

COMMITTEE/SUBCOMMITTEE AMENDMENT

Bill No. HB 1071 (2026)

Amendment No. 5

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WITHDRAWN	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: Student Academic Success
2 Subcommittee

3 Representative Trabulsky offered the following:

4

5 **Amendment (with title amendment)**

6 Remove lines 985-1011 and insert:

7 **Section 19. Paragraph (c) of subsection (4), paragraphs**
8 **(b) and (d) of subsection (5) and paragraph (a) of subsection**
9 **(9) of section 1008.25, Florida Statutes, are amended to read:**

10 1008.25 Public school student progression; student
11 support; coordinated screening and progress monitoring;
12 reporting requirements.—

13 (4) ASSESSMENT AND SUPPORT.—

14 (c) A student who has a substantial reading deficiency as
15 determined in paragraph (5)(a) or a substantial mathematics
16 deficiency as determined in paragraph (6)(a) must be covered by

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Published On: 1/20/2026 2:56:41 PM

COMMITTEE/SUBCOMMITTEE AMENDMENT

Bill No. HB 1071 (2026)

Amendment No. 5

17 a federally required student plan, such as an individual
18 education plan or an individualized progress monitoring plan, or
19 both, as necessary. The individualized progress monitoring plan
20 must be developed within 45 days after the results of the
21 coordinated screening and progress monitoring system become
22 available. The plan must, at a minimum, include:

23 1. The student's specific, identified reading or
24 mathematics skill deficiency.

25 2. Goals and benchmarks for student growth in reading or
26 mathematics.

27 3. A description of the specific measures that will be
28 used to evaluate and monitor the student's reading or
29 mathematics progress.

30 4. For a substantial reading deficiency, the specific
31 evidence-based literacy instruction grounded in the science of
32 reading which the student will receive.

33 5. Strategies, resources, and materials that will be
34 provided to the student's parent to support the student to make
35 reading or mathematics progress. Resources must include
36 information about the students' eligibility for the New Worlds
37 Reading Initiative under s. 1003.485.

38 6. Any additional services the student's teacher deems
39 available and appropriate to accelerate the student's reading or
40 mathematics skill development

41 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

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Amendment No. 5

42 (b) A Voluntary Prekindergarten Education Program student
43 who exhibits a substantial deficiency in early literacy skills
44 based upon the results of the administration of the midyear or
45 final coordinated screening and progress monitoring under
46 subsection (9) shall be referred to the local school district
47 and may be eligible to receive instruction in early literacy
48 skills before participating in kindergarten. A Voluntary
49 Prekindergarten Education Program student who scores below the
50 25th 10th percentile on the final administration of the
51 coordinated screening and progress monitoring under subsection
52 (9) shall be referred to the local school district and is
53 eligible to receive early literacy skill instructional support
54 through a summer bridge program the summer before participating
55 in kindergarten. The summer bridge program must meet
56 requirements adopted by the department and shall consist of 4
57 hours of instruction per day for a minimum of 100 total hours. A
58 student with an individual education plan who has been retained
59 pursuant to paragraph (2)(g) and has demonstrated a substantial
60 deficiency in early literacy skills must receive instruction in
61 early literacy skills.

62 (d) The parent of any student who exhibits a substantial
63 deficiency in reading, as described in paragraph (a), must be
64 immediately notified in writing of the following:

65 1. That his or her child has been identified as having a
66 substantial deficiency in reading, including a description and

COMMITTEE/SUBCOMMITTEE AMENDMENT

Bill No. HB 1071 (2026)

Amendment No. 5

explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.

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

3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.

4. The student progression requirements under paragraph (2) (h) and that if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.

5. Strategies, including multisensory strategies and programming, through a read-at-home plan the parent can use in helping his or her child succeed in reading. The read-at-home plan must provide access to the resources identified in paragraph (e).

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

COMMITTEE/SUBCOMMITTEE AMENDMENT

Bill No. HB 1071 (2026)

Amendment No. 5

91 7. The district's specific criteria and policies for a
92 portfolio as provided in subparagraph (7)(b)4. and the evidence
93 required for a student to demonstrate mastery of Florida's
94 academic standards for English Language Arts. A school must
95 immediately begin collecting evidence for a portfolio when a
96 student in grade 3 is identified as being at risk of retention
97 or upon the request of the parent, whichever occurs first.

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

102 9. Information about the student's eligibility for the New
103 Worlds Reading Initiative under s. 1003.485 and the New Worlds
104 Scholarship Accounts under s. 1002.411 and information on parent
105 training modules and other reading engagement resources
106 available through the initiative.

107
108 After initial notification, the school shall apprise the parent
109 at least monthly of the student's progress in response to the
110 intensive interventions and supports and information about the
111 students' eligibility for the New Worlds Reading Initiative
112 under s. 1003.485. Such communications must be in writing and
113 must explain any additional interventions or supports that will
114 be implemented to accelerate the student's progress if the
115 interventions and supports already being implemented have not

COMMITTEE/SUBCOMMITTEE AMENDMENT

Bill No. HB 1071 (2026)

Amendment No. 5

116 resulted in improvement. Upon the request of the parent, the
117 teacher or school administrator shall meet to discuss the
118 student's progress. The parent may request more frequent
119 notification of the student's progress, more frequent
120 interventions or supports, and earlier implementation of the
121 additional interventions or supports described in the initial
122 notification.

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

127 Remove lines 63-65 and insert:
128 state-approved instructional materials; amending s.
129 1008.2125, F.S.; conforming cross-references; amending
130 s. 1008.25, F.S.; requiring certain notifications to
131 eligible students on the New Worlds Reading
132 Initiative; revising eligibility for the summer bridge
133 program; conforming cross-references; amending s.
134 1008.33, F.S.; requiring the