

Hanover SEPAC

Literacy Working

Group

Final Report

June 9, 2021



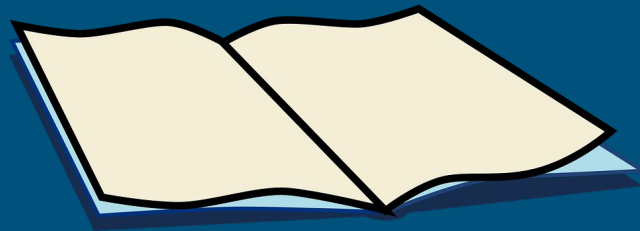
Literacy Working Group Process

- SEPAC voted to establish the Literacy Working Group in spring 2019
- Steering Committee formed by parent volunteers
- Family engagement & District collaboration
 - Initial Parents' evening- October 2019 (approximately 15 families were represented)
 - Ongoing meetings with administration
 - Literacy Night with the Administration- January 2020 (approximately 30 families were represented)
 - Covid pause
 - Read 2700 Night- February 2021 (approximately 75 families were represented)

DESE Initiatives

— Positively Impacting Our Work

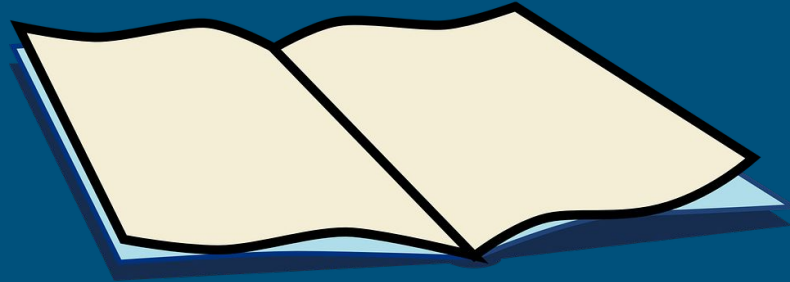
1. Mass Literacy Initiative
2. Dyslexia Guidelines



District Initiatives Positively Impacting Our Work

1. The number of reading specialists in the district has increased.
2. The number of staff trained or certified in various MSR reading programs has increased.
3. Special Education staff has received training through The Landmark School
4. Foundations is being used K-3, Heggerty is being used K-2.
5. Hanover is working to eliminate instruction not based in the Science of Reading.
6. Hanover screened all students K-5 for risk of Dyslexia.
7. “Dyslexia” is written into IEPs when appropriate.
8. IEP Teams rely on evaluation data to recommend a student has “graduated” from MSR services.
9. A review of literature used at Hanover Middle School is underway.
10. Hanover administers the i-Ready assessment and these results are shared with families.

Recommendations



IEP Development

Some areas of the IEP are not explicitly written (ie. programs, progress monitoring tools and time lines for these tools).

Recommendation:

When specific programs, type of personnel, progress monitoring tools and timelines for these tools have been agreed upon by the IEP Team, we recommend writing this information into the IEP.

Family Engagement & Communication

- a. Learning environments available to students of Hanover
- b. Tracking of service delivery

Recommendation:

- a. Create written descriptions of the various substantially separate learning environments and have this information readily available to families and staff on the district website.
- b. Implement a districtwide system for tracking service delivery.

Privately Funded Resources

Impact of privately funded resources on IEP development

Recommendation:

- a. Continued distribution of the Team Meeting Confidence Survey with an additional question centered on the use of privately funded resources
- b. Case Study analysis

Writing Programs

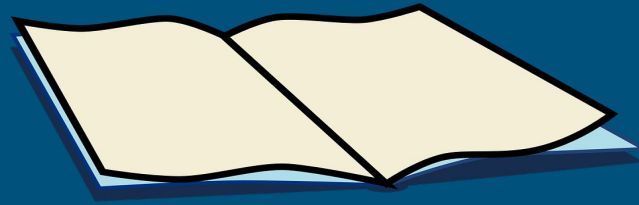
Common experiences & rigor of writing instruction

Recommendation:

Continue to review writing curriculums for all tiers of instruction with a goal of implementation by September 2022.

Final Recommendation

We recommend the District Administration provide quarterly updates to the School Committee on the progress of incorporating the Mass Literacy Initiative, the Dyslexia Guidance and the recommendations set forth by SEPAC in this document starting in Fall 2021.



Questions & Comments

