

Amendment No.

CHAMBER ACTION

Senate

House

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Representative Adkins offered the following:

Amendment (with directory and title amendments)

Remove lines 441-528 and insert:

(4) ASSESSMENT AND SUPPORT.—

(c) A student who has a substantial reading deficiency as determined in paragraph (5) (a) must be covered by a federally required student plan such as an individual education plan or an individualized progress monitoring plan, or both, as necessary.

(5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

(a) Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading, based upon screening, diagnostic, progress monitoring, or assessment data; ~~locally determined or statewide assessments; conducted in~~

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15 ~~kindergarten or grade 1, grade 2, or grade 3, or through teacher~~
16 ~~observations,~~ must be provided given intensive, explicit,
17 systematic, and multisensory reading interventions instruction
18 immediately following the identification of the reading
19 deficiency. A school may not wait for a student to receive a
20 failing grade at the end of a grading period to identify the
21 student as having a substantial reading deficiency and initiate
22 intensive reading interventions. The student's reading
23 proficiency must be monitored and the intensive interventions
24 ~~instruction~~ must continue until the student demonstrates grade
25 level proficiency in a manner determined by the district, which
26 may include achieving a Level 3 on the statewide, standardized
27 English Language Arts assessment. The State Board of Education
28 shall identify by rule guidelines for determining whether a
29 student in kindergarten through grade 3 has a substantial
30 deficiency in reading.

31 (c) The parent of any student who exhibits a substantial
32 deficiency in reading, as described in paragraph (a), must be
33 notified in writing of the following:

34 1. That his or her child has been identified as having a
35 substantial deficiency in reading, including a description and
36 explanation, in terms understandable to the parent, of the exact
37 nature of the student's difficulty in learning and lack of
38 achievement in reading.

39 2. A description of the current services that are provided
40 to the child.

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41 3. A description of the proposed intensive interventions
42 ~~supplemental instructional services~~ and supports that will be
43 provided to the child that are designed to remediate the
44 identified area of reading deficiency.

45 4. That if the child's reading deficiency is not
46 remediated by the end of grade 3, the child must be retained
47 unless he or she is exempt from mandatory retention for good
48 cause.

49 5. Opportunities to observe effective instruction and
50 intervention strategies in the classroom; receive literacy
51 instruction from the school or through community adult literacy
52 initiatives; and receive strategies, including multisensory
53 strategies, through a read-at-home plan the parent can for
54 ~~parents to~~ use in helping his or her ~~their~~ child succeed in
55 reading ~~proficiency~~.

56 6. That the statewide, standardized English Language Arts
57 assessment is not the sole determiner of promotion and that
58 additional evaluations, portfolio reviews, and assessments are
59 available to the child to assist parents and the school district
60 in knowing when a child is reading at or above grade level and
61 ready for grade promotion.

62 7. The district's specific criteria and policies for a
63 portfolio as provided in subparagraph (6) (b)4. and the evidence
64 required for a student to demonstrate mastery of Florida's
65 academic standards for English Language Arts. A parent of a
66 student in grade 3 who is identified anytime during the year as

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67 being at risk of retention may request that the school
68 immediately begin collecting evidence for a portfolio.

69 8. The district's specific criteria and policies for
70 midyear promotion. Midyear promotion means promotion of a
71 retained student at any time during the year of retention once
72 the student has demonstrated ability to read at grade level.

73
74 After initial notification, the school shall apprise the parent,
75 at least monthly, of the student's growth toward meeting goals
76 based on the student's grade level. These communications must
77 explain any additional interventions or supports that will be
78 used to accelerate the student's progress if the interventions
79 and supports already being implemented have not resulted in
80 improvement.

81 (d) The Department of Education shall develop or contract
82 with another entity to develop a handbook

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D I R E C T O R Y A M E N D M E N T

85 Remove lines 423-426 and insert:

87 Section 9. Subsection (3), paragraphs (a) and (c) of
88 subsection (5), paragraph (b) of subsection (6), subsection (7),
89 and paragraph (a) of subsection (8) of section 1008.25, Florida
90 Statutes, are amended, paragraph (c) is added to subsection (4),
91 and
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94 **T I T L E A M E N D M E N T**

95 Remove lines 40-47 and insert:
96 substantial deficiency in reading; providing that
97 students with a substantial reading deficiency must be
98 covered by certain plans; revising the parental
99 notification requirements for students with a
100 substantial deficiency in reading; requiring a school
101 to provide updates to parents of students who receive
102 certain services; requiring the Department of
103 Education to develop or contract with another entity
104 to develop a handbook containing specific information
105 for

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