

Bill No. SB 2048

Barcode 092350

CHAMBER ACTION

Senate

House

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Comm: WD  
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The Committee on Education (Wilson) recommended the following amendment:

**Senate Amendment (with title amendment)**

On page 88, line 22, through  
page 90, line 15, delete those lines

and insert:

Section 93. Subsections (1) and (4) of section  
1008.25, Florida Statutes, are amended to read:

1008.25 Public school student progression; remedial  
instruction; reporting requirements.--

(1) INTENT.--It is the intent of the Legislature that  
each student's progression from one grade to another be  
determined, in part, upon proficiency in reading, writing,  
science, and mathematics; that district school board policies  
facilitate such proficiency; ~~and~~ that each student and his or  
her parent be informed of that student's academic progress  
through weekly progress reports; and that each student and his  
or her parent be provided with the tools and resources to  
ensure academic success.

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1 (4) ASSESSMENT AND REMEDIATION.--

2 (a) Each student must participate in the statewide  
3 assessment tests required by s. 1008.22. Each student who does  
4 not meet specific levels of performance as determined by the  
5 district school board in reading, writing, science, and  
6 mathematics for each grade level, or who does not meet  
7 specific levels of performance as determined by the  
8 commissioner on statewide assessments at selected grade  
9 levels, must be provided with additional diagnostic  
10 assessments to determine the nature of the student's  
11 difficulty and areas of academic need.

12 (b) The school in which the student is enrolled must  
13 develop, in consultation with the student's parent, and must  
14 implement an academic improvement plan designed to assist the  
15 student in meeting state and district expectations for  
16 proficiency. For a student for whom a personalized middle  
17 school success plan is required pursuant to s. 1003.415, the  
18 middle school success plan must be incorporated in the  
19 student's academic improvement plan. The middle school success  
20 plan must include a component that provides for home visits to  
21 be made for the purpose of monitoring a student's progress and  
22 ensuring that the parent is aware and informed of the efforts  
23 being made to ensure that the student improves academically.

24 Beginning with the 2002-2003 school year, if the student has  
25 been identified as having a deficiency in reading, the  
26 academic improvement plan shall identify the student's  
27 specific areas of deficiency in phonemic awareness, phonics,  
28 fluency, comprehension, and vocabulary; the desired levels of  
29 performance in these areas; and the instructional and support  
30 services to be provided to meet the desired levels of  
31 performance. Schools shall also provide for the frequent

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1 monitoring of the student's progress in meeting the desired  
 2 levels of performance. District school boards shall assist  
 3 schools and teachers to implement research-based reading  
 4 activities that have been shown to be successful in teaching  
 5 reading to low-performing students. Remedial instruction  
 6 provided during high school may not be in lieu of English and  
 7 mathematics credits required for graduation.

8 (c) Upon subsequent evaluation, if the documented  
 9 deficiency has not been remediated in accordance with the  
 10 academic improvement plan, the student may be retained. Each  
 11 student who does not meet the minimum performance expectations  
 12 defined by the Commissioner of Education for the statewide  
 13 assessment tests in reading, writing, science, and mathematics  
 14 must continue to be provided with remedial or supplemental  
 15 instruction until the expectations are met or the student  
 16 graduates from high school or is not subject to compulsory  
 17 school attendance.

18 (d) The remedial or supplemental instruction required  
 19 under this subsection shall include special programs that are  
 20 dedicated to assisting students in attaining a passing score  
 21 on the FCAT assessment. The special programs may be offered as  
 22 after-school programs or during class periods that are set  
 23 aside for the purpose of providing intensive remedial study  
 24 and coaching in designated subject areas of the FCAT. The  
 25 parent of each student who receives remedial study and  
 26 coaching for purposes of passing the FCAT assessment shall be  
 27 provided with a weekly progress report. Additional assistance  
 28 may be provided in the form of homework or classes designed to  
 29 familiarize the student with the type of questions that are  
 30 likely to appear on the FCAT assessment. The remedial or  
 31 supplemental instruction may also include tutoring by high

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1 school students who have successfully passed the FCAT  
 2 assessment and who provide assistance to students in the  
 3 eighth grade or ninth grade who are anticipated to have  
 4 difficulty in attaining a passing score on the FCAT  
 5 assessment. The school shall offer credit in community service  
 6 for any student who provides such tutoring.

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

10 And the title is amended as follows:

11        On page 7, lines 3-7, delete those lines

13 and insert:

14        performance; amending s. 1008.25, F.S.;

15        providing that the Legislature intends to

16        provide students and parents with the tools and

17        resources to ensure academic success; requiring

18        that the middle school success plan include

19        home visits for the purpose of monitoring a

20        student's progress and ensuring that the parent

21        is informed of efforts directed towards the

22        student; requiring remedial or supplemental

23        instruction to include programs to assist

24        students in achieving a passing score on the

25        FCAT assessment; requiring that a weekly

26        progress report be provided to the parent;

27        requiring assistance that familiarizes the

28        student with the type of questions that are

29        likely to appear on the FCAT; authorizing high

30        school students who have passed the FCAT to

31        provide tutoring assistance for students in

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1 certain grades; repealing s. 1008.301, F.S.;

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