

1 A bill to be entitled
 2 An act relating to public school student progression
 3 for students with disabilities; amending s. 1008.25,
 4 F.S.; requiring comprehensive plans for student
 5 progression to provide for specified students with
 6 disabilities to be retained in prekindergarten at the
 7 discretion of a student's parent; requiring such
 8 students to receive intensive reading interventions;
 9 revising the requirements for certain students with
 10 disabilities to receive a good cause exemption from
 11 mandatory retention in grade 3; providing an effective
 12 date.

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 14 Be It Enacted by the Legislature of the State of Florida:

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 16 Section 1. Paragraph (b) of subsection (5) and paragraph
 17 (b) of subsection (6) of section 1008.25, Florida Statutes, are
 18 amended, and paragraph (g) is added to subsection (2) of that
 19 section, to read:

20 1008.25 Public school student progression; student
 21 support; coordinated screening and progress monitoring;
 22 reporting requirements.—

23 (2) STUDENT PROGRESSION PLAN.—Each district school board
 24 shall establish a comprehensive plan for student progression
 25 which must provide for a student's progression from one grade to

26 another based on the student's mastery of the standards in s.
 27 1003.41, specifically English Language Arts, mathematics,
 28 science, and social studies standards. The plan must:

29 (g) Allow the parent of a student with disabilities who is
 30 enrolled in prekindergarten at the age of 4 and fully funded
 31 through the Florida Education Finance Program to be retained by
 32 the parent in consultation with the individual education plan
 33 team.

34 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

35 (b) A Voluntary Prekindergarten Education Program student
 36 who exhibits a substantial deficiency in early literacy skills
 37 in accordance with the standards under s. 1002.67(1)(a) and
 38 based upon the results of the administration of the final
 39 coordinated screening and progress monitoring under subsection
 40 (8) shall be referred to the local school district and may be
 41 eligible to receive intensive reading interventions before
 42 participating in kindergarten. A student with an individual
 43 education plan who has been retained pursuant to paragraph
 44 (2)(g) shall receive intensive reading interventions. Such
 45 intensive reading interventions shall be paid for using funds
 46 from the district's evidence-based reading instruction
 47 allocation in accordance with s. 1011.62(8).

48 (6) ELIMINATION OF SOCIAL PROMOTION.—

49 (b) The district school board may only exempt students
 50 from mandatory retention, as provided in paragraph (5)(c), for

51 | good cause. A student who is promoted to grade 4 with a good
52 | cause exemption shall be provided intensive reading instruction
53 | and intervention that include specialized diagnostic information
54 | and specific reading strategies to meet the needs of each
55 | student so promoted. The school district shall assist schools
56 | and teachers with the implementation of explicit, systematic,
57 | and multisensory reading instruction and intervention strategies
58 | for students promoted with a good cause exemption which research
59 | has shown to be successful in improving reading among students
60 | who have reading difficulties. Good cause exemptions are limited
61 | to the following:

62 | 1. Limited English proficient students who have had less
63 | than 2 years of instruction in an English for Speakers of Other
64 | Languages program based on the initial date of entry into a
65 | school in the United States.

66 | 2. Students with disabilities whose individual education
67 | plan indicates that participation in the statewide assessment
68 | program is not appropriate, consistent with the requirements of
69 | s. 1008.212.

70 | 3. Students who demonstrate an acceptable level of
71 | performance on an alternative standardized reading or English
72 | Language Arts assessment approved by the State Board of
73 | Education.

74 | 4. A student who demonstrates through a student portfolio
75 | that he or she is performing at least at Level 2 on the

76 statewide, standardized English Language Arts assessment.

77 5. Students with disabilities who take the statewide,
78 standardized English Language Arts assessment and who have an
79 individual education plan or a Section 504 plan that reflects
80 that the student has received intensive instruction in reading
81 or English Language Arts for more than 2 years but still
82 demonstrates a deficiency and was previously retained in
83 prekindergarten pursuant to paragraph (2)(g), kindergarten,
84 grade 1, grade 2, or grade 3.

85 6. Students who have received intensive reading
86 intervention for 2 or more years but still demonstrate a
87 deficiency in reading and who were previously retained in
88 kindergarten, grade 1, grade 2, or grade 3 for a total of 2
89 years. A student may not be retained more than once in grade 3.

90 Section 2. This act shall take effect July 1, 2023.