



**Jon Peterson Scholarship
Policy Manual
2024 – 2025**

**Need 2 Read, LLC
need2read.net**

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About Need 2 Read, LLC

Need 2 Read, LLC provides private tutoring using the Wilson Reading System (WRS) 4th edition to help students who are struggling readers/dyslexic become independent readers. WRS is on the Ohio's list of Approved Evidence-Based Reading Intervention Programs.

Need 2 Read, LLC is owned and operated by Karen Sly, who has been a certified Wilson Dyslexia Therapist since 2021 and a certified Wilson Dyslexia Practitioner since 2017.

Karen Sly is a licensed K-12 Professional Intervention Specialist approved of by the Ohio State Board of Education since 2014. She has been employed in the field of Special Education in the public schools since 2011.

Need 2 Read, LLC is a private practice based out of Jefferson, OH. Clients can be serviced at public libraries such as Henderson Memorial Public Library at 54 E. Jefferson Street, Jefferson, Ohio or in Sly's home office located at 110 W. Jefferson St., Jefferson, OH 44047.

Program Description

Who

The Wilson Reading System can be utilized for students in grades 2 and up.

Students who are recommended for WRS instruction are not able to independently engage with complex grade-level reading and/or writing tasks because they are not yet fluent readers and/or writers.

Wilson Reading System supports students who have language based learning disabilities with the foundational and language skills that are necessary to access grade-level text.

WRS has proven to be a dependable program with proven results for students who have been identified as having difficulties with:

- Decoding (sometimes called Basic Reading Skills)**
- Reading Fluency**
- Reading Comprehension**
- Written Expression (Encoding/Spelling difficulties especially)**

What

The Wilson Reading System is a Tier 3 Structured Literacy Program based on phonological-coding research and Orton-Gillingham principles. Each lesson's content is adapted and individualized to the student and follows a very specific scope and sequence that builds upon critical foundational understandings. Direct instruction is multi-sensory in nature to enhance the orthographic mapping of words in a systematic way allowing students to master syllable patterns in the English language to become independent readers and writers.

This program is comprehensive and can follow students from grade to grade as needed.

Wilson Reading System supports college and career readiness standards. Since it is not grade specific, a one-to-one correlation with state standards by grade level is not straight forward.

Standards supported by WRS are:

Reading Standards: Foundational Skills

Reading Standards: Literature and Informational Text

Language and Speaking Standards

Writing Standards (grades 2-12)

College & Career Readiness Anchor Standards for Reading & Writing

Jon Peterson Scholarship Recipients

Students who have IEPs are eligible for Jon Peterson Scholarships. The specific goals pertaining to decoding, fluency, comprehension, or writing (pertaining to encoding) could then be serviced by Need 2 Read, LLC. (For further explanation, please see Appendix C: Need 2 Read's Educational Plan.)

Need 2 Read, LLC will collaborate with the student's Intervention Team to align the student's documented accommodations with their capabilities so that grade level text and writing is accessible while Need 2 Read, LLC would be working directly on improving the student's independent skills in decoding, reading fluency, reading comprehension, and encoding.

Need 2 Read, LLC can advise the student's home school district on appropriate goals as IEPs are annually reviewed.

Progress reports will be issued via Need 2 Read, LLC per grading period (normally quarterly) pertaining to the progress being made in the WRS along with Scope and Sequence grids and graphs.

As is the nature of IEPs, confidentiality is of utmost importance and clients' information and progress will not be shared with anyone outside of that child's intervention team.

State testing accommodations can be provided by Need 2 Read, LLC according to the student's IEP testing accommodations page (section 12).

Wilson Reading System Scope and Sequence

AT ALL LEVELS FLUENCY and COMPREHENSION are simultaneously addressed along with decoding and encoding words with the following complexities:

Level 1 – Simple Single Closed Syllables

Concepts learned: most common digraphs (wh, ch, sh, th, ck), buddy letters (qu), bonus letters (f, l, s, z), simple welds (am, an, all), most common suffixes and their functions (-s/-es)

Level 2 – Complicated Single Closed Syllables

Concepts learned: definition of closed syllable and closed syllable exception, -ng/nk welds, consonant blends (2 and three letters), digraph blends, some Latin base words and their meanings are introduced

Level 3 – Multisyllabic Closed Syllable Words

Concepts learned: syllable division rules, schwa, suffixes -ed/-ing, more Latin base words are introduced

Level 4 – Vowel-Consonant-E Syllable Pattern

Concepts learned : vowel consonant e and vowel consonant e exception syllable patterns, combining this type of syllable with previously learned syllables, common prefixes and their meanings

Level 5 – Open Syllable Pattern

Concepts learned: open and open exception syllable patterns, -ive suffix pattern, when e is added to words with second to last letter being s/v, Anglo-Saxon prefixes

Level 6 – Suffix Endings and Final Stable Syllable Pattern

Concepts learned: final stable and final stable exception syllable patterns, suffix -ed sounding like /d/t/, combining two suffixes, many new consonant and vowel suffixes added with their meanings

Level 7 – Sound Options and Contractions

Concepts learned: soft c/g, contractions, -tion ending, trigraphs, Greek combining forms

Level 8 – R Controlled Syllables

Concepts learned: R-controlled and R-controlled exception syllable patterns, new Latin bases

Level 9 – Vowel Diphthong/Vowel Digraph Syllables

Concepts learned: D and D exception syllable patterns, new Latin bases, new affixes

Level 10 – Adding Suffixes to Changing Base Words

Concepts learned: spelling rules and additional affixes taught

Level 11 – I, E, Y Vowel Work

Concepts learned: y spelling rules, eigh, igh patterns, ie/ei patterns, new Greek word elements introduced

Level 12 – Advanced Concepts

Concepts learned: split vowels, silent letters in uncommon digraphs, ch/que/k uses, new Greek combining forms, chameleon prefixes

Session Itinerary and Program Schedule



Need 2 Read, LLC does not discriminate on the basis of race, color, or national origin.

Need 2 Read, LLC

110 West Jefferson Street, Jefferson OH 44047

(440) 344-4426 | kslyneed2read@gmail.com

Session Itinerary

Each 90 minute individualized session is broken into 10 parts and focuses on three blocks of learning.

Block One focuses on Decoding and consists of Sound Drill (2 minutes), Concept Acquisition and Review, Irregular and Phonetic Word Reading, Mastery Assessment, and Reading Controlled Connected Text.

Block Two focuses on Encoding, otherwise known as spelling. Block Two consists of Sound Drill in Reverse, Spelling Practice of Irregular and Phonetic Words, Mastery Demonstration of Spelling, Marking, Letter/Sound Association, and Sentence Writing.

Block Three focuses on Reading Fluency and Reading Comprehension.

Sample Program Progression

The Wilson Language System is a Structured Literacy Program that has been proven to work for over 30 years. The Science of Reading recognizes Wilson as a program with intense, individualized instruction that works to improve decoding, reading fluency, spelling, and reading comprehension.

The program is built in a progression from most to least commonly used syllable types in the English language. Learners spend the first 3 books (out of 12) mastering the closed syllable. The remaining books teach the vowel-consonant-e, open, r-controlled, final stable, and vowel team syllable types.

Word Element instruction is woven throughout the program. This breaks down common Latin and Greek prefixes, bases, and suffixes that assist in comprehension of word meaning.

Books are divided into "substeps" and each learner progresses through the substeps at a pace that is comfortable without feeling overwhelmed. Each substep consists of a minimum of three lessons (introductory, accuracy, mastery) but some require many more depending on the amount of content to be covered and the client's independent accuracy rates.

Book 1 consists of six substeps. If just beginning with Wilson, students begin at substep 1.3 at most (1.1 and 1.2 help master consonant and vowel sounds if needed). Therefore, the quickest possible progression through Book 1 would require 12 lessons.

There is no doubt about it! The Wilson System takes time and dedication! However, if clients receive services on a regular schedule (minimum 2 lessons per week), skills

NEED 2 READ



Student Discipline/Termination

The Wilson Reading lesson plan is very regimented in the amount of time that can be spent on each of the ten lesson parts. There is much to accomplish in a small amount of time which creates a constant state of urgency and focus that typically persists throughout the lesson. Since interaction is one on one and the content is never being introduced in an overwhelming manner, students typically respond in a positive manner to instruction. Compliance and participation from the student through each part of the lesson is necessary for progress to be made.

If, however, compliance from the student is not evident on a continuous basis with multiple attempts from the instructor to the student across two consecutive lessons, Need 2 Read, LLC will document the non-compliance issues in writing and present to the student's guardian a letter informing them that services will be terminated if the student's behavior is not rectified in the next session. If there is a third consecutive problematic session, Need 2 Read, LLC will issue a Statement of Termination to the student's guardian that documents the continuing issues and terminates further service to the student.

Non-compliance includes but is not limited to defiance, continuous physical distancing from instruction, lack of response to questioning, and disrespectful language and/or gestures to the instructor.

Students will never be terminated from receiving services for differing progress rates since students' rate of growth is very individualized. If no progress is evident after a quarter grading period of regular weekly instruction, Need 2 Read, LLC may make a suggestion for a different type of instruction to be sought out for the student.

Withdrawal/Transfer

If students' guardian(s) notify Need 2 Read, LLC that they intend to withdrawal from services, an acknowledgement letter from Need 2 Read, LLC will be presented to the client/client's family and JPS. If the student will be transferring to receive instruction elsewhere, Need to Read, LLC will gladly forward the student's progress records to the new instructor if the student's guardians request this in some form of writing.



Need 2 Read, LLC www.need2read.net
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Need 2 Read, LLC does not discriminate on the basis of race, color, or national origin.

Service Agreement and Policies

Clients must agree to a minimum of two sessions per week. This is advised by Wilson in order for appropriate progress to be made. An initial session will establish the student’s baseline of knowledge/skills. Results from an evaluation will be reported to the guardian within 2 business days. Sessions following the initial session will include all 10 parts of a Wilson lesson plan including a decoding block, a spelling block, and a comprehension/fluency block of instruction. Conclusion sessions for the school year will not follow the typical lesson format either, but will again assess the student’s knowledge and skills to compare growth from the baseline. Results will be reported to the guardian in one week’s time.

Session days and times must be agreed upon by both tutor and client. Session meetings must be arranged at minimum by the previous Saturday of the scheduled meetings. Once client and tutor agree upon a time, an invoice will be sent to the client within 2 business days stating that payment will be due before or at the start of the session. If clients are utilizing scholarship monies to pay to the provider instead of getting reimbursement, a screen shot of the pending balance once the invoice has been submitted to the scholarship program along with monies available in the client's account must be shared with Need 2 Read, LLC prior to start of the tutoring session. Rescheduling or cancellations should be made 24 hours in advance at minimum. Changes made with less than 24 hours’ notice may result in \$20 fee to the guardian (not covered by JPS). No shows will result in a \$25 fee to the guardian (not covered by JPS). A second offense of no show may result in tutor termination of services. If payment (or screen shot as mentioned above for scholarships monies) is not presented at the start of the session, the session will not begin.

At this time, payments can be made by check or cash. Checks should be made out to Need 2 Read, LLC.

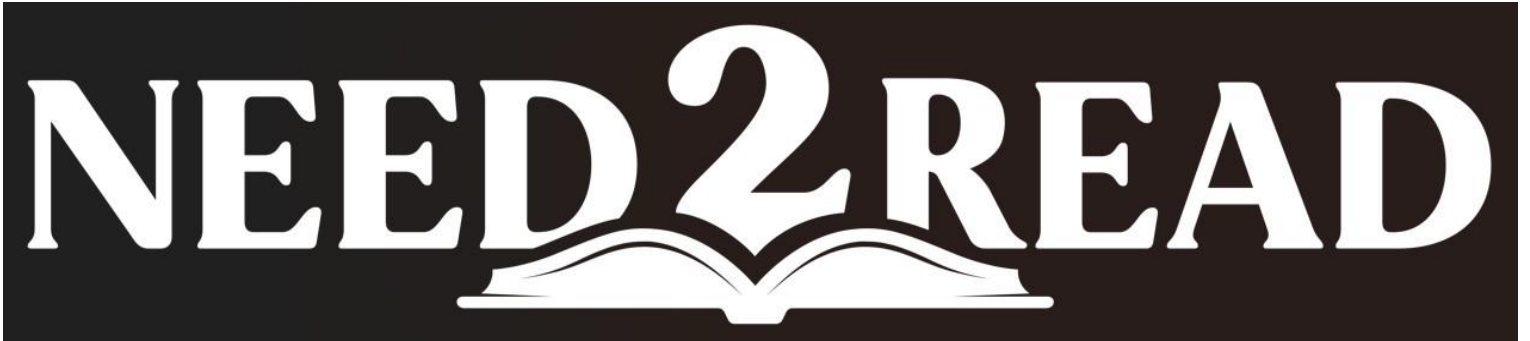
Refund Policy: If clients have paid in advance and need to cancel one or more sessions giving more than 24 hours’ notice, a full refund will be issued.

Client Name:

Parent / Guardian Signature if different:

Date:

Fee Schedule



Need 2 Read, LLC

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Price Sheet for Jon Peterson Scholarship Funds:

Each 90 minute One on One Instructional Session (minimum of 2 required weekly) = \$100.00

Appendix A:

Registration Form for JPS Applicants



Student Name :

Parent/Guardian name :

Student Age: Student Grade:

Select: Homeschool _____ Private School _____

Name of local home school district (if Homeschooled) or Private School :

Select Identified Areas of Specialized Instructional Need:

Basic Reading _____

Reading Fluency _____

Reading Comprehension _____

Written Expression (as it pertains to encoding) _____

Description of prior reading instruction:

Age difficulties were first identified:

Family History of Reading or Spelling difficulty? Select: Yes ___ No ___

Diagnosed with dyslexia/language-based learning disability? Select: Yes ___ No ___

If Yes, please summarize:

Phone :

Email :

Address:

Appendix B: Example Student Progress Chart



| | | | | | | | | | | | | |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 2.2M | | | | | | | | | | | | |
| 2.2B | | | | | | | | | | | | |
| 2.1E | | | | | | | | | | | | |
| 2.1M | | | | | | | | | | | | |
| 2.1B | | | | | | | | | | | | |
| 1.6E | | | | | | | | | | | | |
| 1.6M | | | | | | | | | | | | |
| 1.6B | | | | | | | | | | | | |
| 1.5E | | | | | | | | | | | | |
| 1.5M | | | | | | | | | | | | |
| 1.5B | | | | | | | | | | | | |
| 1.4E | | | | | | | | | | | | |
| 1.4M | | | | | | | | | | | | |
| 1.4B | | | | | | | | | | | | |
| 1.3E | | | | | | | | | | | | |
| 1.3M | | | | | | | | | | | | |
| 1.3B | | | | | | | | | | | | |
| | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |

B Beginning: Concepts Introduced

M Middle: Demonstrating Accuracy

E End: Mastery

Appendix C: Educational Plan



Need 2 Read, LLC

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2024-2025 Educational Plan

Eligibility

Students in grade two and higher (determined appropriate grade level to begin as deemed by Wilson Language Program) who have IEPs with one or more goals in the academic areas of Basic Reading, Reading Fluency, Reading Comprehension, or Written Expression as it pertains to encoding are likely to benefit from the type of explicit, direct instruction provided by Need 2 Read, LLC to gain increased independence in reading and writing.

Students eligible for the Jon Peterson Scholarship (in Kindergarten (age 5)-12th grade *and* are home schooled or attending a private school) are able to use scholarship monies to pay for specialized instruction/therapies provided by Need 2 Read, LLC. *Please note that Kindergarten and first graders are not advised to utilize Need 2 Read, LLC as these grade levels do not have research based evidence of WRS working effectively for these young ages.*

Evaluation

Students who do not currently possess an IEP but whose guardians feel this type of intervention is needed must contact their local school district and ask for an evaluation. A school psychologist can evaluate the child and write a report explaining the child's strengths, special needs and recommendations. If the data collected determines that the child is not able to demonstrate accurate achievement (for their age or state approved academic standards when provided with learning experiences and instruction appropriate for the child's age or state-approved grade-level standards) in the area(s) of Basic Reading Skills, Reading Fluency Skills, (with or without the area of Reading Comprehension identified), or Written Expression (as it pertains to encoding), then an Individual Education Plan (IEP) will be written by the school district to address the child's needs.

Communication

Need 2 Read, LLC is a provider of dyslexia therapy services to students in grades 2 and up. To provide the best level of care, a communication plan between the providers is created. Once a student is enrolled, the Wilson Dyslexia Therapist working with that student will maintain correspondence with the school/teacher/IEP team regarding the plan of care. This will include the frequency of sessions, goals and objectives, and strategies that are being addressed. The team will

remain in contact throughout the school year. Communication will occur through a secure documentation system to let other team members know what goals and objectives are being worked on and what techniques/strategies are being used.

Private School vs. Home School

Client files will distinguish the difference in service delivery models. Home school families will be asked to participate in a portion of the initial sessions so that they can talk with the Dyslexia Therapist about goals, objectives, progress, and therapy approaches. For those students attending a private school, this information will be provided through documentation and/or regular monthly meetings.

Service Delivery Method of Instruction

Interventions will be provided by a licensed K-12 Intervention Specialist who is also a Certified Wilson Dyslexia Therapist; the sole member of Need 2 Read, LLC. While state standards and future planning is taken into consideration for each student, sessions are conducted following the researched based 10-part Wilson Language System lesson plan through its 12 step scope and sequence with advancement upon demonstration of mastery by the student. This program addresses Basic Reading Skills, Reading Fluency, Reading Comprehension, and Expression as it pertains to encoding. **While IEPs may identify one or more of these skills, the fidelity of the Wilson lesson plan will not be disrupted to teach only the portions of the lesson that apply to that skill.** The Wilson Reading System has been proven to work when it is implemented with fidelity in its entirety; decoding and encoding should be taught simultaneously. Lessons utilize multi-sensory methods and constant conversation between the instructor and the student to check for understanding. Skills are taught and reviewed on a consistent basis as the program builds upon the most basic skills necessary for successful orthographic mapping to occur which are needed for successful independent reading and spelling capabilities.

Sessions are conducted in a one-to-one setting using a variety of multi-sensory strategies and materials. Direct explicit instruction occurs throughout each lesson with constant interaction between the instructor and student to assess understanding. Prompting, modeling, guided practice, repetition, questioning, and positive feedback are always utilized. Formative and summative assessments track student progress through every portion of the lesson.

Accommodations listed on the IEP will be used during sessions as necessary. Instruction will be implemented for a minimum of two 90 minute sessions per week (excepting holidays, vacations, sick days, etc.)

Progress Monitoring:

Record keeping will include individualized observational notes made on individualized lesson plans. Daily word reading and spelling accounts are collected to monitor progress. At the end of each “Step” (book/level) in Wilson, an End-of-Step Assessment is completed to assure mastery is met before progression occurs.

Need 2 Read, LLC will provide progress reports within the scholarship program to the resident district, about the students' progress related to goals and services on the Individual Education Plan (IEP). This occurs at the end of the school's grading periods (typically mid October, end of December, mid March, and end of May). The district will use those reports to update the student's IEP. There are also Scope and Sequence grids and graphs that Need 2 Read, LLC provides to both the district and the family in conjunction with progress reports.

Evaluation:

After utilizing the plan for a predetermined period of time (usually 1 year), the school district, therapist, and the parents/guardians will assess which objectives and goals have been met or are still needing time to reach. The team will determine what changes and new goals/targets need to be made to the Individualized Education Plan. Need 2 Read, LLC will provide recommendations to the school district relating to next steps in the sequence of learning for the student. If the student has met their goals, then new ones will be written. Typically, unless a new three-year re-evaluation completed by a School Psychologist and reviewed and approved by the intervention team determines that the student no longer demonstrates need for intervention in reading and writing, Need 2 Read, LLC will continue to make recommendations for continuous instruction until the last level (Book 12) of the Wilson Reading System is mastered by the student.

Testing

Need 2 Read, LLC acknowledges the responsibility to administer required testing for JPSN renewal under the Ohio Administrative Code 3301-101-09 (D)(4): A staff with a valid Ohio Department of Education issued certificate/license/permit and appropriate ODE training shall administer tests or alternative assessments to students receiving the Jon Peterson Scholarship and are enrolled in grade levels for which tests are regularly administered (i.e., The Every Student Succeeds Act or ESSA, requires students to take state tests in reading and math every year in third through eighth grade and once in high school.) Results of such tests shall be reported to the Ohio Department of Education following ODE procedures. The JPAN affidavit signed by the provider states, "The Private Provider applicant will administer tests, as required by the Ohio Revised Code section 3313.976 (A)(11), to students receiving scholarships and enrolled in grade levels for which tests are regularly administered pursuant to sections 1101.0720 and 3301.0712 of the Ohio Revised Code, and that the results of such tests shall be reported to the department pursuant to procedures established by the department."

Need 2 Read, LLC acknowledges the responsibility to administer required testing for JPSN renewal and Karen Sly, sole member of Need 2 Read, LLC has a valid Ohio Department of Education license and has had appropriate ODE training to administer tests that are regularly administered in grades 3-high school for Jon Peterson Scholarship students. Results of tests shall be reported to the Ohio Department of Education following ODE procedures.

Need 2 Read, LLC - KS 11/01/24

