

STUDENT SERVICES

Reading Evaluations

The purpose of the evaluation is to determine a student's specific reading gaps in foundational skills such as phonics, phonemic awareness, spelling, fluency, comprehension, and/ or processing speed. The evaluation includes a full phonics inventory (auditory and visual), a Phonological Awareness Screening Test (PAST), Acadience Reading Assessment, a high-frequency word test of reading and spelling, and if needed, a Rapid Automatized Naming (RAN).



Ascend Academics LLC

Kristin Vito of Ascend Academics, LLC provides reading and spelling intervention virtually and in person. She has a Bachelor of Science in Elementary Education from Vanderbilt University and a Master of Education in Reading from Regis University. Additionally, she is a certified Dyslexia/Structured Literacy Specialist, Associate Educational Therapist, and Wyoming teacher with a reading endorsement.

Tutoring Services

Once the reading evaluation is complete and the results have been discussed with the parents, data will be used to determine if literacy intervention services would benefit the student. During tutoring, students are progress monitored to determine growth and to inform instructional decision-making.



BLOOM
LITERACY
SOLUTIONS

Kari Roden of Bloom Literacy Solutions is led by Kari Roden, who brings 20 years of experience in Wyoming as an elementary teacher, reading interventionist, and mentor. She has a Master's in Literacy and is a Wilson Dyslexia Therapist and CERI Certified Structured Literacy/Dyslexia Specialist. Bloom Literacy provides dyslexia evaluation using the Test of Dyslexia (TOD). Bloom Literacy believes in nurturing all Wyoming children, regardless of their family's income, helping them blossom into proficient readers. Literacy is a right, not a privilege.



Megan Hesser of Hesser Literacy Partners, LLC provides reading evaluations and tutoring services. She unexpectedly entered literacy and the science of reading after witnessing the struggles her bright son was facing in learning to read. She received a Master's degree in Reading Science from Mount St. Joseph University and a Structured Literacy Classroom Teacher certification from the Center for Effective Reading Instruction.



Paul's Mountain Non-Profit Organization

P.O. Box 2113

Cheyenne, WY 82003

www.PaulsMountainNonProfit.Org



MISSION: PROVIDE STRUCTURED LITERACY PROFESSIONAL DEVELOPMENT, READING EVALUATIONS AND TUTORING SERVICES TO STUDENTS



When Paul started receiving Orton-Gillingham tutoring in fifth grade, he didn't even know all his short vowels; for years, any struggle he showed was blamed on his ADHD. Paul had memorized so many words that he looked like an ok reader. However, his spelling and writing were suffering, which shouldn't have been the case; Paul was missed in a class of 9. When the school finally evaluated him for the IEP, he was in the 3rd percentile in reading for his age; only 2% of 11-year-olds did worse. However, Paul was not a minority who struggles with reading, in fact, a majority of Wyoming students struggle with reading. Only 48.75% of third-grade students are at a third-grade reading level at the end of third grade. In fourth grade, students are no longer taught how to read; instead, they read to learn.

VISIT OUR WEBSITE

PaulsMountainNonProfit.org

To know Paul was to love him. He was a son, a big brother, a cousin, a class clown, an amazing athlete, and a best friend. Paul's death was preventable in many ways. If your child struggles with reading and you would like to receive a reading evaluation and possibly tutoring, please reach out. Illiteracy is killing our children, and we want to help. January 9, 2023 was the day Paul was going to start receiving Orton-Gillingham instruction at school, instead he never made it to that class or home.



In Loving Memory of

PAUL K. PINE
February 17, 2011 - January 12, 2023

Paul's Mountain was founded in loving memory of Paul Kenneth Pine. Paul struggled with reading, writing, spelling, and comprehension. He repeated kindergarten, received interventions at school, was diagnosed and treated for Attention Deficit Hyperactivity Disorder ("ADHD") in second grade, was placed on a 504 plan at the end of his fourth-grade year, and was not tested for an Individualized Education Plan ("IEP") until his parents requested one after his in-patient stay at a behavior health clinic for suicidal ideations. Paul began having mental health difficulties in second grade. This was during the Spring of 2020 when he was 9 years old. Paul's parents sought help from their pediatrician, who then assessed Paul for ADHD using the Vanderbilt Method and referred Paul to counseling. Paul received one-on-one counseling, he was evaluated for oppositional defiant disorder, and he learned how to manage his executive function. Never during this process was it asked, does this child struggle with reading? If it had been asked, Paul's parents would have responded, "Absolutely." Fast forward three years, and Paul has completed and PASSED third grade and fourth grade. However, at the end of his fourth-grade year, he was placed on a 504 plan, which was explained as labeling him with a disability in order to provide him with accommodations to help manage his ADHD. It was not until October of Paul's fifth-grade year that the Pine family learned he was at a first-grade reading level; this was after the retention of kindergarten and interventions. Paul's parents requested he be evaluated for an Individualized Education Plan "IEP." This meeting just happened to be scheduled the day after Paul was discharged from a six-day inpatient behavior health hospitalization for suicidal ideations. This intervention meeting was scheduled for October in September after Paul had "scored low" on his reading and social/emotional testing. Paul's parents did not realize the dire consequences of failing to teach a child to read until they were living a parent's worst nightmare. They watched and did everything they could to help Paul's lack of confidence and diminished self-esteem. It is torture for a child who is left behind by their peers, classmates, cousins, and younger siblings. After Paul was discharged from inpatient care, he was seeing a psychologist at least every other week, counseling every week, and Orton Gillingham tutoring.