

By Senator Wilson

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1 A bill to be entitled

2 An act relating to teaching students in grades 1 through 3
3 in public elementary schools; creating s. 1008.26, F.S.;
4 requiring that certain students who are enrolled in a
5 public elementary school and reading below grade level be
6 placed into an intensive reading lab; specifying criteria
7 for an intensive reading lab; providing for oversight of
8 the progress of students assigned to a lab; encouraging
9 the principal of a school where reading labs are required
10 to ask for donations to secure instructional materials;
11 requiring a principal of a public school where students in
12 grades 1 through 3 are enrolled to create, by hiring or
13 training, a team of teachers for those grades having
14 expertise in specified areas; specifying requirements
15 concerning how to train certain teachers to teach reading;
16 requiring the principal to assign teachers on the team for
17 a specified time to classes of students in grades 1
18 through 3; providing an effective date.

19
20 Be It Enacted by the Legislature of the State of Florida:

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22 Section 1. Section 1008.26, Florida Statutes, is created to
23 read:

24 1008.26 Reading by grade 4.--

25 (1) Each student who is entering kindergarten, first grade,
26 second grade, or third grade must be assessed as to his or her
27 proficiency in the subject of reading as defined by the Sunshine
28 State Standards. Each student who is reading below grade level
29 must be placed into an intensive reading lab that:

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30 (a) Has a student-teacher ratio of not more than 5 students
31 per one full-time equivalent teacher.

32 (b) Is staffed at all times by a teacher who is certified
33 under s. 1012.56 and has expertise in the area of teaching
34 reading skills to students in kindergarten through grade 3.

35 (c) Provides the student, for 2 hours each school day, with
36 tutoring and remediation so that the student learns to read at
37 grade level.

38 (2) Each student assigned to an intensive reading lab must
39 be reassessed in the middle and at the end of each school year
40 and, if the student is reading at or above his or her grade
41 level, the student's assignment to the intensive reading lab
42 shall be terminated.

43 (3) The principal of each public school where an intensive
44 reading lab is required under subsection (1) is encouraged to ask
45 persons, particularly persons who may qualify for an income tax
46 deduction or credit under federal tax law, to donate funds for
47 the school to buy instructional materials, such as books or
48 computer technology or software, for use by the students assigned
49 to the lab, or to donate such materials.

50 (4) (a) The principal of each public school in which
51 students in grades 1 through 3 are enrolled shall, by hiring
52 teachers or securing training for teachers already hired, create
53 a team of teachers for grades 1 through 3 which includes a nearly
54 equal distribution of teachers having expertise in each of the
55 following areas:

56 1. Teaching reading to students in grades 1 through 3. At
57 least one-third of the team must have this expertise.

58 2. Teaching science and math to students in grades 1

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59 | through 3.

60 | 3. Teaching social science to students in grades 1 through
61 | 3.

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63 | If training is required so that a teacher can develop expertise
64 | in the area of teaching reading to students in grades 1 through
65 | 3, the training must be provided outside the regular school day.

66 | (b) After July 1, 2010, the principal shall assign teachers
67 | so that each school day at least one teacher in each of the areas
68 | of expertise described in paragraph (a) visits and teaches for a
69 | minimum of 2 hours in the classroom of each student enrolled in
70 | grades 1 through 3. Before July 1, 2010, the principal is
71 | encouraged to make such assignments.

72 | Section 2. This act shall take effect July 1, 2008.