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

## G-CASE
## November 13, 2025

# Presenters

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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.
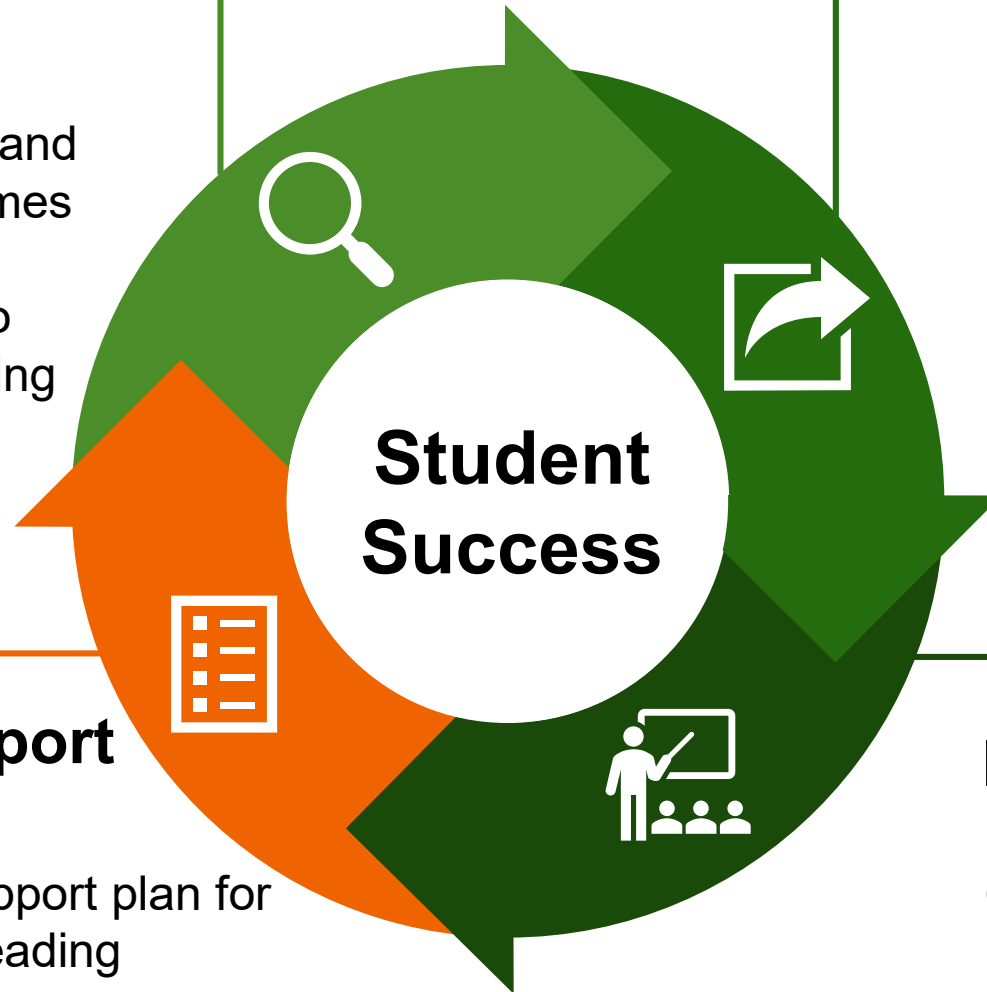
**Student Success**

**4** **Tiered Reading Support Plan**
Develop a tiered reading support plan for students with a significant reading deficiency.

**3** **High-Quality Instruction**
Use screening data to identify areas of improvement for high-quality core instruction for all students.

# 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



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 2024

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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
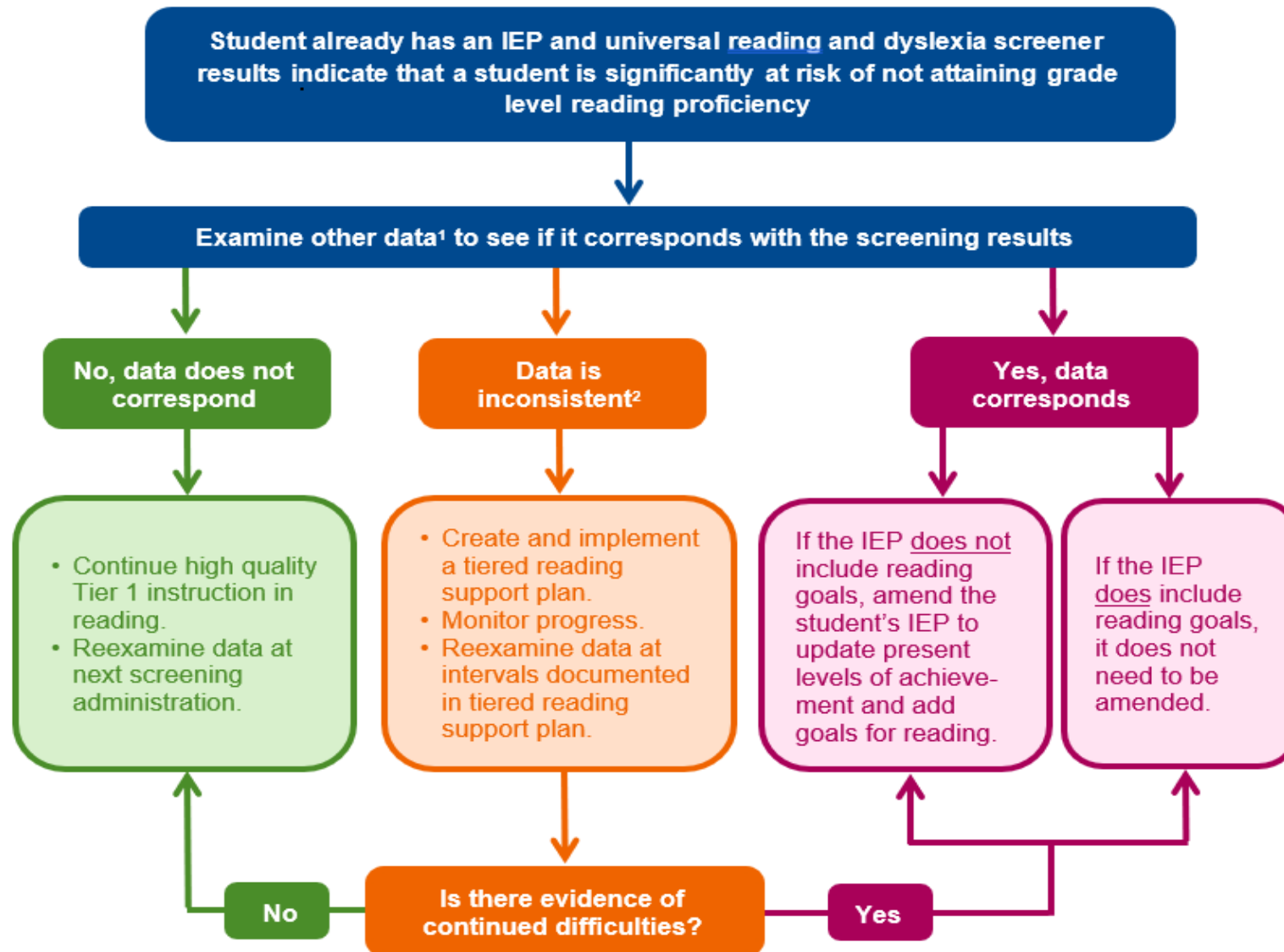
Develop district guidelines or procedures for school teams.

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

**Student already has an IEP and universal reading and dyslexia screener results indicate that a student is significantly at risk of not attaining grade level reading proficiency**

↓

**Examine other data[1] to see if it corresponds with the screening results**

| No, data does not correspond | Data is inconsistent[2] | Yes, data corresponds | |

**No, data does not correspond**
- Continue high quality Tier 1 instruction in reading.
- Reexamine data at next screening administration.

**Data is inconsistent[2]**
- Create and implement a tiered reading support plan.
- Monitor progress.
- Reexamine data at intervals documented in tiered reading support plan.

**Yes, data corresponds**

If the IEP does not include reading goals, amend the student's IEP to update present levels of achievement and add goals for reading.

If the IEP does include reading goals, it does not need to be amended.

**Is there evidence of continued difficulties?**

No → 

Yes →

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# 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.

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# Scenario 1: Marcus

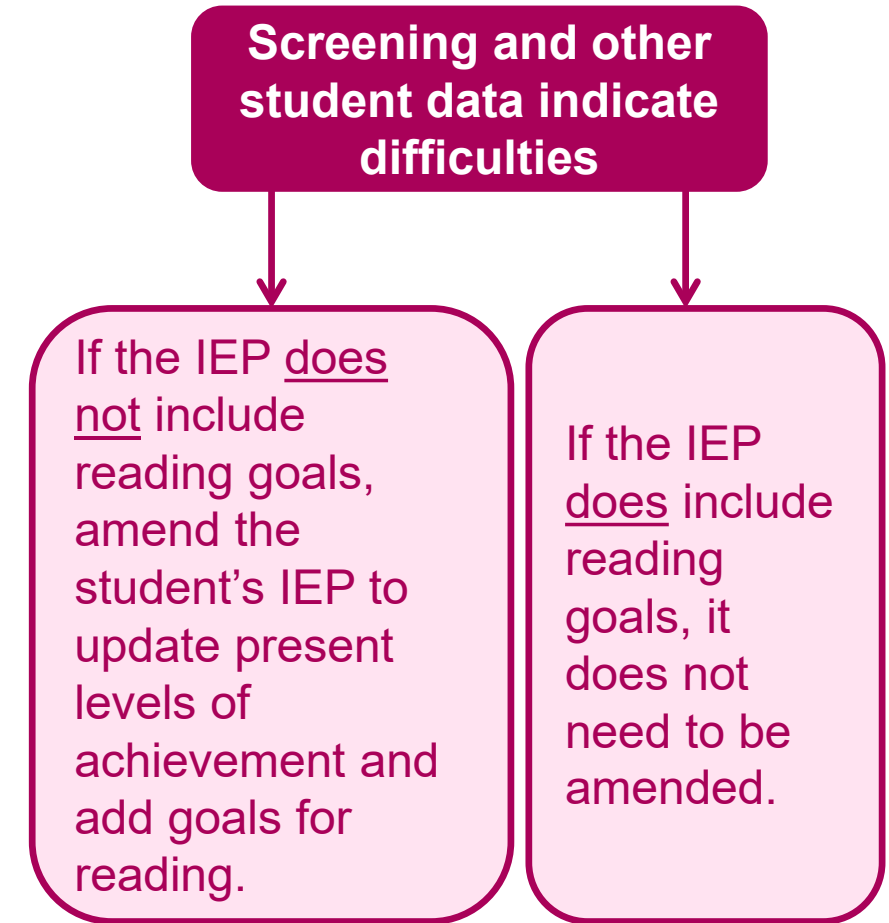- Marcus is a 3rd grader with an IEP for OHI with no reading goals in his IEP. He was flagged by the screener as significantly at risk of not attaining grade level reading proficiency.

- 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.
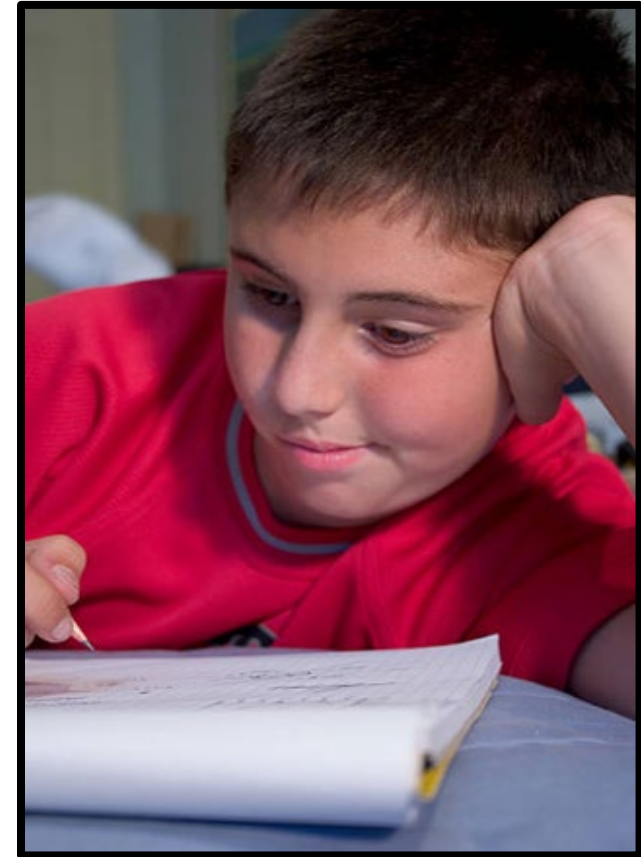
# Scenario 1: Next Steps

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).

**Screening and some other data indicates difficulties, but overall data is inconsistent**

- Create and implement a tiered reading support plan.
- Monitor progress.
- Reexamine data at intervals documented in tiered reading support plan.

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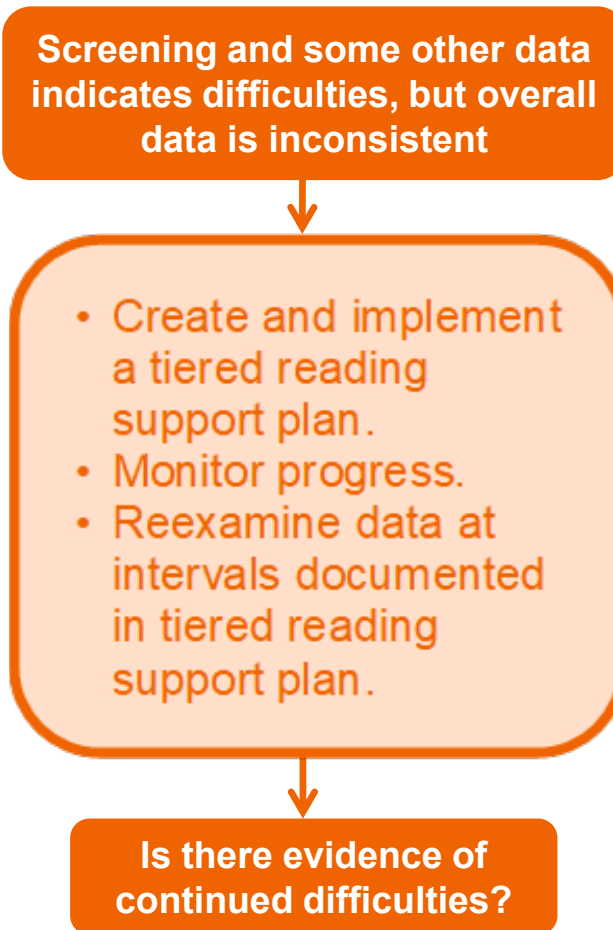
- The **school team** creates a tiered reading support plan to address specific areas of weakness.
- Monitor progress and reexamine data as documented in the plan.
- If there is evidence of continued difficulties, amend the IEP.

# 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.

**Screening and other student data indicate difficulties**

If the IEP does not include reading goals, amend the student's IEP to update present levels of achievement and add goals for reading.

If the IEP does include reading goals, it does not need to be amended.

# 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



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

# July 2025 Dyslexia Informational Handbook



**Dyslexia Informational Handbook**
Guidance for Local School Systems

Updated!

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

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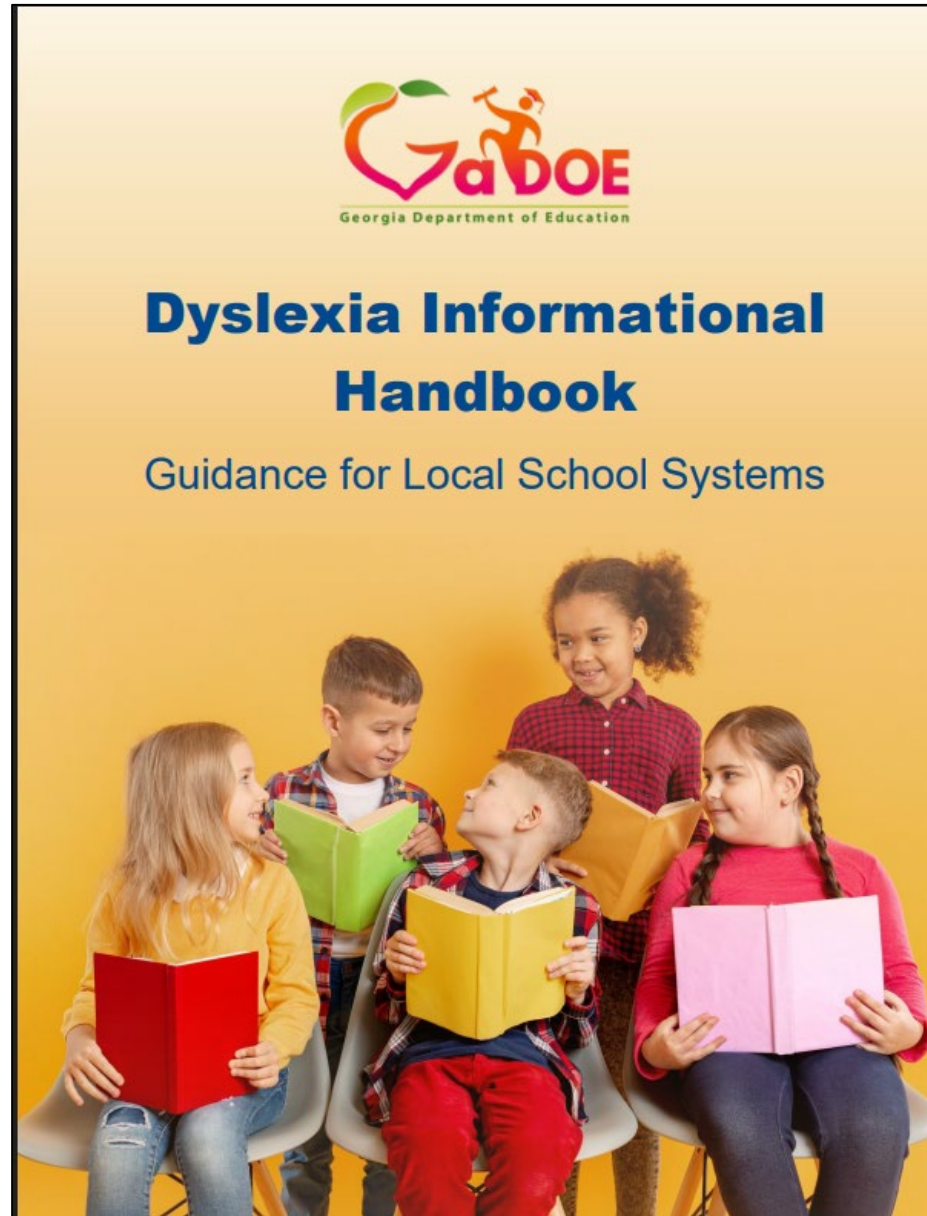
# IDA Definition of Dyslexia (2025)



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# Literacy and Dyslexia GaDOE Inspire



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

# Questions?

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