

**6A-6.053 District Comprehensive Evidence-Based Reading Plan.**

(1) through (2) No change.

(3) Assessment, Curriculum, and Reading Instruction.

(a) K-12 reading instruction must be grounded in the science of reading and align with Florida's Formula for Reading Success, 6 + 4 + T1 + T2 + T3, which includes:

1. through 2. No change.

3. Three (3) tiers of instruction that are standards-aligned; include accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);

a. through b. No change.

c. Intensive, Individualized Instruction/Interventions (Tier 3): provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial ~~reading~~ deficiency in reading or characteristics of dyslexia pursuant to s. 1008.25(5)(a), F.S. Intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or who possess the elementary or secondary literacy micro-credential. For instructional personnel who possess the literacy micro-credential and provide intensive reading interventions, supervision must be provided by an individual certified or endorsed in reading.

(b) through (d) No change.

(4) No change.

(5) Students with a Substantial Deficiency in Early Literacy Skills.

(a) Identification. A VPK student is identified as having a substantial deficiency in early literacy skills if the student scores below the tenth (10<sup>th</sup>) percentile or is unable to complete the practice items at the middle or end of the year test administration of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.

(b) Interventions. Immediately following identification, public VPK students with a substantial deficiency in early literacy skills must be provided interventions in early literacy skills that are intensive, explicit, systematic, and multisensory in accordance with s. 1008.25(5)(a), F.S.

~~(6)~~ ~~(5)~~ Students with a Substantial ~~Reading~~ Deficiency in Reading.

(a) Identification. A kindergarten through grade 3 student is identified as having a substantial ~~reading~~ deficiency in reading if:

1. No change.

2. A student in grades K-3 demonstrates through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and

a. For kindergarten, the student scores below the tenth (10<sup>th</sup>) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle, or ~~the~~ end of the year test administration of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.;

b. For grades 1 and 2, the student scores below the tenth (10<sup>th</sup>) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified test administration ~~testing window~~ of the coordinated screening and progress monitoring system pursuant for s. 1008.25(9), F.S.; or

c. For grade 3, the student scores below the twentieth (20<sup>th</sup>) percentile at the beginning or middle of the year test administration ~~on~~ the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.

3. No change.

(b) Notification. Parents of students identified with a substantial ~~reading~~ deficiency in reading must be notified immediately in writing of the items listed in s. 1008.25(5)(d)-(e), F.S., and consulted in the development of a plan.

(c) Required Plan.

1. Students identified with a substantial ~~reading~~ deficiency in reading must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in s. 1008.25(4)(c), F.S. The individualized progress monitoring plan must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available.

2. Students with qualifying disabilities covered by an IEP under the Individuals with Disabilities Education Act or a ~~Section~~ 504 Plan under Section 504 of the Rehabilitation Act of 1973 are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student's reading deficiency. Nothing in this rule should be construed to require or prohibit an IEP or 504 plan or the contents of these plans.

3. No change.

(d) Interventions. Immediately following identification, students with a substantial ~~reading~~ deficiency in reading must be provided reading interventions that are intensive, explicit, systematic, and multisensory, in accordance with s. 1008.25(5)(a), F.S.

(7) ~~(6)~~ No change.

(8) ~~(7)~~ Summer Reading Camps.

(a) No change.

(b) Districts may also offer Summer Reading Camps to students in grades K-5 with a ~~reading~~ deficiency in reading. With the exception of the students described in paragraph (7)(a), Summer Reading Camps must use classroom teachers or other district personnel who are certified or endorsed in reading or who possess the elementary literacy micro-credential.

(9) ~~(8)~~ CERP Submission, Approval, and Evaluation by the Department.

(a) Annually, each district must develop a CERP and submit it for approval to its governing board or authority. After approval by its governing board or authority, each district must provide its approved CERP, including approved CERPs for each charter school sponsored by the district, to the Department by August 1. Plans must be submitted to Just Read, Florida! via email at JustRead@fldoe.org.

1. A district CERP ~~submitted by a district~~ must include all district K-12 schools, including charter schools sponsored by the district, unless a charter school elects to create its own plan independently from the district.

2. through 3. No change.

(b) CERP Requirements. The CERP must demonstrate that the district is able to implement its reading plan with fidelity, that the plan uses data to drive decision-making, that the plan is designed to meet the needs of all students, and that the plan allocates sufficient resources toward each component. In order to be approved, CERPs must comply with the requirements found in subsections (3)-(7) and paragraph (9)(a) and must contain the following:

1. No change.

2. Assurances that:

a. All reading instruction and professional learning are ~~is~~ grounded in the science of reading; use ~~uses~~ instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and do ~~does~~ not employ the three-cueing system model of reading or visual memory as a basis for teaching

word reading;

b. All students identified with a substantial ~~reading~~ deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 Plan that addresses their reading deficiency, or both in accordance with paragraph (5)(c);

c. through i. No change.

3. Descriptions of:

a. No change.

b. The district's planned expenditures for each component of the CERP, including salaries and benefits, professional learning, assessments, programs and materials, tutoring, and incentives, if offered as part of the district's comprehensive system of reading instruction. In accordance with s. 1008.25(3)(a), F.S., remedial and supplemental instruction resources must be prioritized for VPK students who have a substantial deficiency in early literacy skills and K-3 students with a substantial ~~reading~~ deficiency in reading or characteristics of dyslexia;

c. How the district improved the plan based on the CERP Reflection Tool; -

d. through j. No change.

k. The evidence-based literacy coaching model used in the district, if the Just Read, Florida! literacy coach model is not utilized; -

l. The multisensory strategies, including visual, auditory, and kinesthetic-tactile techniques, presented to students in grades K-3 who have a substantial ~~reading~~ deficiency in reading or characteristics of dyslexia;

m. The district's process for identifying students in grades K-12 in need of Tier 2 and Tier 3 interventions, which must be provided to students with a substantial ~~reading~~ deficiency in reading or characteristics of dyslexia;

n. No change.

o. How the district will provide the required notifications to parents of students identified with a substantial ~~reading~~ deficiency in reading, including a description of any literacy partnerships or programs the district utilizes to increase support for families to engage in reading at home, such as the New Worlds Reading Initiative pursuant to s. 1003.485, F.S.; and

p. No change.

4. No change.

(c) No change.

(10) ~~(9)~~ No change.

(11) ~~(10)~~ No change.

*Rulemaking Authority 1001.02(1), (2)(n), 1003.4201, 1008.25(11) FS. Law Implemented 1001.215, 1003.4201, 1008.25 FS. History—New 6-19-08, Amended 4-21-11, 2-17-15, 12-22-19, 2-16-21, 3-15-22, 2-21-23, 2-20-24,*