

HB 307: Aligning General Supervision & Literacy Instruction for Students with Disabilities

G-CASE
November 13, 2025

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During this session, we will discuss:

- Overview of literacy and dyslexia screening process
- Participation considerations
- Universal screening and tiered reading support plans
- Decision tree for support plans for students with an IEP
- Relevant resources

Supporting Students through the Georgia Early Literacy and Dyslexia Act

1

Screening

Conduct universal reading and dyslexia screening three times per year and analyze screening and other data to determine risk of not attaining grade level reading proficiency.

2

Parent Notification

For all students, send home a parent notification letter with the results of universal screening. Parents must also be notified if their child is at significant risk of not attaining grade level reading proficiency.

3

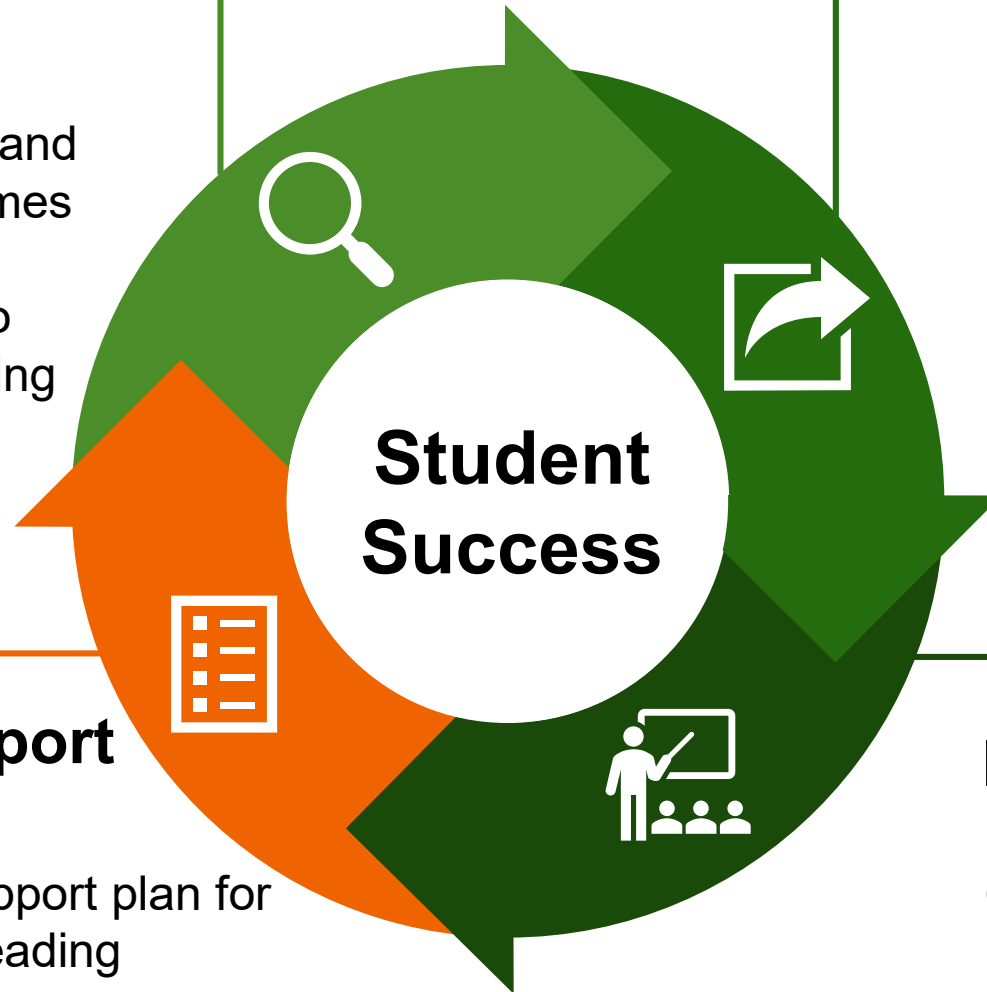
High-Quality Instruction

Use screening data to identify areas of improvement for high-quality core instruction for all students.

4

Tiered Reading Support Plan

Develop a tiered reading support plan for students with a significant reading deficiency.



Participation Considerations

- IDEA requires that all children with disabilities be included in all general state and district-wide assessment programs.
- There is no language in statute or rule that exempts children with disabilities from the requirements of the **Georgia Early Literacy and Dyslexia Act**.



Screening Students with Significant Cognitive Disabilities

- If an IEP team determines that the student cannot meaningfully access the universal screener, then the student should participate in an equivalent screening process using alternative methods that are best suited to the child's individual needs and abilities.
- Alternative methods may include observations, interviews, diagnostic probes, skill checklists, and informal measures.
- For reporting purposes, students who were screened with alternative methods should be included in the total percentage of students screened. They should also be included in the percentage of students flagged as significantly at risk of not attaining grade level proficiency if they are found to be at risk through the screening process.

Screening Students with Low Incidence Disabilities

<https://url.gadoe.org/zz1zl>



Educating Georgia's Future

Screening Students with Low Incidence Disabilities

The IDEA requires that all children with disabilities be included in all general state and district-wide assessment programs. The [Georgia Early Literacy and Dyslexia Act](#) (HB 307) states that a universal reading and dyslexia screener must be administered three times per year to all K-3 students. No language in the statute or rule exempts children with disabilities from the requirements of HB 307.

If the IEP team determines that a student cannot meaningfully access the board-approved universal screening tool, an equivalent screening process utilizing alternative methods aligned to the student's individual needs should be implemented. These alternative approaches are documented in the IEP and should be used consistently within the classroom and during the administration of the screening.

Alternative methods such as observation, interviews, and other measures of performance may be used to screen the same foundational literacy skills as the universal screener. The table below includes additional strategies to measure each foundational literacy skill:

Foundational Literacy Skill	Assessment Strategies
Phonological Awareness	Adapt mode of response, visual and tactile materials, augmentative and alternative communication device (AAC)
Phonemic Awareness	Speech sound cards, Elkonin boxes, tactile manipulatives, alternate letter/sound assessment, AAC device
Alphabet Knowledge	Letter cards/tiles/blocks for student choice, tactile representations of sounds, AAC device
Phonics	Letter cards/tiles/blocks to represent sounds- push together to blend, AAC device
Oral Reading Fluency	Adapt mode of response, tactile decodable text, line-by-line highlighting, AAC device
Spelling	Adapt mode of response, picture supports, AAC device
Vocabulary	Adapt mode of response, visual materials, AAC device
Reading Comprehension	Adapt mode of response, adapted books, decodable text, tactile supports, AAC device
Oral Language	Adapt mode of response, allow pointing, eye gaze, AAC device
Rapid Automatized Naming	Use familiar objects, visual support, adapt timing, AAC device

Adapted from [Guidance for Administering Literacy Assessments 2026](#)



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- What did you hear that provides clarity for you?
- What do you need further clarification on?



The Process: Determining Whether Students with an IEP also Need a Tiered Reading Support Plan

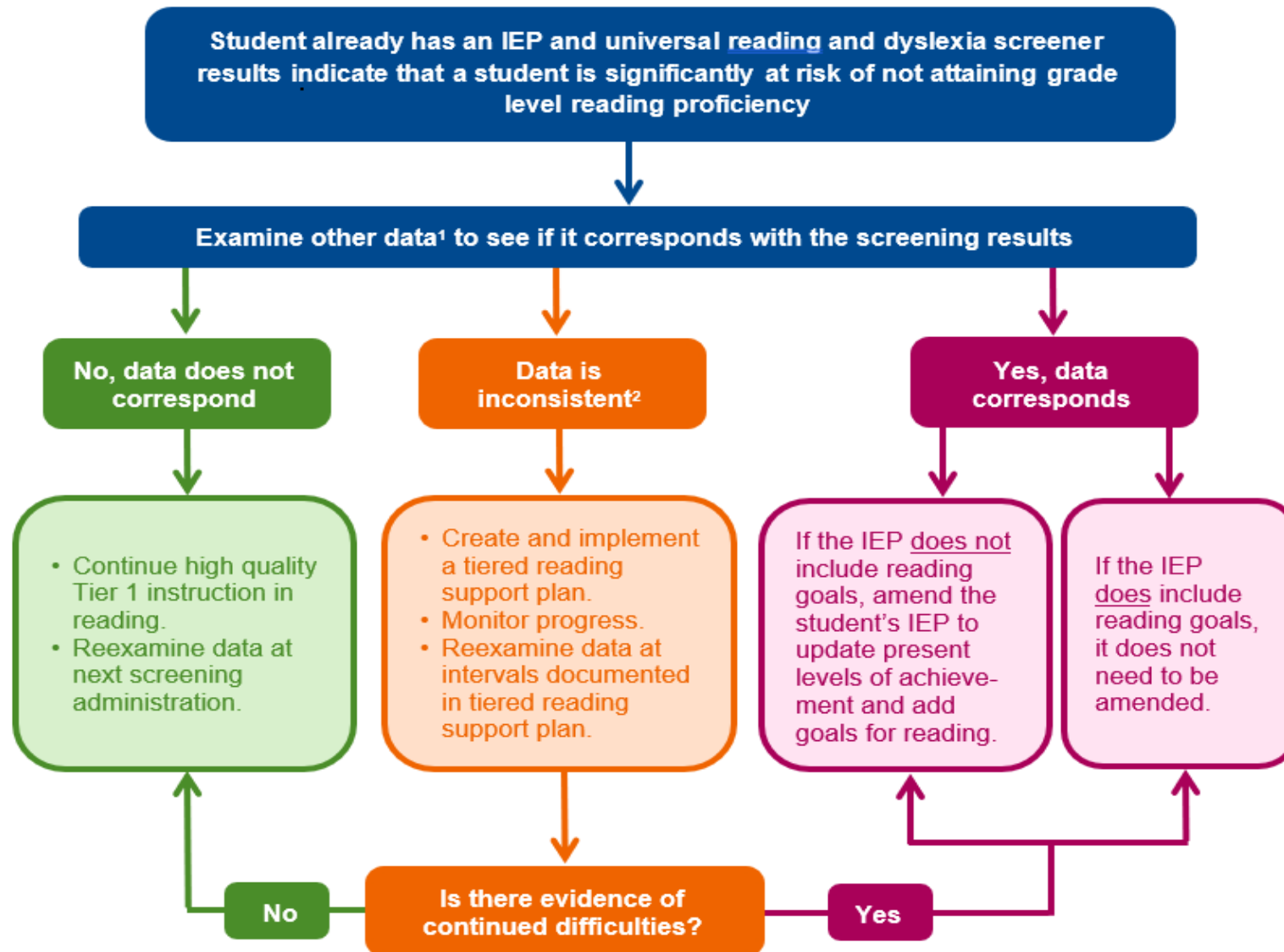
Develop district guidelines or procedures for school teams.

1. Incorporate special education representatives in the data analysis process and determination of next steps
2. Ensure ongoing collaboration among members of the school team.
3. Review all data sources, including but not limited to evaluation results, IEP information, and progress monitoring data.
4. Make individual determinations that are based on unique student needs and abilities.

The Process: Determining Whether Students with an IEP also Need a Tiered Reading Support Plan

- Throughout process, maintain open communication with parents.
- Screening information should be included in Present Levels of Academic Achievement and Functional Performance (PLAAFP) and discussed with parents at the IEP meeting.

Screening for Students with IEPs: Developing a Tiered Reading Support Plan vs. Amending an IEP



Developing a Tiered Reading Support Plan vs. Amending an IEP

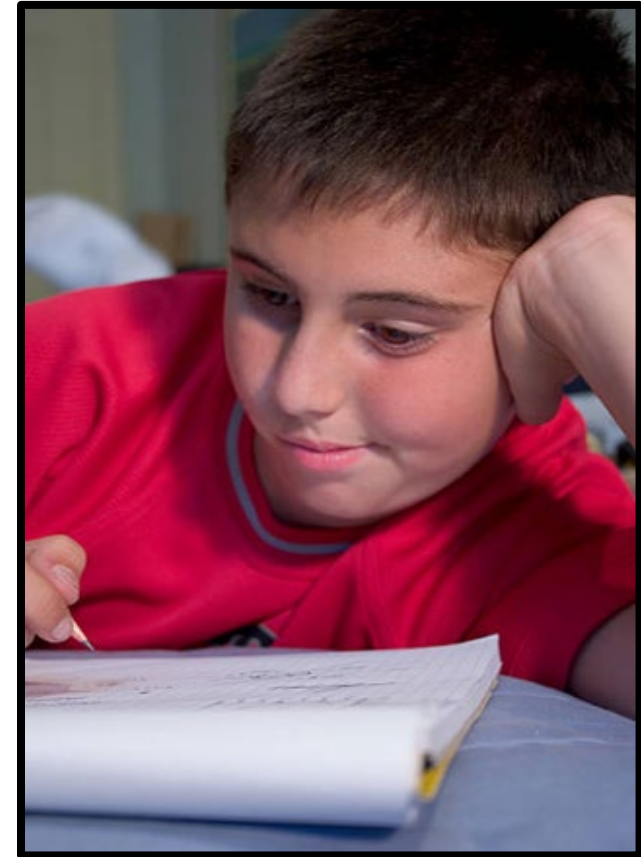
Screening indicates difficulties, but other student data does not correspond

- Continue high-quality Tier 1 instruction in reading
- Reexamine data at next screening administration

- Universal reading and dyslexia screening indicates that a student with a disability has deficits in foundational reading skills, but other data (e.g., the student's most recent psychoeducational evaluation report, grades, teacher observation, standardized assessments) does not substantiate this.
- The student should continue receiving high quality Tier 1 instruction in foundational reading skills and participate in the regular universal reading and dyslexia screening process.
- Reexamine all available data 3 times per year, after each universal screener administration, and respond accordingly.

Scenario 1: Marcus

- Marcus is a 3rd grader with an IEP for OHI with no reading goals in his IEP. He was flagged by the screener as significantly at risk of not attaining grade level reading proficiency.
- The school team reviews his psychoeducational evaluation report (2nd grade), current grades, and performance on district assessments.
- The school team finds no evidence that Marcus is performing below grade level in foundational reading skills based on available data.



Scenario 1: Next Steps

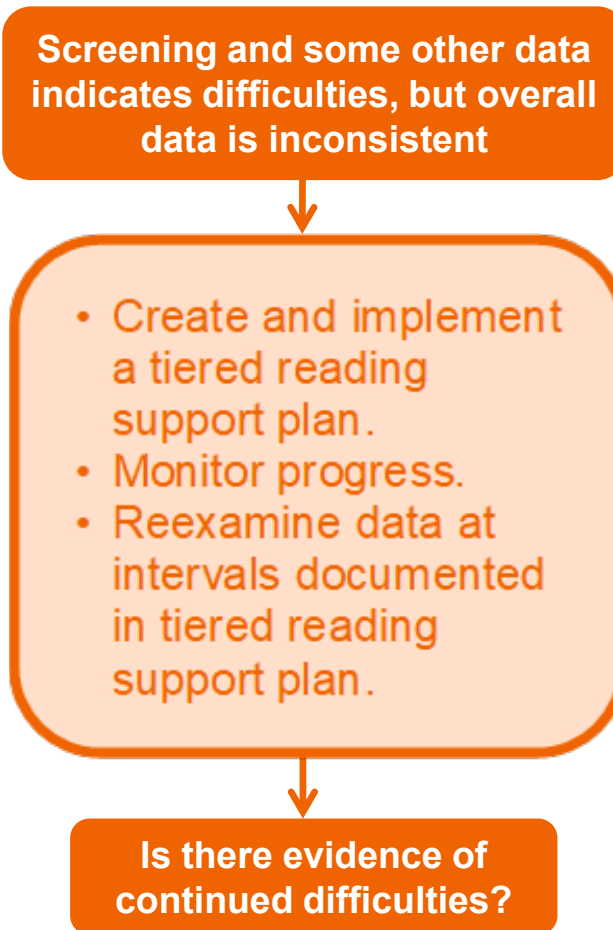
Marcus is a 3rd grader with an IEP for OHI with no reading goals in his IEP. He was flagged by the screener as significantly at risk of not attaining grade level reading proficiency.

The school team reviews his psychoeducational evaluation report (2nd grade), current grades, and performance on district assessments. The school team finds no evidence that Marcus is performing below grade level in foundational reading skills based on collective data.

The school will continue to provide Marcus with high-quality Tier 1 reading instruction and monitor his performance through universal screening three times per year.

Developing a Tiered Reading Support Plan vs. Amending an IEP

- Universal reading and dyslexia screening indicates that a student with a disability has deficits in foundational reading skills.
- Some other data shows weaknesses in foundational reading skills (e.g., classroom grades, work samples) but other data does not (e.g., psychoeducational evaluation results, other standardized tests).



- The **school team** creates a tiered reading support plan to address specific areas of weakness.
- Monitor progress and reexamine data as documented in the plan.
- If there is evidence of continued difficulties, amend the IEP.

Scenario 2: Abigail

- Abigail is a 1st grader with an IEP for SLI with no reading goals in her IEP. She was flagged by the screener as significantly at risk of not attaining grade level proficiency.
- The school team reviews her psychoeducational evaluation report (kindergarten) and current classroom performance and assessments.
- The school team finds evidence that Abigail is performing below grade level in foundational reading skills in the classroom. Her parents have also raised concerns.



Scenario 2: Next Steps

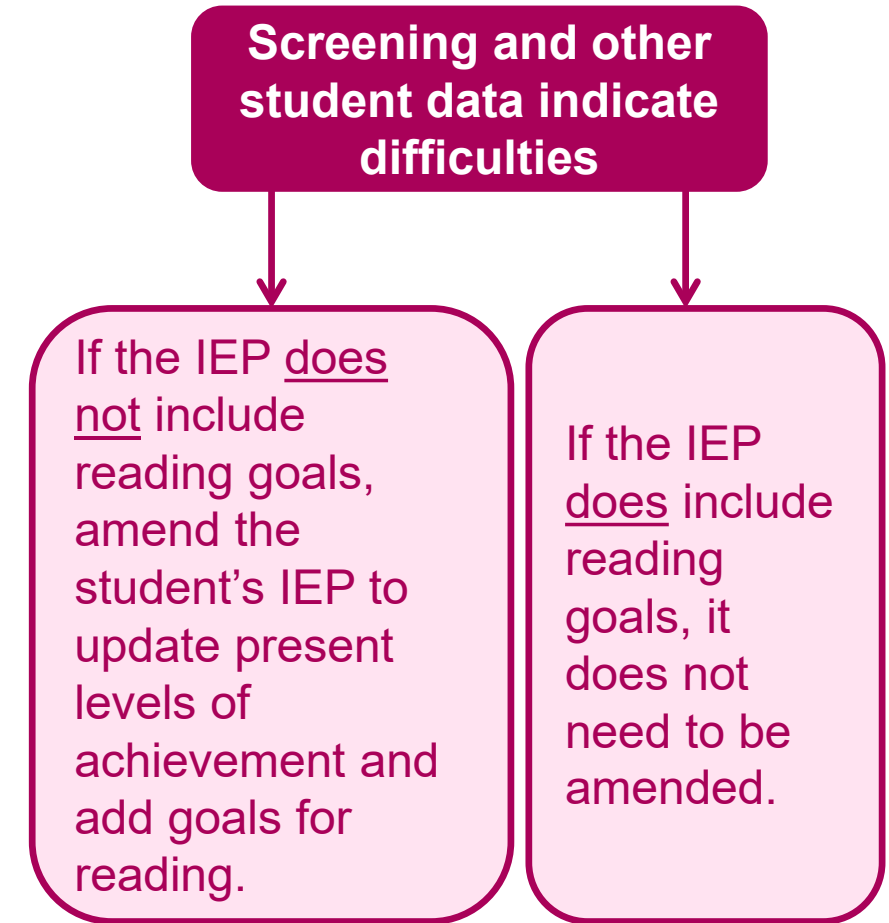
Abigail is a 1st grader with an IEP for SLI with no reading goals in her IEP. She was flagged by the screener as significantly at risk of not attaining grade level reading proficiency.

The school team reviews her psychoeducational evaluation report (kindergarten) and current classroom performance and assessments. The school team finds evidence that Abigail is performing below grade level in foundational reading skills in the classroom. Her parents have also raised concerns.

- The school team will create and implement a tiered reading support plan, monitor Abigail's progress, and reexamine her data at intervals documented in the tiered reading support plan. If there is evidence of continued difficulties in foundational reading skills, amend Abigail's IEP to add targeted reading goals.

Developing a Tiered Reading Support Plan vs. Amending an IEP

- Universal reading and dyslexia screening indicates that a student with a disability has deficits in foundational reading skills.
- The **school team** finds evidence that is consistent with these results.
- The **IEP team** reviews the IEP to ensure the present levels of achievement and goals address weaknesses in foundational reading skills.
- If changes are needed, amend IEP accordingly within 30 days.



Scenario 3: Natasha

- Natasha is a 2nd grader with an IEP for SLD. Her IEP contains reading goals. She was flagged by the screener as significantly at risk of not attaining grade level reading proficiency.
- This is consistent with data from her psychoeducational evaluation report (1st grade) and her current classroom performance and assessments.



Scenario 3: Next Steps

Natasha is a 2nd grader with an IEP for SLD with reading goals in her IEP. She was flagged by the screener as significantly at risk of not attaining grade level reading proficiency.

This is consistent with data from her psychoeducational evaluation report (1st grade) and her current classroom performance and assessments.

The IEP team will review Natasha's IEP to ensure that her goals address the weaknesses in foundational reading skills identified by the universal reading and dyslexia screener and other data. As needed, the IEP team will amend her IEP to add goals and update Natasha's present levels of achievement.

- What did you hear that provides clarity for you?
- What do you need further clarification on?



Key Take-Aways

- The school team and IEP team must work together.
- Review all available data in making decisions.
- Students are not exempt from universal screening.
- Alternative screening approaches may be needed for students with significant cognitive disabilities.
- Decisions should be made on case-by-case basis.
- Use the decision tree as a tool to guide your decisions.
- Communicate openly and frequently with parents.

The IDEA and the Georgia Early Literacy and Dyslexia Act



Educating Georgia's Future

The IDEA and the Georgia Early Literacy and Dyslexia Act

Introduction

This guidance document addresses the relationship between the IDEA and Georgia's Early Literacy and Dyslexia Act. First, it reaffirms IDEA's long-standing requirement that children with disabilities participate in all state or district-wide assessments. Second, it provides considerations for local education agencies (LEAs) when developing local guidelines and procedures to address the program needs of children who are eligible for both an individualized education program (IEP) and a tiered reading support plan or characteristics of dyslexia support plan.

Brief Overview of Georgia's Early Literacy and Dyslexia Legislation

Georgia Early Literacy and Dyslexia Act (H.B. 307). The Georgia Early Literacy and Dyslexia Act requires that all students in kindergarten through third grade (K-3) be administered a universal reading and dyslexia screener three times per year. Local school systems must use a [board approved universal reading screener](#) that measures foundational literacy skills (defined by the Act as phonological awareness, phonemic awareness, alphabet knowledge, phonics, oral reading fluency, spelling, vocabulary, reading comprehension, oral language, and rapid automatized naming). All board approved universal reading screeners are also dyslexia screeners.

Local school systems must implement tiered reading support plans for public school students in kindergarten through third grade who are determined to be significantly at risk of not attaining grade level reading proficiency, as measured by performance on a universal reading screener approved by the board and other data (O.C.G.A. §§ 20-2-153.1). A tiered reading support plan must be developed within 15 school days and implemented within 30 school days after a K-3 student has been identified as being significantly at risk of not attaining grade level reading proficiency.

A tiered reading intervention plan must describe the evidence-based reading intervention services the student will receive to address the student's difficulties and ensure the student becomes proficient in foundational literacy skills. Such tiered reading intervention plans may be incorporated into and included as part of the school's existing multi-tiered system of supports or response to intervention frameworks.

For students who are determined to be significantly at risk of not attaining grade level reading proficiency and who do not make adequate progress toward grade level reading despite receiving evidence-based reading interventions and supplemental instructional services and supports, additional quantitative and qualitative data shall be collected and examined in conjunction with universal reading screener data to identify whether the student may have characteristics of dyslexia. Characteristics of dyslexia are defined by H.B. 307 as persistent weaknesses in one or more areas of foundational reading skills and inadequate response to targeted intervention that indicates a need for more intensive intervention. A characteristics of dyslexia support plan must be developed and shared with parents of students who are identified as having characteristics of dyslexia within 15 school days after the identification.

Participation Considerations Under Georgia's Literacy and Dyslexia Legislation

IDEA requires that all children with disabilities be included in all general state and district-wide assessment programs. There is no language in statute or rule that exempts children with disabilities from the requirements of the Georgia Early Literacy and Dyslexia Act.

Together, state and federal law require that children with disabilities be screened using an approved universal reading and dyslexia screener along with all other K-3 children. If an IEP team determines that the student cannot



DYSLEXIA RESOURCE GUIDE FOR GEORGIA FAMILIES

What is dyslexia? The definition of dyslexia adopted by the International Dyslexia Association (IDA) states: "Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge."

Dyslexia is one of the most common learning disabilities. People with dyslexia have many strengths, but also have unexpected trouble learning to read. These difficulties are not related to a person's intelligence or motivation. Families, early childhood teachers, and kindergarten teachers are often the first to notice children having difficulty with reading skills or learning at school. It is important to pay attention to potential signs that a child may have dyslexia.

According to the [Georgia Early Literacy and Dyslexia Act](#) (H.B. 307), "characteristics of dyslexia" means persistent weaknesses in one or more areas of foundational reading skills and inadequate response to targeted intervention that indicates a need for more intensive intervention." The following table provides examples of signs that may indicate a child is at risk for dyslexia. While any one sign does not necessarily mean your child has dyslexia, it is important to talk with your child's teachers if you have concerns. Children with characteristics of dyslexia can learn to read with the right instruction, especially when that instruction is provided as early as possible.

Characteristics of Dyslexia

- Characteristics of dyslexia include persistent difficulties with:
- Phonological awareness tasks (for example, rhyming, phoneme segmentation, blending, letter naming fluency)
 - Learning letter names and letter sounds
 - Learning sound-symbol association
 - Phonological memory (for example, non-word repetition)
 - Word recognition fluency
 - Spelling
 - Oral vocabulary

Richard Woods, Georgia's School Superintendent

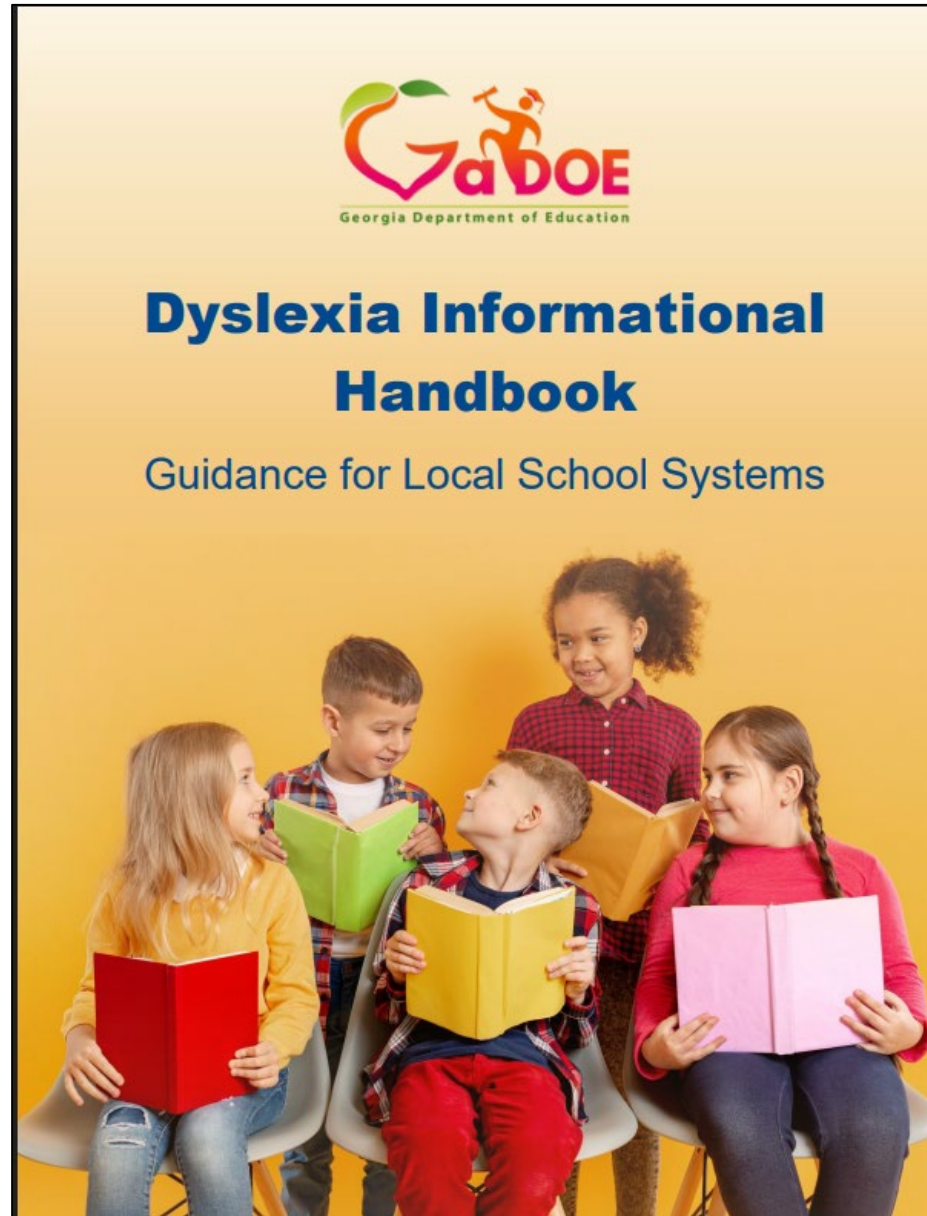
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Dyslexia Resource Guide for Georgia Families



July 2025 Dyslexia Informational Handbook



Updated!



<https://url.gadoe.org/6qc8q>

IDA Definition of Dyslexia (2025)



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CLICK HERE to apply to join the IDA Program Review and Accreditation Team.

Home > Definition of Dyslexia


About Dyslexia

- > Dyslexia At a Glance
- > Do I Have Dyslexia?
- > Dyslexia Around the World
- > Success Stories
- > Fact Sheets
- > Infographics
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- > Structured Literacy Awareness Campaign

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- ... screen masking
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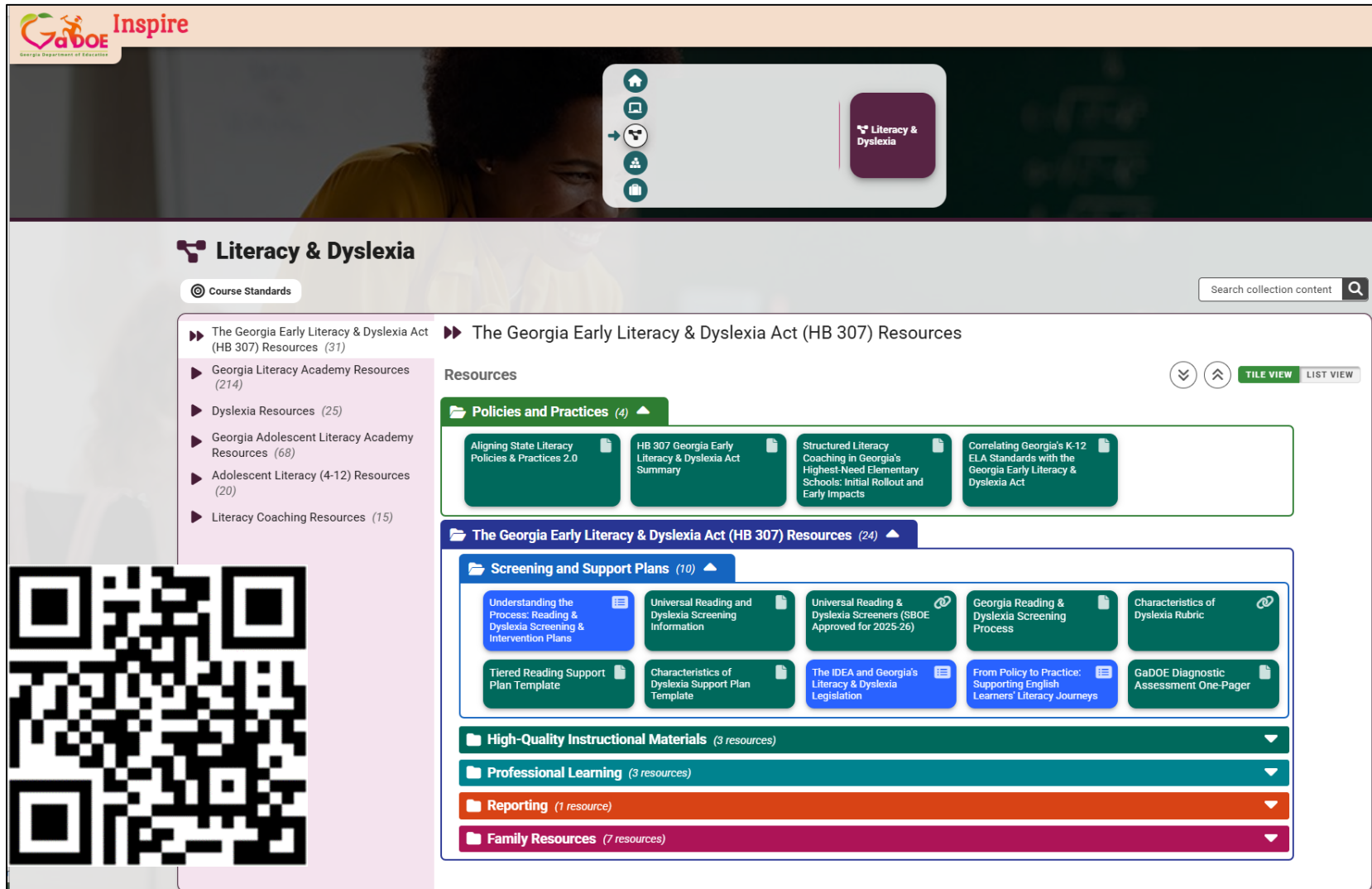
Definition of Dyslexia



"Dyslexia is a specific learning disability characterized by difficulties in word reading and/or spelling that involve accuracy, speed, or both and vary depending on the orthography. These difficulties occur along a continuum of severity and persist even with instruction that is effective for the individual's peers. The causes of dyslexia are complex and involve combinations of genetic, neurobiological, and environmental influences that interact throughout development. Underlying difficulties with phonological and morphological processing are common but not universal, and early oral language weaknesses often foreshadow literacy challenges. Secondary consequences include reading comprehension problems and reduced reading and writing experience that can impede growth in language, knowledge, written expression, and overall academic achievement. Psychological well-being and employment opportunities also may be affected. Although identification and targeted instruction are important at any age, language and literacy support before and during the early years of education is particularly effective."

Adopted by the IDA Board of Directors on **October 22, 2025**. For more detailed context, please visit the [2025 IDA Definition Explanation](#), which includes the IDA Definition Presentation. The [2002 Definition Consensus Project](#) remains available as a historical reference.

Literacy and Dyslexia GaDOE Inspire



The screenshot displays the GaDOE Inspire website interface for the Literacy & Dyslexia collection. The top navigation bar includes the GaDOE Inspire logo and a search bar. The main content area is titled "Literacy & Dyslexia" and features a sidebar with a list of resources. The main content area shows a collection of resource tiles, including "Policies and Practices", "The Georgia Early Literacy & Dyslexia Act (HB 307) Resources", "Screening and Support Plans", "High-Quality Instructional Materials", "Professional Learning", "Reporting", and "Family Resources". A QR code is overlaid on the bottom left of the screenshot.

Literacy & Dyslexia

Course Standards

The Georgia Early Literacy & Dyslexia Act (HB 307) Resources (31)

Georgia Literacy Academy Resources (214)

Dyslexia Resources (25)

Georgia Adolescent Literacy Academy Resources (68)

Adolescent Literacy (4-12) Resources (20)

Literacy Coaching Resources (15)

The Georgia Early Literacy & Dyslexia Act (HB 307) Resources

Resources

Policies and Practices (4)

Aligning State Literacy Policies & Practices 2.0

HB 307 Georgia Early Literacy & Dyslexia Act Summary

Structured Literacy Coaching in Georgia's Highest-Need Elementary Schools: Initial Rollout and Early Impacts

Correlating Georgia's K-12 ELA Standards with the Georgia Early Literacy & Dyslexia Act

The Georgia Early Literacy & Dyslexia Act (HB 307) Resources (24)

Screening and Support Plans (10)

Understanding the Process: Reading & Dyslexia Screening & Intervention Plans

Universal Reading and Dyslexia Screening Information

Universal Reading & Dyslexia Screeners (SBOE Approved for 2025-26)

Georgia Reading & Dyslexia Screening Process

Characteristics of Dyslexia Rubric

Tiered Reading Support Plan Template

Characteristics of Dyslexia Support Plan Template

The IDEA and Georgia's Literacy & Dyslexia Legislation

From Policy to Practice: Supporting English Learners' Literacy Journeys

GaDOE Diagnostic Assessment One-Pager

High-Quality Instructional Materials (3 resources)

Professional Learning (3 resources)

Reporting (1 resource)

Family Resources (7 resources)

<https://inspire.gadoe.org/collection/CC1416/8057>

Questions?



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 youtube.com/user/GaDOEmedia



**PREPARING ALL
STUDENTS FOR LIFE**