

Amendment No. 2

COMMITTEE/SUBCOMMITTEE ACTION

ADOPTED	_____	(Y/N)
ADOPTED AS AMENDED	_____	(Y/N)
ADOPTED W/O OBJECTION	_____	(Y/N)
FAILED TO ADOPT	_____	(Y/N)
WITHDRAWN	_____	(Y/N)
OTHER		

1 Committee/Subcommittee hearing bill: Student Academic Success
2 Subcommittee

3 Representative Trabulsy offered the following:

4
5 **Amendment (with title amendment)**

6 Remove lines 487-666 and insert:

7 **Section 12. Paragraph (b) of subsection (3) and paragraphs**
8 **(a) and (d) of subsection (4) of section 1002.945, Florida**
9 **Statutes, are amended to read:**

10 1002.945 Gold Seal Quality Care Program.—

11 (3)

12 (b) The Department of Education shall establish a process
13 that verifies that the accrediting association meets the
14 provisions of paragraph (a), which must include an auditing
15 program and any other procedures that may reasonably determine
16 an accrediting association's compliance with this section. If an

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17 accrediting association is not in compliance and fails to cure
18 its deficiencies within 30 days, the department shall recommend
19 to the state board termination of the accrediting association's
20 participation as an accrediting association in the program for a
21 period of ~~at least 2 years but no more than 5 years~~. If an
22 accrediting association is removed from being an approved
23 accrediting association, each child care provider accredited by
24 that association shall have up to 1 year to obtain a new
25 accreditation from a department-approved accreditation
26 association.

27 (4) In order to obtain and maintain a designation as a
28 Gold Seal Quality Care provider, a child care facility, large
29 family child care home, or family day care home must meet the
30 following additional criteria:

31 (a) The child care provider must not have had any class I
32 violations, as defined by rule of the Department of Children and
33 Families, for which the Department of Children and Families
34 determines that the child care provider is the primary cause of
35 the violation within the 2 years preceding its application for
36 designation as a Gold Seal Quality Care provider. Commission of
37 a class I violation for which the Department of Children and
38 Families determines that the child care provider is the primary
39 cause of the violation shall be grounds for termination of the
40 designation as a Gold Seal Quality Care provider until the
41 provider has no class I violations for a period of 2 years.

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~~(d) Notwithstanding paragraph (a), if the Department of Education determines through a formal process that a provider has been in business for at least 5 years and has no other class I violations recorded, the department may recommend to the state board that the provider maintain its Gold Seal Quality Care status. The state board's determination regarding such provider's status is final.~~

Section 13. Subsection (2) of section 1003.25, Florida Statutes, is amended to read:

1003.25 Procedures for maintenance and transfer of student records.—

(2) The procedure for transferring and maintaining records of students who transfer from school to school is prescribed by rules of the State Board of Education. The transfer of records must occur within 5 school days. The records must include, if applicable:

(a) Verified reports of serious or recurrent behavior patterns, including any threat assessment report, all corresponding documentation, and any other information required by the Florida-specific behavioral threat assessment instrument pursuant to s. 1001.212(11) which contains the evaluation, intervention, and management of the threat assessment evaluations and intervention services. Upon enrollment of the student, the school resource officer shall be notified and provided access to such records upon request.

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67 (b) Psychological evaluations, including therapeutic
68 treatment plans and therapy or progress notes created or
69 maintained by school district or charter school staff, as
70 appropriate.

71 **Section 14. Subsection (6) is added to section 1003.26,**
72 **Florida Statutes, to read:**

73 1003.26 Enforcement of school attendance.—The Legislature
74 finds that poor academic performance is associated with
75 nonattendance and that school districts must take an active role
76 in promoting and enforcing attendance as a means of improving
77 student performance. It is the policy of the state that each
78 district school superintendent be responsible for enforcing
79 school attendance of all students subject to the compulsory
80 school age in the school district and supporting enforcement of
81 school attendance by local law enforcement agencies. The
82 responsibility includes recommending policies and procedures to
83 the district school board that require public schools to respond
84 in a timely manner to every unexcused absence, and every absence
85 for which the reason is unknown, of students enrolled in the
86 schools. District school board policies shall require the parent
87 of a student to justify each absence of the student, and that
88 justification will be evaluated based on adopted district school
89 board policies that define excused and unexcused absences. The
90 policies must provide that public schools track excused and
91 unexcused absences and contact the home in the case of an

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92 unexcused absence from school, or an absence from school for
93 which the reason is unknown, to prevent the development of
94 patterns of nonattendance. The Legislature finds that early
95 intervention in school attendance is the most effective way of
96 producing good attendance habits that will lead to improved
97 student learning and achievement. Each public school is required
98 to implement the following steps to promote and enforce regular
99 school attendance:

100 (6) Nothing in this subsection prohibits a school district
101 from addressing patterns of nonattendance earlier than
102 prescribed in this subsection.

103 **Section 15. Paragraph (o) of subsection (2) and subsection**
104 **(5) of section 1003.42, Florida Statutes, are amended to read:**

105 1003.42 Required instruction.—

106 (2) Members of the instructional staff of the public
107 schools, subject to the rules of the State Board of Education
108 and the district school board, shall teach efficiently and
109 faithfully, using the books and materials required that meet the
110 highest standards for professionalism and historical accuracy,
111 following the prescribed courses of study, and employing
112 approved methods of instruction, the following:

113 (o) Comprehensive age-appropriate and developmentally
114 appropriate K-12 instruction on:

115 1. Health education that addresses concepts of community
116 health, consumer health, environmental health, and family life,

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- 117 including:
- 118 a. Injury prevention and safety.
- 119 b. Internet safety.
- 120 c. Nutrition.
- 121 d. Personal health.
- 122 e. Prevention and control of disease.
- 123 f. Substance use and abuse.
- 124 g. Prevention of child sexual abuse, exploitation, and
- 125 human trafficking.
- 126 h. Human embryologic and fetal development.
- 127 2. For students in grades 7 through 12, teen dating
- 128 violence and abuse. This component must include, but not be
- 129 limited to, the definition of dating violence and abuse, the
- 130 warning signs of dating violence and abusive behavior, the
- 131 characteristics of healthy relationships, measures to prevent
- 132 and stop dating violence and abuse, and community resources
- 133 available to victims of dating violence and abuse.
- 134 3. For students in grades 6 through 12, awareness of the
- 135 benefits of sexual abstinence as the expected standard and the
- 136 consequences of teenage pregnancy.
- 137 4. Life skills that build confidence, support mental and
- 138 emotional health, and enable students to overcome challenges,
- 139 including:
- 140 a. Self-awareness and self-management.
- 141 b. Responsible decisionmaking.

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- 142 c. Resiliency.
- 143 d. Relationship skills and conflict resolution.
- 144 e. Understanding and respecting other viewpoints and
145 backgrounds.
- 146 f. For grades 9 through 12, developing leadership skills,
147 interpersonal skills, organization skills, and research skills;
148 creating a résumé, including a digital résumé; exploring career
149 pathways; using state career planning resources; developing and
150 practicing the skills necessary for employment interviews;
151 workplace ethics and workplace law; managing stress and
152 expectations; and self-motivation.
- 153 5.a. For students in grades 6 through 12, the social,
154 emotional, and physical effects of social media. This component
155 must include, but need not be limited to, the negative effects
156 of social media on mental health, including addiction; the
157 distribution of misinformation on social media; how social media
158 manipulates behavior; the permanency of sharing materials
159 online; how to maintain personal security and identify
160 cyberbullying, predatory behavior, and human trafficking on the
161 Internet; and how to report suspicious behavior encountered on
162 the Internet.
- 163 b. The Department of Education shall make available online
164 the instructional material being used pursuant to this
165 subparagraph, and each district school board shall notify
166 parents of its availability.

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167 6.a. For students in grades 6 through 12, health education
168 addressing human embryologic and fetal development must include
169 all of the following:

170 (I) A high-definition, medically accurate ultrasound
171 video, at least 1 minute in duration, showing the development of
172 the heart and other organs and movement of the limbs and head.

173 (II) A high-quality, medically accurate, computer-
174 generated rendering, animation, video, or other multimedia, at
175 least 3 minutes in duration, showing and describing the process
176 of fertilization and various stages of human development inside
177 the uterus, noting significant markers in cell growth and organ
178 development by week from conception until birth.

179 b. The State Board of Education may adopt rules to
180 implement this subparagraph.

181
182 Health education and life skills instruction and materials may
183 not contradict the principles enumerated in subsection (3).

184
185 The State Board of Education is encouraged to adopt standards
186 and pursue assessment of the requirements of this subsection.
187 Instructional programming that incorporates the values of the
188 recipients of the Congressional Medal of Honor and that is
189 offered as part of a social studies, English Language Arts, or
190 other schoolwide character building and veteran awareness
191 initiative meets the requirements of paragraph (u).

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192 (5) Each school shall provide a notification to parents
193 relating to a parent's right to make a ~~Any student whose parent~~
194 ~~makes~~ written request to the school principal for his or her
195 student to ~~shall~~ be exempted from the teaching of reproductive
196 health or any disease, including HIV/AIDS, its symptoms,
197 development, and treatment or the teaching of human embryologic
198 and fetal development under subparagraph (o)6. A student so
199 exempted may not be penalized by reason of that exemption.
200 Course descriptions for comprehensive health education may ~~shall~~
201 not interfere with the local determination of appropriate
202 curriculum which reflects local values and concerns. Each school
203 district shall, on the district's website homepage, notify
204 parents of this right and the process to request an exemption.
205 The home page must include a link for a student's parent to
206 access and review the instructional materials, as defined in s.
207 1006.29(2), used to teach the curriculum.

208 **Section 16. Section 1003.4202, Florida Statutes, is**
209 **created to read:**

210 1003.4202 Comprehensive system of mathematics
211 instruction.—Each school district must implement a system of
212 comprehensive mathematics instruction for students enrolled in
213 prekindergarten through grade 12 and certain students who
214 exhibit a substantial deficiency in early mathematics skills
215 under s. 1008.25(6).

216 (1) Each school district must develop, and submit to the

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217 district school board for approval, a detailed mathematics
218 instruction plan that outlines the components of the district's
219 comprehensive system of mathematics instruction. The plan must
220 include all district schools, including charter schools, unless
221 a charter school elects to submit a plan independently from the
222 school district. A charter school plan must comply with all of
223 the provisions of this section and must be approved by the
224 charter school's governing body and provided to the charter
225 school's sponsor.

226 (2) Components of the mathematics instruction plan may
227 include the following:

228 (a) Additional time per day of evidence-based intensive
229 mathematics instruction for kindergarten through grade 12
230 students, which may be delivered during or outside of the
231 regular school day.

232 (b) Employing highly qualified mathematics coaches to
233 specifically support classroom teachers in making instructional
234 decisions based on progress monitoring data collected pursuant
235 to s. 1008.25(9) and improve classroom teacher delivery of
236 effective mathematics instruction and mathematics intervention.
237 The coaches must:

238 1. Hold either a grades 5 through 9 mathematics
239 certification or a grades 6 through 12 mathematics certification
240 that aligns with the certification requirements for the courses
241 of the teachers they support.

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242 2. Have earned a highly effective rating on the 3 prior
243 years' performance evaluations under s. 1012.34.

244 (c) Tutoring in mathematics.

245 (3) Each school district shall submit its approved
246 mathematics instruction plan, including approved mathematics
247 instruction plans for each charter school in the district, to
248 the school board and, if applicable, any charter school
249 governing board by August 1 of each fiscal year.

250 (4) For purposes of this section, the term "evidence-
251 based" means demonstrating a statistically significant effect on
252 improving student outcomes or other relevant outcomes as
253 provided in 20 U.S.C. s. 8101(21)(A)(i)

254 **Section 17. Subsection (1) of section 1003.435, Florida**
255 **Statutes, is amended to read:**

256 1003.435 High school equivalency diploma program.—

257 (1) The State Board of Education shall adopt rules that
258 prescribe performance standards and provide for comprehensive
259 examinations to be administered to candidates for high school
260 equivalency diplomas. No later than December 1, 2026, the State
261 Board of Education shall identify, and authorize the use of, the
262 two most widely recognized high school equivalency assessments
263 to satisfy the state's high school equivalency diploma
264 requirements. Such rules shall include, but are not limited to,
265 provisions for fees, frequency of examinations, and procedures
266 for retaking an examination upon unsatisfactory performance.

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

Remove lines 35-49 and insert:
1002.945, F.S.; revising the period of time an
accrediting association loses eligibility to
participate in the Gold Seal Quality Care Program;
requiring the Department of Children and Families to
make a specified determination for child care
providers; deleting an exception; amending s. 1003.25,
F.S.; requiring procedures for transferring certain
student records; amending s. 1003.26, F.S.;
authorizing school districts to enforce school
attendance strategies earlier than prescribed in law;
amending s. 1003.42, F.S.; requiring instruction in
human embryologic and fetal development; providing
requirements for such instruction; authorizing parents
to opt students out of such instruction; creating s.
1003.4202, F.S.; requiring school districts and
charter schools to implement a system of comprehensive
mathematics instruction and develop a mathematics
instruction plan; authorizing charter schools to use a
school district's plan; providing requirements for
such plan; requiring such plan to be approved by

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292 | school districts and charter schools; defining the
293 | term "evidence-based"; amending s. 1003.435, F.S.;
294 | requiring the State Board of Education to identify and
295 | authorize certain high school equivalency assessments
296 | to satisfy the high school equivalency diploma;
297 | amending s. 1003.46, F.S.;