



# WELLINGTON

## EXEMPTED VILLAGE SCHOOL DISTRICT

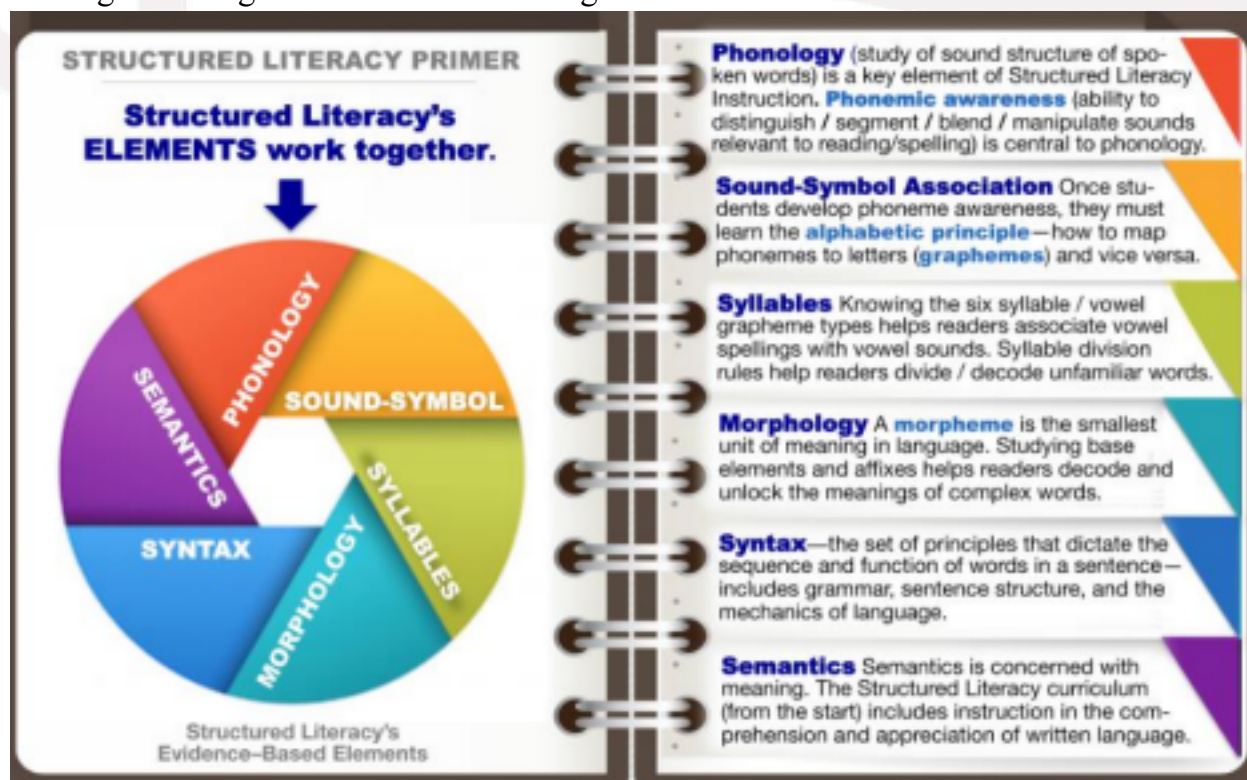
305 Union Street, Wellington, OH 44090 • 440-647-4286 • [wellingtonvillageschools.org](http://wellingtonvillageschools.org)

Dear Parent/Guardian,

Wellington Schools use a systemic, explicit, cumulate, and diagnostic instructional approach to teaching reading. This Structured Literacy curriculum supports all students' needs, including those needing additional Language Arts support.

As referenced in Ohio's Dyslexia Guidebook and the International Dyslexia Association, Structured Literacy is an instructional approach that describes the type of explicit and systematic reading instruction supported by research. Structured Literacy doesn't refer to a single instructional method or program. Several effective instructional and intervention programs are available for implementing a structured literacy approach.

Wellington's Programs share the following elements:



(Image from International Dyslexia Association)

**Westwood Elementary School**  
305 Union Street, Wellington, OH  
440-647-3636

**McCormick Middle School**  
627 North Main Street, Wellington, OH  
440-647-2342

**Wellington High School**  
629 North Main Street, Wellington, OH  
440-647-3734

### Administration

**Dr. Andrew Peltz**  
Superintendent

**Pete Bailey**  
Treasurer

**Ayers Ratliff**  
President

**Phillip Mohrman**  
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**Jennifer Kazmierczak**  
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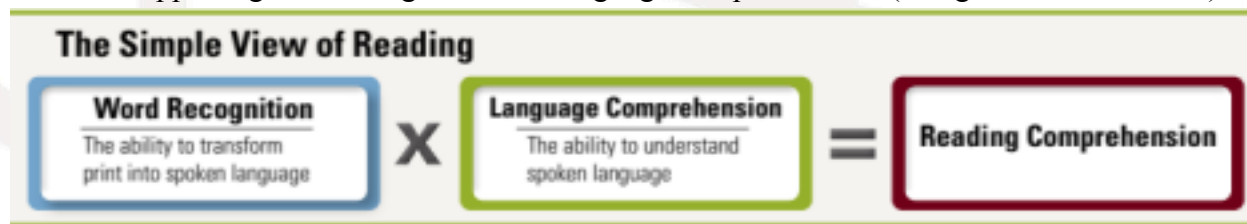
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Wellington Exempted Village Schools implement the following curriculum and instructional strategies that support Structured Literacy:

- Open Court (McGraw Hill)
- Heggerty
- HMH- Into Literature
- Voyager Sopris Learning - Passport
- Language Essentials for Teaching of Reading and Spelling (LETRS)
- Florida Center for Reading Research
- Explicit Instruction (Anita Archer)

The Simple View of Reading is an instructional approach that explicitly teaches language structure supporting word recognition and language comprehension. (Gough & Tunmer 1986).



Early identification of students with reading difficulties aims to provide early intervention and prevent or minimize long-term educational impact. As stated in Ohio's Dyslexia Guidebook, students who present as "at-risk" do not necessarily have dyslexia. However, intervention is necessary to support academic growth.

Additional Information can be found in Ohio's Dyslexia Guidebook and International Dyslexia Association.

We are always here to answer any questions that you may have.

Sincerely,

Dr. Janet Kubasak  
Director of Curriculum and Special Projects

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