

By Senator Wilson

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1 A bill to be entitled

2 An act relating to teaching students in grades 1
3 through 3 in public elementary schools; creating s.
4 1008.26, F.S.; requiring that certain students who are
5 enrolled in a public elementary school and reading
6 below grade level be placed into an intensive reading
7 lab; specifying criteria for an intensive reading lab;
8 providing for oversight of the progress of students
9 assigned to a lab; encouraging the principal of a
10 school where reading labs are required to solicit
11 donations to secure instructional materials; requiring
12 the principal of a public school where students in
13 grades 1 through 3 are enrolled to create, by hiring
14 or training, a team of teachers having expertise in
15 specified areas; specifying requirements for training
16 teachers to teach reading; requiring the principal to
17 assign teachers on the team for a specified time to
18 classes of students in grades 1 through 3; providing
19 an effective date.
20

21 Be It Enacted by the Legislature of the State of Florida:
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23 Section 1. Section 1008.26, Florida Statutes, is created to
24 read:

25 1008.26 Reading at grade level by grade 4.-

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

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30 must be placed into an intensive reading lab that:

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

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

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

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

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

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

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

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59 2. Teaching science and math to students in grades 1
60 through 3.

61 3. Teaching social science to students in grades 1 through
62 3.

63
64 If training is required so that a teacher can develop expertise
65 in the area of teaching reading to students in grades 1 through
66 3, the training must be provided outside the regular school day.

67 (b) After July 1, 2011, the principal shall assign teachers
68 so that during each school day at least one teacher in each of
69 the areas of expertise described in paragraph (a) teaches for a
70 minimum of 2 hours in the classroom of each student enrolled in
71 grades 1 through 3. Before July 1, 2011, the principal is
72 encouraged to make such assignments.

73 Section 2. This act shall take effect July 1, 2009.