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LEGISLATIVE ACTION

Senate

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House

Senator Soto moved the following:

Senate Amendment (with title amendment)

Between lines 43 and 44

insert:

Section 9. Paragraph (c) of subsection (5) and paragraph (b) of subsection (6) of section 1008.25, Florida Statutes, are amended to read:

1008.25 Public school student progression; remedial instruction; reporting requirements.—

(5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

(c) The parent of any student who exhibits a substantial



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12 deficiency in reading, as described in paragraph (a), must be
13 notified in writing of the following:

14 1. That his or her child has been identified as having a
15 substantial deficiency in reading.

16 2. A description of the current services that are provided
17 to the child.

18 3. A description of the proposed supplemental instructional
19 services and supports that will be provided to the child that
20 are designed to remediate the identified area of reading
21 deficiency.

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

25 5. Strategies for parents to use in helping their child
26 succeed in reading proficiency.

27 6. That the Florida Comprehensive Assessment Test (FCAT) is
28 not the sole determiner of promotion and that additional
29 evaluations, portfolio reviews, and assessments are available to
30 the child to assist parents and the school district in knowing
31 when a child is reading at or above grade level and ready for
32 grade promotion.

33 7. The district's specific criteria and policies for a
34 portfolio as provided in subparagraph (6)(b)4. and the evidence
35 required for a student to demonstrate mastery of Florida's
36 academic standards for English Language Arts. A parent of a
37 student in grade 3 who is identified anytime during the year as
38 being at risk of retention may request that the school
39 immediately begin collecting evidence for a portfolio.

40 8.7. The district's specific criteria and policies for



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41 midyear promotion. Midyear promotion means promotion of a
42 retained student at any time during the year of retention once
43 the student has demonstrated ability to read at grade level.

44 (6) ELIMINATION OF SOCIAL PROMOTION.—

45 (b) The district school board may only exempt students from
46 mandatory retention, as provided in paragraph (5) (b), for good
47 cause. A student who is promoted to grade 4 with a good cause
48 exemption shall be provided intensive reading instruction and
49 intervention that include specialized diagnostic information and
50 specific reading strategies to meet the needs of each student so
51 promoted. The school district shall assist schools and teachers
52 with the implementation of reading strategies for students
53 promoted with a good cause exemption which research has shown to
54 be successful in improving reading among students that have
55 reading difficulties. Good cause exemptions are ~~shall be~~ limited
56 to the following:

57 1. Limited English proficient students who have had less
58 than 2 years of instruction in an English for Speakers of Other
59 Languages program.

60 2. Students with disabilities whose individual education
61 plan indicates that participation in the statewide assessment
62 program is not appropriate, consistent with the requirements of
63 State Board of Education rule.

64 3. Students who demonstrate an acceptable level of
65 performance on an alternative standardized reading or English
66 Language Arts assessment approved by the State Board of
67 Education.

68 4. A student who demonstrates through a student portfolio
69 that he or she is performing at least at Level 2 on FCAT Reading



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70 or the common core English Language Arts assessment, as
71 applicable under s. 1008.22.

72 5. Students with disabilities who participate in FCAT
73 Reading or the common core English Language Arts assessment, as
74 applicable under s. 1008.22, and who have an individual
75 education plan or a Section 504 plan that reflects that the
76 student has received intensive remediation in reading and
77 English Language Arts for more than 2 years but still
78 demonstrates a deficiency and was previously retained in
79 kindergarten, grade 1, grade 2, or grade 3.

80 6. Students who have received intensive reading
81 intervention for 2 or more years but still demonstrate a
82 deficiency in reading and who were previously retained in
83 kindergarten, grade 1, grade 2, or grade 3 for a total of 2
84 years. A student may not be retained more than once in grade 3.

85 ~~7.6.~~ Students who have received intensive remediation in
86 reading and English Language Arts, as applicable under s.
87 1008.22, for 2 or more years but still demonstrate a deficiency
88 and who were previously retained in kindergarten, grade 1, grade
89 2, or grade 3 for a total of 2 years. Intensive instruction for
90 students so promoted must include an altered instructional day
91 that includes specialized diagnostic information and specific
92 reading strategies for each student. The district school board
93 shall assist schools and teachers to implement reading
94 strategies that research has shown to be successful in improving
95 reading among low-performing readers.

96 8. A student who scores within 5 points below the benchmark
97 for passage on the statewide, standardized assessment, who has
98 passing grades in reading, and who receives a recommendation for



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99 promotion from the student's teacher and principal shall be
100 provided an intensive reading program until such time as the
101 student receives a passing score on the statewide, standardized
102 assessment.

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104 ===== T I T L E A M E N D M E N T =====

105 And the title is amended as follows:

106 Between lines 6 and 7

107 insert:

108 amending s. 1008.25, F.S.; requiring written
109 notification relating to portfolios to a parent of a
110 student with a substantial reading deficiency;
111 requiring a student promoted to a certain grade with a
112 good cause exemption to receive intensive reading
113 instruction and intervention; requiring a school
114 district to assist schools and teachers with the
115 implementation of reading strategies; revising good
116 cause exemptions;