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MEMORANDUM

TO: School District Superintendents

FROM: Jacob Oliva

DATE: November 5, 2021

SUBJECT: Impact of House Bill 7011 (2021) on Section (s.) 1008.25, Florida Statutes (F.S.), Reading Deficiency and Parental Notification

Contact Information:

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This memorandum provides more detailed information about new requirements set forth in House Bill 7011 (2021), pertaining specifically to [s. 1008.25, F.S.](#)

New requirements for s. 1008.25(5), F.S., Reading Deficiency and Parental Notification, include the following:

1. A school may not wait until an evaluation conducted pursuant to s. 1003.57, F.S., is completed to provide appropriate, evidence-based interventions for a K-3 student whose parent submits documentation from a professional licensed under Chapter 490 which demonstrates that the student has been diagnosed with dyslexia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional.
2. A read-at-home plan is required to be provided to parents of any K-3 student who has been identified with a substantial deficiency in reading. The Florida Department of Education (FDOE) is now required to compile resources that each school district must incorporate into a read-at-home plan provided to the parent of a student who is identified as having a substantial reading deficiency. The resources must be made available in an electronic format that is accessible online, and a hard copy of such resources must be provided by the school upon parent request. The resources must include the following:
 - a) Developmentally appropriate, evidence-based strategies and programming, including links to video training modules and opportunities to sign up for at-home reading tips delivered periodically via text and email, which a parent can use to help improve his or her child's literacy skills.
 - b) An overview of the types of assessments used to identify reading deficiencies and what those assessments measure or do not measure, the frequency with which the assessments are administered, and the requirements for interventions and supports that districts must provide to students who do not make adequate academic progress.

JACOB OLIVA
SENIOR CHANCELLOR

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- c) An overview of the process for initiating and conducting evaluations for exceptional education eligibility. The overview must include an explanation that a diagnosis of a medical condition alone is not sufficient to establish exceptional education eligibility but may be used to document how that condition relates to the student's eligibility determination and may be disclosed in an eligible student's individual education plan when necessary to inform school personnel responsible for implementing the plan.
- d) Characteristics of conditions associated with learning disorders, including dyslexia, dysgraphia, dyscalculia and developmental aphasia.
- e) A list of resources that support informed parent involvement in decision-making processes for students who have difficulty in learning.

Attached you will find the *Read-At-Home Plan Resources* document for school districts to incorporate into a read-at-home plan provided to the parent of a student who is identified as having a substantial reading deficiency.

- 3. The parent of any K-3 student who exhibits a substantial deficiency in reading must be notified in writing.
 - o As of July 1, 2021, schools must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.

After the initial written notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

New section created: s. 1008.25(8), F.S., Coordinated Screening and Progress Monitoring System

A new section was created, s. 1008.25(8), F.S., requiring the FDOE, in collaboration with the Division of Early Learning, to procure and require the use of a VPK-Grade 8 coordinated screening and progress monitoring system to be administered by all districts starting in the 2022-2023 school year.

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Beginning with the 2022-2023 school year, Voluntary Prekindergarten Education Program providers and public schools must participate in the coordinated screening and progress monitoring system. The screening and progress monitoring system must be administered at least three times within a program year or school year, as applicable, with the first administration occurring no later than the first 30 instructional days after the start of the program year or school year pursuant to State Board of Education rule.

The coordinated screening and progress monitoring system must:

1. Measure student progress in the Voluntary Prekindergarten Education Program through grade 8 in meeting the appropriate expectations in literacy and mathematics skills and in English Language Arts and Mathematics standards as required by ss. 1002.67(1)(a) and 1003.41, F.S.
2. Measure student performance in oral language development, phonological and phonemic awareness, knowledge of print and letters, decoding, fluency, vocabulary and comprehension, as applicable by grade level.
3. Be a valid, reliable and developmentally appropriate computer-adaptive direct instrument that provides screening and diagnostic capabilities for monitoring student progress; identifies students who have a substantial deficiency in reading, including identifying students with characteristics of dyslexia; and informs instruction.
4. Provide data for Voluntary Prekindergarten Education Program accountability as required under s. 1002.67, F.S.
5. Provide Voluntary Prekindergarten Education Program providers, school districts, schools, and teachers with data and resources that enhance differentiated instruction and parent communication.
6. Provide information to the FDOE to aid in the development of educational programs, policies and supports for providers, districts and schools.

In the 2021-2022 school year, the FDOE will procure the coordinated screening and progress monitoring system for use in the 2022-2023 school year. The FDOE, in collaboration with the Division of Early Learning, will provide training and support for effective implementation of the coordinated screening and progress monitoring system.

For questions or concerns regarding the information provided, please contact Lindsey Brown at Lindsey.Brown@fldoe.org.

JO/cm

Attachment

cc: School District K-12 Reading Contacts