

Amendment No. 1

COMMITTEE/SUBCOMMITTEE ACTION

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WITHDRAWN	_____	(Y/N)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

1 Committee/Subcommittee hearing bill: Education Quality
 2 Subcommittee

3 Representative Bartleman offered the following:

4

5 **Amendment (with title amendment)**

6 Remove lines 41-83 and insert:

7 eligible to receive instruction in early literacy skills
 8 ~~intensive reading interventions~~ before participating in
 9 kindergarten. A student with an individual education plan who
 10 has been retained pursuant to paragraph (2) (g) and has
 11 demonstrated a substantial deficiency in early literacy skills
 12 shall receive instruction in early literacy skills. Such
 13 instruction in early literacy skills ~~intensive reading~~
 14 ~~interventions~~ shall be paid for using funds from the district's
 15 evidence-based reading instruction allocation in accordance with
 16 s. 1011.62(8).

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17 (6) ELIMINATION OF SOCIAL PROMOTION.—

18 (b) The district school board may only exempt students
19 from mandatory retention, as provided in paragraph (5)(c), for
20 good cause. A student who is promoted to grade 4 with a good
21 cause exemption shall be provided intensive reading instruction
22 and intervention that include specialized diagnostic information
23 and specific reading strategies to meet the needs of each
24 student so promoted. The school district shall assist schools
25 and teachers with the implementation of explicit, systematic,
26 and multisensory reading instruction and intervention strategies
27 for students promoted with a good cause exemption which research
28 has shown to be successful in improving reading among students
29 who have reading difficulties. Good cause exemptions are limited
30 to the following:

31 1. Limited English proficient students who have had less
32 than 2 years of instruction in an English for Speakers of Other
33 Languages program based on the initial date of entry into a
34 school in the United States.

35 2. Students with disabilities whose individual education
36 plan indicates that participation in the statewide assessment
37 program is not appropriate, consistent with the requirements of
38 s. 1008.212.

39 3. Students who demonstrate an acceptable level of
40 performance on an alternative standardized reading or English

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41 Language Arts assessment approved by the State Board of
42 Education.

43 4. A student who demonstrates through a student portfolio
44 that he or she is performing at least at Level 2 on the
45 statewide, standardized English Language Arts assessment.

46 5. Students with disabilities who take the statewide,
47 standardized English Language Arts assessment and who have an
48 individual education plan or a Section 504 plan that reflects
49 that the student has received intensive instruction in reading
50 or English Language Arts for more than 2 years but still
51 demonstrates a deficiency and was previously retained in
52 prekindergarten, kindergarten,

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55 **T I T L E A M E N D M E N T**

56 Remove lines 7-8 and insert:
57 discretion of a student's parent; authorizing certain
58 prekindergarten students to receive instruction in
59 early literacy skills, rather than intensive reading
60 interventions; requiring certain prekindergarten
61 students to receive such instruction;