep.

Hygiene

It takes a team approach to encourage these practices so work to ensure appropriate protocols and resources are in place to reduce the spread of germs and create a healthy and safe learning environment. Share messaging (posters, handouts, etc.) with school/district staff and families that reinforce the importance of:

- Hand washing, particularly before eating and after using the restroom.
- Dental hygiene and brushing teeth twice a day.
- Avoiding close contact with individuals who are sick.
- Not sharing cups, utensils, hair brushes or combs.
- Covering coughs and sneezes with a tissue, or coughing/sneezing into an elbow.

Safety

- Develop a plan to create a safe and supportive learning environment that helps prevent bullying and allows for inclusion and respect.
- Work with appropriate staff to develop a school or district crisis, emergency and disaster plan.
- Train staff to recognize students in need of mental health supports, and create protocols to connect students and families with appropriate resources.
- If students walk to school, help them find a safe route and encourage walking with a friend. Arrange for a walking school bus, and share this handout to help families create backup plans.

Attendance Works
Advancing Student Success By Reducing Chronic Absence
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KAISER PERMANENTE®
NASN
National Association of School Nurses

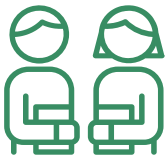
Keep Students Healthy and in School!

Wellness

- Share information about available community resources and remind families to visit their health care provider for:
  - A physical once a year.
  - All recommended immunizations, including flu and COVID-19.
  - Addressing chronic health issues such as asthma, diabetes, etc.
  - Dental checkups twice a year.
- Ensure that systems are in place to collect health information and data and share data as needed.
- Support the establishment of school or district health team that regularly assesses school health needs.
- Communicate with families about scheduling non-urgent medical appointments outside of school hours and to return to school if appointments are earlier in the day.
- Determine if families have health and dental insurance. If they don't, connect them with school nurse or social worker.
- Train appropriate school/district staff to work closely with students with disabilities, their families and health care providers to ensure they receive appropriate support and services.
- Work with the local health department to ensure that protocols are in place to address communicable diseases.
- Develop protocols for students with compromised immune systems or those at high risk for complications from common illnesses. These would enable the school or school nurse to create a plan with the family and the child's health-care provider to keep the student healthy and safe while attending school.
- Advocate for adequate nursing and behavioral health supports in every school.
- Invest in improving air quality in school.

Engagement

Students who feel safe and connected to school are more likely to attend every day. This starts with creating a welcoming environment for students and families.



- Support the development of after school activities which can impact a student's overall health and engagement in school.
- Increase supports for children who may be dealing with anxiety or other behavioral health issues.
- Using email, handouts, text or on district/school websites communicate clearly and regularly with families about health-related policies including about COVID-19.
- Support development of educational resources for students who need to stay home due to prolonged illness.
- Keep families informed about their child's attendance and academic progress.

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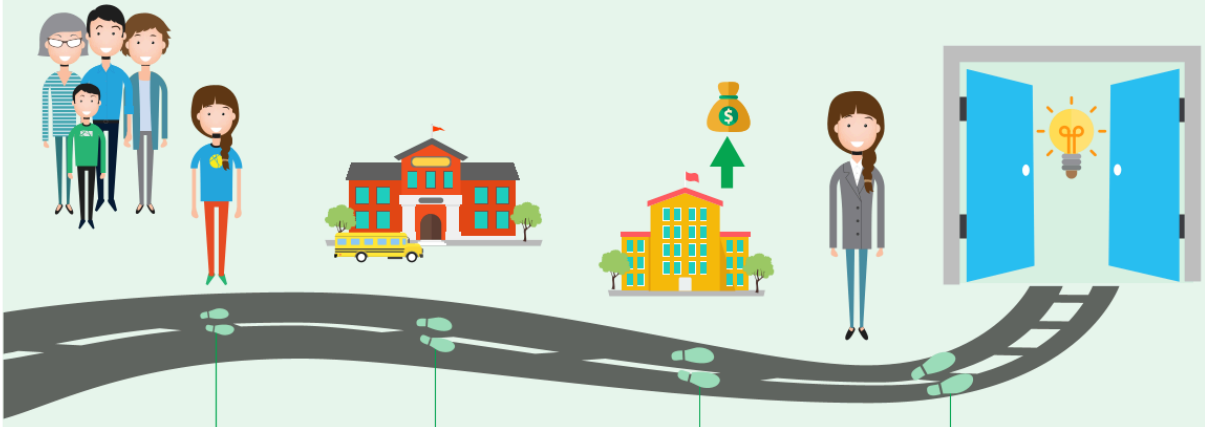
Supporting Your Child in Developing Math Skills For Future Success

Math success opens doors to college and careers.

The technical and professional jobs of the future demand more mathematical knowledge and problem solving skills.



Children who believe they can be successful in math are more willing to put in effort, even when they struggle, and this results in better performance.[i]

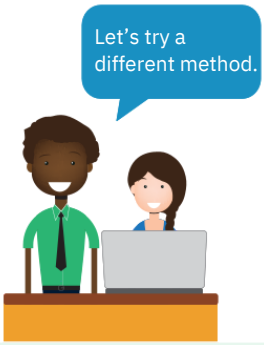
Success in elementary school math predicts future achievement in middle and high school math and other subjects.[ii, iii]

Students who complete higher-level math in high school earn higher incomes in the future.[iv]

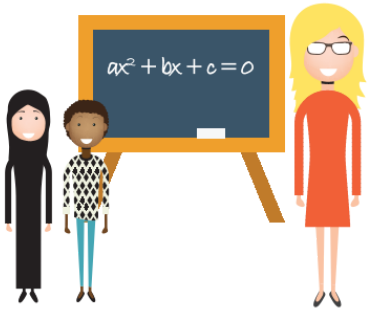
The number of STEM (science, technology, engineering, and mathematics) jobs is growing and half of all STEM jobs are available to workers without a four-year college degree. STEM jobs pay 10% more than other jobs available to these workers.[v]

Families can support children in developing math skills for the future by[iv]:

praising effort and modeling positive math attitudes.



encouraging children to seek help and try new strategies when they are stuck.



confronting stereotypes about who is good at math.

i Boaler, J. (2015). Mathematical mindsets: Unleashing students' potential through creative math, inspiring messages and innovative teaching. San Francisco, CA: John Wiley & Sons.

ii Claessens, A., & Engel, M. (2013). How important is early school success? *Teachers College Record, 115*(6), 1–29. http://eric.ed.gov/?id=EJ1020177

iii Siegler, R. S., Duncan, G. J., Davis-Kean, P. E., Duckworth, K., school mathematics achievement. *Psychological Science, 23*(7), Claessens, A., Engel, M., ... & Chen, M. (2012). Early predictors of high 691–697.

iv Achieve, Inc. (2006). Closing the expectations gap: An annual 50-stat progress report on the alignment of high school policies with the demands of college and work. Washington, DC: Author.

v Rothwell, J. (2013). The Hidden STEM Economy. Brookings Institution Washington, DC.

iv Epstein, J.L. (2001). School, family, and community partnerships (1st ed.). Boulder, CO: Westview Press.

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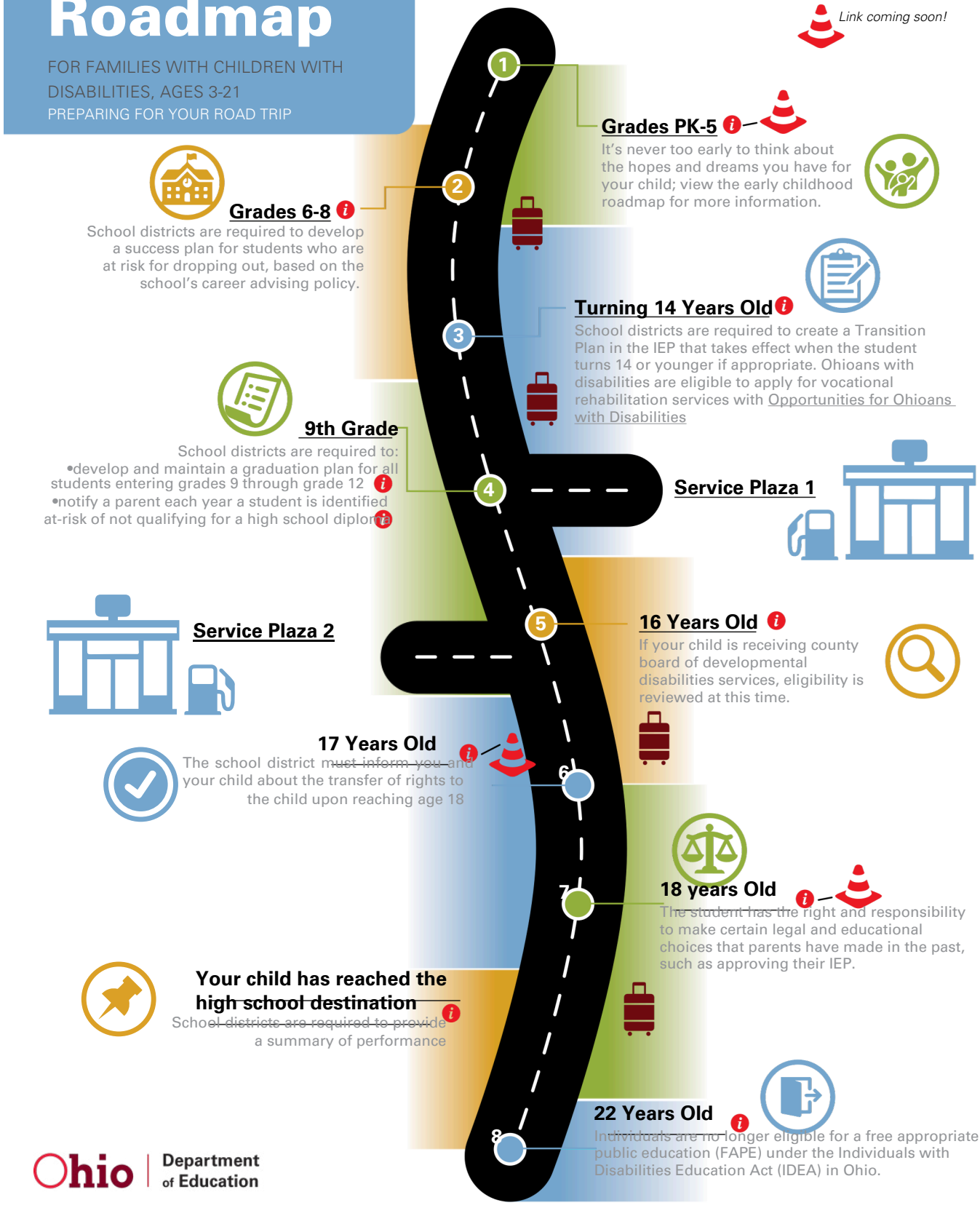
SECONDARY TRANSITION Roadmap

FOR FAMILIES WITH CHILDREN WITH DISABILITIES, AGES 3-21

PREPARING FOR YOUR ROAD TRIP

–Click on these icons throughout for applicable information you may need for your trip.

Link coming soon!



1

Grades PK-5

It's never too early to think about the hopes and dreams you have for your child; view the early childhood roadmap for more information.

2

Grades 6-8

School districts are required to develop a success plan for students who are at risk for dropping out, based on the school's career advising policy.

3

Turning 14 Years Old

School districts are required to create a Transition Plan in the IEP that takes effect when the student turns 14 or younger if appropriate. Ohioans with disabilities are eligible to apply for vocational rehabilitation services with Opportunities for Ohioans with Disabilities

4

9th Grade

School districts are required to:

- develop and maintain a graduation plan for all students entering grades 9 through grade 12
- notify a parent each year a student is identified at-risk of not qualifying for a high school diploma

Service Plaza 1

Service Plaza 2

5

16 Years Old

If your child is receiving county board of developmental disabilities services, eligibility is reviewed at this time.

6

17 Years Old

The school district must inform you and your child about the transfer of rights to the child upon reaching age 18

7

18 years Old

The student has the right and responsibility to make certain legal and educational choices that parents have made in the past, such as approving their IEP.

Your child has reached the high school destination

School districts are required to provide a summary of performance

8

22 Years Old

Individuals are no longer eligible for a free appropriate public education (FAPE) under the Individuals with Disabilities Education Act (IDEA) in Ohio.

Ohio | Department of Education

What is Ohio's Third Grade Reading Guarantee?

Ohio's Third Grade Reading Guarantee is a law that Ohio schools must follow starting in Kindergarten (See Ohio Revised Code 3313.608).

The law requires that schools:

1) **Test the reading skills** of all children in Kindergarten through third grade at the beginning of each school year.
2) **Tell families in writing if your child is not reading as expected for their grade-level** based on the test results. The law is specific about the details that schools must provide to families about the test results and the school's plan to teach the child to read at school.
3) **Give special instruction to the child, called intervention services.** The services should be specific to your child's learning needs if they scored below grade-level on the test. The intervention services must be based on the science of reading.
4) **Create a Reading Improvement and Monitoring Plan within 60 days** of the date your child was given the reading test at the beginning of the year. The child's classroom teacher and parent/guardian must be involved in the creation of this plan.

Why do we have this law in Ohio?

Children who are not reading at grade level have a hard time in school if they don't get extra help. They are four times more likely to drop out of high school.

What can I do to help my child catch up?

Parents can do a lot to help their child with reading every day!

- **Praise your child's reading often.** It is very exciting when a child makes reading progress. Share how proud you are of their growth.
- **Give your child time to practice the reading and writing skills they have already learned** in school. Ask your child's teachers for the exact skills to work on.
- **Listen to your child while they read.** Certain books, called decodables, are very good for practicing specific reading skills. Ask the teacher or a librarian for example books matched to what your child needs to practice.
- **If they make a mistake, ask them to read the word slowly again.** Have your child reread the sentence to be sure they understand the meaning.
- **It is okay to take a break from books if your child needs one. Try letter flashcards, other learning games and materials, or work on writing instead.** Learning can happen in many different ways.
- **Keep books and writing materials in all the places where your child spends time each day.**
- **Talk to your child's teacher monthly** or more often about how reading is going at home, and ask for details about how reading time is going at school.

Ohio Statewide Family Engagement Center at The Ohio State University

Ohio Department of Education & Workforce

Questions to ask the teacher

- **What data has the school collected** about my child's reading and writing this school year? Can I have a copy of the results? If the results are confusing, ask for more information to help you understand. **What curriculum and materials are being used**
- **with my child** for their reading and writing time? **What happens during reading and writing time at school?** Is my child able to pay attention and participate in the
- lessons? Do they seem to be making progress? If not, what else could the school do to better help my child learn? **If my child does not make any progress in the next month**, what are my other options within the school system to get my child more help?
-

Can my child go to fourth grade if they don't pass the Reading Test?

Yes. Schools might recommend that some students repeat part or all of their third grade year due to not meeting the grade-level score for reading in third grade. Students may still go to fourth grade based on the following exemptions in this law.

Exemptions from repeating third grade

1) **Parents can request that their child move on to fourth grade**, after talking with their child's teacher and school principal about their reading scores and options for receiving support for their reading. Parents are given the ultimate authority on this decision. Read more about this exemption on the Ohio Statewide Family Engagement Center's website.
2) **Students receiving English Language services** with less than three years of English Language support may go to fourth grade.
3) **Students receiving Special Education services** who have it written in their IEP that they are exempt.
4) **Students receiving Special Education services** who have already received intensive remediation in reading for two school years but still are not reading at their grade level.
5) **Students who received intensive remediation in reading for two school years and who have already repeated a grade level** in Kindergarten through Third Grade.
6) **Students who reach a passing score on an alternative test** approved by the state.

What supports are provided to students after third grade?

Even though it is called the third grade reading guarantee, schools must continue to provide supports for students not reading at grade-level all the way through 12th grade. Ask your child's school about the support they provide to your child until they are reading at grade level.

Questions?

Send an email to ThirdGradeGuarantee@education.ohio.gov.

FREE PARENT CONFERENCE

DINNER PROVIDED!

Region 14/Hopewell Center
5350 W. New Market Rd.
Hillsboro, OH 45133
10.16.2025 from 6-9pm

Session Topics Include:
Power of Positive Parenting
Transitions from Preschool to Adult

Register with Amy Luttrell
by October 10th!
aluttrell@sst14.org or 937-393-1904 ext. 2142
$25 Stipend provided to families of children with disabilities if registered by 10/10/25.

For questions about accessibility or to request accommodations, please contact Amy Luttrell. Two weeks advance notice will allow us time to provide seamless access.