

Amendment No. 3

COMMITTEE/SUBCOMMITTEE ACTION

ADOPTED	<u> </u>	(Y/N)
ADOPTED AS AMENDED	<u> </u>	(Y/N)
ADOPTED W/O OBJECTION	<u> </u>	(Y/N)
FAILED TO ADOPT	<u> </u>	(Y/N)
WITHDRAWN	<u> </u>	(Y/N)
OTHER	<u> </u>	

1 Committee/Subcommittee hearing bill: Education Committee
 2 Representative Harrell offered the following:

Amendment

5 Remove lines 523-553 and insert:

6 After initial notification, the school shall apprise the parent,
 7 at least monthly, of the student's growth toward meeting goals
 8 based on the student's grade level and the Next Generation
 9 Sunshine State Standards for English Language Arts. These
 10 communications must be in writing and must explain any
 11 additional interventions or supports that will be used to
 12 accelerate the student's progress if the interventions and
 13 supports already being implemented have not resulted in
 14 improvement.

15 (d) The Department of Education shall develop a handbook
 16 that schools must provide to the parent of a student who is
 17 identified as having a substantial reading deficiency. The

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18 handbook must be made available in an electronic format that is
19 accessible online and must include the following information:

20 1. An overview of the requirements for interventions and
21 supports that districts must provide to students who do not make
22 adequate academic progress.

23 2. An overview of the procedural requirements for
24 initiating and conducting evaluations for exceptional education
25 eligibility. The overview must include an explanation that a
26 diagnosis of a medical condition alone is not sufficient to
27 establish exceptional education eligibility but may be used to
28 document how that condition relates to the student's eligibility
29 determination and may be disclosed in an eligible student's
30 individual education plan (IEP) when necessary to inform school
31 personnel responsible for implementing the IEP.

32 3. Characteristics of conditions associated with learning
33 disorders, including dyslexia, dysgraphia, dyscalculia, and
34 developmental aphasia and other information to support informed
35 parent involvement in decisionmaking processes for students who
36 have difficulty with learning. The terms dyslexia and
37 dyscalculia have the same meaning as used in the Diagnostic and
38 Statistical Manual of Mental Disorders, Fifth Edition, published
39 by the American Psychiatric Association.