



August 20, 2024

At Ivy Preparatory Academy, we are committed to providing a high-quality curriculum, supportive relationships, and differentiated instruction to ensure that every scholar is able to reach their full potential in the area of literacy. Throughout the academic year, teachers provide ongoing information to parents about reading progress and appropriate developmental literacy milestones through progress reports and parent teacher conferences. It is important for us to inform you about two significant legislative developments in Georgia that will impact your scholar's education, specifically focusing on characteristics of dyslexia and early literacy initiatives. These are Senate Bill 48: Characteristics of Dyslexia and HB 538: Georgia Early Literacy Act. Senate Bill 48 addresses the identification and support of students with characteristics of dyslexia.

Senate Bill 48 addresses the identification and support of scholars with characteristics of dyslexia. The key provisions of SB 48 include:

- **Screening and Identification:** The bill mandates early screening for characteristics of dyslexia in scholars, ensuring early intervention and support.
- **Teacher Training:** It requires training for educators to recognize signs of dyslexia and implement appropriate instructional strategies to support affected scholars.
- **Parental Notification:** SB 48 emphasizes clear communication with parents regarding dyslexia evaluations and educational strategies tailored to meet each scholar's needs. House Bill 538 aims to enhance early literacy outcomes among our state's youngest learners.

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House Bill 538 aims to enhance early literacy outcomes among our state's youngest learners. Key components of HB 538 include:

- **Literacy Programs:** The bill requires high-quality teaching materials and the administration of universal reading screeners three times each year for kindergarten through third grade.
- **Teacher Preparation and Professional Development:** It provides training for teachers on the science of reading, structured literacy, and foundational literacy skills. All teachers will participate in this training.
- **Intervention:** The bill mandates reading intervention plans for scholars with reading difficulties and provides formative reading assessments for scholars in first and second grades.

All parents are encouraged to review the details of SB48 and HB538 to understand their impact. Attached is the explanation of Ivy Preparatory Academy's response to the state's legislation. Information pertaining to our response can also be found on our school's website. If you have additional questions about the dyslexia screening process or print materials, please contact our Director of Curriculum and Instruction, Mrs. Merideth.

The Right Choice for Girls,

Mrs. Pelita Merideth

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Director of Curriculum and Instruction

Senate Bill 48: Characteristics of Dyslexia

State Mandate	Ivy Preparatory Academy's Response
Screening and Identification-Early screening for characteristics of dyslexia	Administration of I-Ready Literacy Tasks: Rapid Automatized Naming Task and Letter Naming Fluency of Mixed Case Letters, Word Recognition, Decoding Fluency, and Passage Reading Fluency based on appropriate time of year. A literacy team will complete the screening for all Kindergarten scholars.
Professional Development- Training for Educators to recognize signs of dyslexia and implement appropriate instructional strategies	Professional learning will be provided in-house to all K-3 teachers, EIP, and SPED by the Director of Curriculum and Instruction; Additional and clarifications to MTSS plans
Parental Notification-Clear communication with parents regarding dyslexia evaluations and educational strategies	Development and utilization of Dyslexia support plan, characteristics of dyslexia parent notification, parent information materials provided in print. Parents will engage in sessions that will provide an overview of various reading strategies.

House Bill 538: Early Literacy Act

State Mandate	Ivy Preparatory Academy's Response
Literacy Programs- Utilization of high quality teaching materials and the administration of universal reading screeners three times per year for Kindergarten through third grade.	Core curriculum- ELA Georgia Standards of Excellence I-Ready Literacy Tasks: Fluency benchmarks and dyslexia screener administered Fall, Winter, and Spring each year to K-3 scholars.
Professional Development- Training on the Science of Reading, Structured Literacy, and Foundational Literacy Skills for K-3 teachers.	All K-5 teachers, administrators, and interventionists will participate in a series of professional learning sessions offered by Cox Campus and aligned to the Science of Reading strategies. All Kindergarten teachers are Orton Gillingham certified. In addition, all K-5 teachers will establish a structured literacy block.
Intervention—reading intervention plans for scholars with reading difficulties and formative reading assessments for scholars in first and second grades	Development of Reading Support Plan with progress monitoring and goals, MTSS, and Orton Gillingham strategies