

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Committee on Rules

BILL: SB 1340

INTRODUCER: Senator Harrell

SUBJECT: Coordinated Screening and Progress Monitoring

DATE: February 23, 2026

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Brick</u>	<u>Bouck</u>	<u>ED</u>	Favorable
2.	<u>Gerbrandt</u>	<u>McKnight</u>	<u>AHS</u>	Favorable
3.	<u>Brick</u>	<u>Kruse</u>	<u>RC</u>	Pre-meeting

I. Summary:

SB 1340 revises district responsibilities when screening indicates that a student exhibits characteristics of dyslexia or dyscalculia. The bill:

- Requires specified district action when screening indicates that a student exhibits characteristics of dyslexia or dyscalculia.
- Requires the district to promptly pursue parental consent for an initial evaluation for exceptional student education when a screening provides reasonable suspicion that the student may be a student with a disability.
- Revises further screening requirements within the statewide coordinated screening and progress monitoring framework and requires State Board of Education rulemaking.

The bill has no fiscal impact on state expenditures or revenues. **See Section V., Fiscal Impact Statement.**

The bill takes effect July 1, 2026.

II. Present Situation:

Specific Learning Disabilities – Dyslexia and Dyscalculia

A child with a disability includes a child with a specific learning disability, defined as a disorder in one or more of the basic psychological processes that may manifest as difficulty listening, thinking, speaking, reading, writing, spelling, or doing mathematical calculations, including dyslexia.¹ An “exceptional student” includes a student with a disability determined eligible for a

¹ 34 C.F.R. s. 300.8(c)(10)(i).

special program in accordance with State Board of Education (SBE) rules, including a student with a specific learning disability.²

Dyslexia is a specific learning disability in basic reading skills that ranges in severity and is characterized by difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities, typically resulting from a deficit in the phonological component of language.³ Dyscalculia is an associated condition of a specific learning disability and generally refers to difficulty learning and comprehending mathematics, including number sense and computation.⁴

Statewide Coordinated Screening and Progress Monitoring System

A statewide coordinated screening and progress monitoring (CSPM) system is required for use in public school Voluntary Prekindergarten Education Program (VPK) and public schools.⁵ The system must:⁶

- Measure student progress in early literacy skills, early mathematics skills, and the English Language Arts (ELA) and mathematics standards to inform instruction.
- Provide screening and diagnostic capabilities.
- Identify students with substantial deficiencies in reading or mathematics.
- Identify students with characteristics of dyslexia or dyscalculia.

Results must be provided to teachers within one week after completion of the assessment period and to parents within two weeks after administration of the progress monitoring assessment.⁷ A student identified by the CSPM system as having characteristics of dyslexia or dyscalculia must undergo further screening.⁸

The statewide CSPM program is implemented as the Florida Assessment of Student Thinking (FAST), administered in three progress monitoring windows each school year, using Renaissance Star assessments in kindergarten through grade 2 and Cambium testing and reporting systems for grades 3 through 10 ELA Reading and grades 3 through 8 Mathematics.⁹

² Section 1003.01(9)(a), F.S.

³ Rule 6A-6.053(7), F.A.C.

⁴ American Psychiatric Association, "What Is Specific Learning Disorder?," Psychiatry.org (Mar. 2024), <https://www.psychiatry.org/patients-families/specific-learning-disorder/what-is-specific-learning-disorder> (last visited Jan. 20, 2026).

⁵ Section 1008.25(9)(a), F.S.

⁶ Section 1008.25(9)(a)1.-4., F.S.

⁷ Section 1008.25(9)(b)-(c), F.S.

⁸ Section 1008.25(9)(a)3., F.S.

⁹ Florida Department of Education, *Florida Assessment of Student Thinking (FAST), 2025–26 Statewide Assessment Administration Schedule (Progress Monitoring)*, available at <https://www.fldoe.org/file/5663/2526StatewideAssessmentSched.pdf>; Florida Department of Education, *Florida Assessment of Student Thinking (FAST), 2025–26 Grades K–2 Fact Sheet*, available at <https://www.fldoe.org/file/20102/2526FASTK2FS.pdf>; and Florida Department of Education, *Coordinated Screening & Progress Monitoring System Overview (Mar. 21, 2022)*, available at <https://www.fldoe.org/file/7506/FOILStatewideAssessment.pdf>, at 6, 9, 19.

Student Progression and Monitoring Plans

Each district school board adopts and implements a comprehensive program for student progression that addresses promotion, retention, remediation, and the use of assessment results to identify and assist students who are not meeting performance expectations.¹⁰

A student who is not meeting district or state requirements for satisfactory performance in ELA or mathematics must be covered by at least one of the following:¹¹

- A federally required student plan (for example, an individual education plan (IEP)).
- A schoolwide system of progress monitoring for all students, subject to specified exemptions.
- An individualized progress monitoring plan.

A student with a substantial deficiency in reading or a substantial deficiency in mathematics must be covered by a federally required student plan, an individualized progress monitoring plan, or both, as necessary.¹² An individualized progress monitoring plan must be developed within 45 days after the CSPM results become available.¹³

At a minimum, an individualized progress monitoring plan must include:¹⁴

- The student's identified reading or mathematics skill deficiency.
- Goals and benchmarks for growth in reading or mathematics.
- The measures used to evaluate and monitor progress.
- For a substantial reading deficiency, the evidence-based literacy instruction grounded in the science of reading that will be provided.
- Strategies, resources, and materials to be provided to the parent to support the student's progress.
- Any additional services that the teacher deems available and appropriate to accelerate the student's skill development.

Reading and Mathematics Deficiencies

Reading and mathematics deficiencies, and characteristics of dyslexia or dyscalculia, may be identified using screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations.¹⁵ Once a student is identified as having a substantial deficiency in early literacy skills, reading, or mathematics, the applicable interventions must begin immediately.¹⁶

For a student who exhibits characteristics of dyslexia, as defined in SBE rule, dyslexia-specific interventions must be provided.¹⁷ Appropriate, evidence-based interventions must be initiated upon receipt of documentation from a licensed psychologist demonstrating that the student has

¹⁰ Section 1008.25(2), F.S.

¹¹ Section 1008.25(4)(b)1.-3., F.S.

¹² Section 1008.25(4)(c), F.S.

¹³ Section 1008.25(4)(c), F.S.

¹⁴ Section 1008.25(4)(c)1.-6., F.S.

¹⁵ Section 1008.25(5)(a) and (6)(a), F.S.

¹⁶ Section 1008.25(5)(a) and (6)(a)1., F.S.

¹⁷ Section 1008.25(5)(a)1., F.S.; Rule 6A-6.053(7), F.A.C.

been diagnosed with dyslexia or dyscalculia, and initiation may not wait for completion of an exceptional student education eligibility evaluation.¹⁸

Written parent notification is required when a student has been identified as having a substantial deficiency in reading or mathematics and must include specified information about the deficiency, current services, proposed interventions, and home-based supports and resources as applicable.¹⁹ After the initial notification, written progress updates must be provided at least monthly and must include an explanation of any additional interventions implemented when progress is insufficient, with additional meetings and supports provided upon request.²⁰

The reading intervention and parent notification requirements apply to students in public school VPK through grade 3.²¹ The mathematics intervention and parent notification requirements apply to students in public school VPK through grade 4.²²

Evaluation and IEP Timelines

Each district school board must provide exceptional student education and include professional services for diagnosis and evaluation.²³ The initial evaluation process is triggered when the school district has reasonable suspicion that a student may have a disability and need special education and related services.²⁴ Response-to-intervention strategies may not be used to delay or deny an evaluation for a child suspected of having a disability.²⁵

A full and individual initial evaluation must be conducted before the initial provision of exceptional student education, and either a parent or the school district may initiate a request for an initial evaluation.²⁶

When a parent requests, or when the school district suspects that a student may have a disability, parental consent for an evaluation must be requested within 30 days, unless the parent and school agree otherwise in writing, or the district rejects the parent's request.²⁷

Before a school district requests an initial evaluation for a K-12 student suspected of having a disability, school personnel must document one of the following determinations in the student's educational record:²⁸

¹⁸ Section 1008.25(5)(a)2. and (6)(a)4., F.S.

¹⁹ Section 1008.25(5)(d) and (6)(c), F.S.

²⁰ Section 1008.25(5)(d) and (6)(c), F.S.

²¹ Section 1008.25(5)(a)1., F.S.; Rule 6A-6.053(5)(b), F.A.C.

²² Section 1008.25(6)(a)1., F.S.; Rule 6A-6.0533(7)(a)1., F.A.C.

²³ Section 1003.57(1)(a)-(b), F.S.

²⁴ 34 C.F.R. s. 300.111(c)(1); *Leigh Ann H. v. Riesel Indep. Sch. Dist.*, 18 F.4th 788, 796 n.6 (5th Cir. 2021) (citing *Krawietz ex rel. Parker v. Galveston Indep. Sch. Dist.*, 900 F.3d 673, 676 (5th Cir. 2018)).

²⁵ Office of Special Education Programs, U.S. Department of Education, *OSEP Memorandum 11-07, "A Response to Intervention (RTI) Process Cannot Be Used to Delay-Deny an Evaluation for Eligibility under the Individuals with Disabilities Education Act (IDEA)"* (Jan. 21, 2011).

²⁶ Rule 6A-6.0331(3), F.A.C.

²⁷ Rule 6A-6.0331(3)(b)-(c), F.A.C.

²⁸ Rule 6A-6.0331(3)(d)1.-3., F.A.C.

- General education intervention procedures have been implemented, and the data indicate that the student may be a student with a disability who needs special education and related services.
- The evaluation was initiated at parent request and the general education intervention activities will be completed concurrently with the evaluation, but before the determination of the student's eligibility for special education and related services.
- The nature or severity of the student's areas of concern makes the general education intervention procedures inappropriate in addressing the student's immediate needs.

Initial evaluations must be completed within 60 calendar days after receipt of parental consent, excluding specified school holidays and breaks and summer vacation, and subject to specified exceptions and extensions.²⁹ An IEP must be developed within 30 days after a determination that the child needs special education and related services, and services must be made available as soon as possible following IEP development.³⁰

III. Effect of Proposed Changes:

The bill revises district responsibilities when screening indicates that a student exhibits characteristics of dyslexia or dyscalculia.

Student Progression and Monitoring Plans

The bill amends s. 1008.25, F.S., to require a school district to take specified actions when the statewide coordinated screening and progress monitoring system, or a district-approved screening instrument, indicates that a student exhibits characteristics of dyslexia or dyscalculia.

When a student exhibits characteristics of dyslexia or dyscalculia, the district must ensure the student is covered by the progress monitoring plan already required for students who need intervention supports. The plan must include evidence-based interventions specific to the identified characteristics of dyslexia or dyscalculia. The interventions must be aligned, as appropriate, with the required reading intervention framework and the required mathematics intervention framework for students with specific learning disabilities.

The bill also requires the district to treat the screening indication as reasonable suspicion that the student may be a student with a disability for purposes of the initial evaluation process for exceptional student education, and to promptly seek parental consent to conduct an initial evaluation consistent with SBE rule and applicable federal law.

In addition, the bill requires screening activities and required intervention procedures to occur concurrently with the evaluation process and prohibits using those activities or procedures to delay or deny an appropriate evaluation to determine eligibility for exceptional student education and related services.

²⁹ Rule 6A-6.0331(3)(g), F.A.C.

³⁰ 34 C.F.R. s. 300.323(c)(1)-(2).

Statewide Coordinated Screening and Progress Monitoring System

The bill retains the requirement for further screening when the statewide coordinated screening and progress monitoring (CSPM) system indicates that a student exhibits characteristics of dyslexia or dyscalculia. The bill adds a further screening requirement when the system is not capable of identifying characteristics of dyslexia or dyscalculia and a student meets performance thresholds established by SBE rule.

The bill specifies that further screening is used to refine instructional planning and parent communication and is not a prerequisite to the intervention and evaluation obligations in the bill. The bill requires further screening activities to occur concurrently with required interventions and the evaluation process and prohibits using screening activities to delay or deny an appropriate evaluation.

The bill requires the SBE to adopt rules establishing timelines, performance thresholds, and parental notification requirements for further screening required under the CSPM system provisions governing identification of characteristics of dyslexia or dyscalculia.

The bill takes effect July 1, 2026.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

The bill has no fiscal impact on state expenditures or revenues.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends section 1008.25 of the Florida Statutes.

IX. Additional Information:

A. Committee Substitute – Statement of Changes:

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

None.

B. Amendments:

None.