

1                   A bill to be entitled  
2           An act relating to individual freedom; amending s.  
3           760.10, F.S.; providing that subjecting any  
4           individual, as a condition of employment, membership,  
5           certification, licensing, credentialing, or passing an  
6           examination, to training, instruction, or any other  
7           required activity that espouses, promotes, advances,  
8           inculcates, or compels such individual to believe  
9           specified concepts constitutes discrimination based on  
10          race, color, sex, or national origin; providing  
11          construction; amending s. 1000.05, F.S.; providing  
12          that subjecting any student or employee to training or  
13          instruction that espouses, promotes, advances,  
14          inculcates, or compels such individual to believe  
15          specified concepts constitutes discrimination based on  
16          race, color, sex, or national origin; conforming  
17          provisions to changes made by the act; amending s.  
18          1003.42, F.S.; revising the requirements for required  
19          instruction on health education; requiring such  
20          instruction to comport with certain principles and  
21          include certain life skills; requiring civic and  
22          character education instead of a character development  
23          program; providing the requirements of such education;  
24          providing legislative findings; requiring instruction  
25          to be consistent with specified principles of

26 individual freedom; authorizing instructional  
 27 personnel to facilitate discussions and use curricula  
 28 to address, in an age-appropriate manner, specified  
 29 topics; prohibiting classroom instruction and  
 30 curricula from being used to indoctrinate or persuade  
 31 students in a manner inconsistent with certain  
 32 principles or state academic standards; conforming  
 33 cross-references to changes made by the act; amending  
 34 s. 1006.31, F.S.; prohibiting instructional materials  
 35 reviewers from recommending instructional materials  
 36 that contain any matter that contradicts certain  
 37 principles; amending s. 1012.98, F.S.; requiring the  
 38 Department of Education to review school district  
 39 professional development systems for compliance with  
 40 certain provisions of law; amending ss. 1002.20 and  
 41 1006.40, F.S.; conforming cross-references; providing  
 42 an effective date.

44 Be It Enacted by the Legislature of the State of Florida:

46 Section 1. Subsections (8) through (10) of section 760.10,  
 47 Florida Statutes, are renumbered as subsections (9) through  
 48 (11), respectively, and a new subsection (8) is added to that  
 49 section, to read:

50 760.10 Unlawful employment practices.—

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51       (8)(a) Subjecting any individual, as a condition of  
52 employment, membership, certification, licensing, credentialing,  
53 or passing an examination, to training, instruction, or any  
54 other required activity that espouses, promotes, advances,  
55 inculcates, or compels such individual to believe any of the  
56 following concepts constitutes discrimination based on race,  
57 color, sex, or national origin under this section:

58       1. Members of one race, color, sex, or national origin are  
59 morally superior to members of another race, color, sex, or  
60 national origin.

61       2. An individual, by virtue of his or her race, color,  
62 sex, or national origin, is inherently racist, sexist, or  
63 oppressive, whether consciously or unconsciously.

64       3. An individual's moral character or status as either  
65 privileged or oppressed is necessarily determined by his or her  
66 race, color, sex, or national origin.

67       4. Members of one race, color, sex, or national origin  
68 cannot and should not attempt to treat others without respect to  
69 race, color, sex, or national origin.

70       5. An individual, by virtue of his or her race, color,  
71 sex, or national origin, bears responsibility for, or should be  
72 discriminated against or receive adverse treatment because of,  
73 actions committed in the past by other members of the same race,  
74 color, sex, or national origin.

75       6. An individual, by virtue of his or her race, color,

76 sex, or national origin, should be discriminated against or  
 77 receive adverse treatment to achieve diversity, equity, or  
 78 inclusion.

79 7. An individual should feel discomfort, guilt, anguish,  
 80 or any other form of psychological distress on account of his or  
 81 her race, color, sex, or national origin.

82 8. Such virtues as merit, excellence, hard work, fairness,  
 83 neutrality, objectivity, and racial colorblindness are racist or  
 84 sexist, or were created by members of a particular race, color,  
 85 sex, or national origin to oppress members of another race,  
 86 color, sex, or national origin.

87 (b) Paragraph (a) may not be construed to prohibit  
 88 discussion of the concepts listed therein as part of a course of  
 89 training or instruction, provided such training or instruction  
 90 is given in an objective manner without endorsement of the  
 91 concepts.

92 Section 2. Subsections (4) through (8) of section 1000.05,  
 93 Florida Statutes, are renumbered as subsections (5) through (9),  
 94 respectively, subsections (2) and (3), present subsection (4),  
 95 and paragraph (d) of present subsection (6) are amended, and a  
 96 new subsection (4) is added to that section, to read:

97 1000.05 Discrimination against students and employees in  
 98 the Florida K-20 public education system prohibited; equality of  
 99 access required.—

100 (2) (a) Discrimination on the basis of race, color

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101 ~~ethnicity~~, national origin, sex ~~gender~~, disability, religion, or  
102 marital status against a student or an employee in the state  
103 system of public K-20 education is prohibited. No person in this  
104 state shall, on the basis of race, color ~~ethnicity~~, national  
105 origin, sex ~~gender~~, disability, religion, or marital status, be  
106 excluded from participation in, be denied the benefits of, or be  
107 subjected to discrimination under any public K-20 education  
108 program or activity, or in any employment conditions or  
109 practices, conducted by a public educational institution that  
110 receives or benefits from federal or state financial assistance.

111 (b) The criteria for admission to a program or course  
112 shall not have the effect of restricting access by persons of a  
113 particular race, color ~~ethnicity~~, national origin, sex ~~gender~~,  
114 disability, religion, or marital status.

115 (c) All public K-20 education classes shall be available  
116 to all students without regard to race, color ~~ethnicity~~,  
117 national origin, sex ~~gender~~, disability, religion, or marital  
118 status; however, this is not intended to eliminate the provision  
119 of programs designed to meet the needs of students with limited  
120 proficiency in English, gifted students, or students with  
121 disabilities or programs tailored to students with specialized  
122 talents or skills.

123 (d) Students may be separated by sex ~~gender~~ for a single-  
124 gender program as provided under s. 1002.311, for any portion of  
125 a class that deals with human reproduction, or during

126 participation in bodily contact sports. For the purpose of this  
 127 section, bodily contact sports include wrestling, boxing, rugby,  
 128 ice hockey, football, basketball, and other sports in which the  
 129 purpose or major activity involves bodily contact.

130 (e) Guidance services, counseling services, and financial  
 131 assistance services in the state public K-20 education system  
 132 shall be available to students equally. Guidance and counseling  
 133 services, materials, and promotional events shall stress access  
 134 to academic and career opportunities for students without regard  
 135 to race, color ~~ethnicity~~, national origin, sex ~~gender~~,  
 136 disability, religion, or marital status.

137 (3)(a) No person shall, on the basis of sex ~~gender~~, be  
 138 excluded from participating in, be denied the benefits of, or be  
 139 treated differently from another person or otherwise be  
 140 discriminated against in any interscholastic, intercollegiate,  
 141 club, or intramural athletics offered by a public K-20  
 142 educational institution; and no public K-20 educational  
 143 institution shall provide athletics separately on such basis.

144 (b) Notwithstanding the requirements of paragraph (a), a  
 145 public K-20 educational institution may operate or sponsor  
 146 separate teams for members of each sex ~~gender~~ if the selection  
 147 for such teams is based upon competitive skill or the activity  
 148 involved is a bodily contact sport. However, when a public K-20  
 149 educational institution operates or sponsors a team in a  
 150 particular sport for members of one sex ~~gender~~ but does not

151 operate or sponsor such a team for members of the other sex  
 152 ~~gender~~, and athletic opportunities for that sex ~~gender~~ have  
 153 previously been limited, members of the excluded sex ~~gender~~ must  
 154 be allowed to try out for the team offered.

155 (c) This subsection does not prohibit the grouping of  
 156 students in physical education classes and activities by ability  
 157 as assessed by objective standards of individual performance  
 158 developed and applied without regard to sex ~~gender~~. However,  
 159 when use of a single standard of measuring skill or progress in  
 160 a physical education class has an adverse effect on members of  
 161 one sex ~~gender~~, the educational institution shall use  
 162 appropriate standards which do not have such effect.

163 (d) A public K-20 educational institution which operates  
 164 or sponsors interscholastic, intercollegiate, club, or  
 165 intramural athletics shall provide equal athletic opportunity  
 166 for members of both sexes ~~genders~~.

167 1. The Board of Governors shall determine whether equal  
 168 opportunities are available at state universities.

169 2. The Commissioner of Education shall determine whether  
 170 equal opportunities are available in school districts and  
 171 Florida College System institutions. In determining whether  
 172 equal opportunities are available in school districts and  
 173 Florida College System institutions, the Commissioner of  
 174 Education shall consider, among other factors:

175 a. Whether the selection of sports and levels of

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176 competition effectively accommodate the interests and abilities  
 177 of members of both sexes ~~genders~~.

178 b. The provision of equipment and supplies.

179 c. Scheduling of games and practice times.

180 d. Travel and per diem allowances.

181 e. Opportunities to receive coaching and academic  
 182 tutoring.

183 f. Assignment and compensation of coaches and tutors.

184 g. Provision of locker room, practice, and competitive  
 185 facilities.

186 h. Provision of medical and training facilities and  
 187 services.

188 i. Provision of housing and dining facilities and  
 189 services.

190 j. Publicity.

191  
 192 Unequal aggregate expenditures for members of each sex ~~gender~~ or  
 193 unequal expenditures for male and female teams if a public  
 194 school or Florida College System institution operates or  
 195 sponsors separate teams do not constitute nonimplementation of  
 196 this subsection, but the Commissioner of Education shall  
 197 consider the failure to provide necessary funds for teams for  
 198 one sex ~~gender~~ in assessing equality of opportunity for members  
 199 of each sex ~~gender~~.

200 (e) A public school or Florida College System institution



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201 may provide separate toilet, locker room, and shower facilities  
202 on the basis of gender, but such facilities shall be comparable  
203 to such facilities provided for students of the other sex  
204 ~~gender~~.

205 (4) (a) It shall constitute discrimination on the basis of  
206 race, color, national origin, or sex under this section to  
207 subject any student or employee to training or instruction that  
208 espouses, promotes, advances, inculcates, or compels such  
209 student or employee to believe any of the following concepts:

210 1. Members of one race, color, national origin, or sex are  
211 morally superior to members of another race, color, national  
212 origin, or sex.

213 2. A person, by virtue of his or her race, color, national  
214 origin, or sex is inherently racist, sexist, or oppressive,  
215 whether consciously or unconsciously.

216 3. A person's moral character or status as either  
217 privileged or oppressed is necessarily determined by his or her  
218 race, color, national origin, or sex.

219 4. Members of one race, color, national origin, or sex  
220 cannot and should not attempt to treat others without respect to  
221 race, color, national origin, or sex.

222 5. A person, by virtue of his or her race, color, national  
223 origin, or sex bears responsibility for, or should be  
224 discriminated against or receive adverse treatment because of,  
225 actions committed in the past by other members of the same race,

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226 | color, national origin, or sex.

227 | 6. A person, by virtue of his or her race, color, national  
228 | origin, or sex should be discriminated against or receive  
229 | adverse treatment to achieve diversity, equity, or inclusion.

230 | 7. A person should feel discomfort, guilt, anguish, or any  
231 | other form of psychological distress on account of his or her  
232 | race, color, national origin, or sex.

233 | 8. Such virtues as merit, excellence, hard work, fairness,  
234 | neutrality, objectivity, and racial colorblindness are racist or  
235 | sexist, or were created by members of a particular race, color,  
236 | national origin, or sex to oppress members of another race,  
237 | color, national origin, or sex.

238 | (b) Paragraph (a) may not be construed to prohibit  
239 | discussion of the concepts listed therein as part of a larger  
240 | course of training or instruction, provided such training or  
241 | instruction is given in an objective manner without endorsement  
242 | of the concepts.

243 | (5)-(4) Public schools and Florida College System  
244 | institutions shall develop and implement methods and strategies  
245 | to increase the participation of students of a particular race,  
246 | color ethnicity, national origin, sex gender, disability, or  
247 | marital status in programs and courses in which students of that  
248 | particular race, color ethnicity, national origin, sex gender,  
249 | disability, or marital status have been traditionally  
250 | underrepresented, including, but not limited to, mathematics,

251 science, computer technology, electronics, communications  
 252 technology, engineering, and career education.

253 ~~(7)-(6)~~ The functions of the Office of Equal Educational  
 254 Opportunity of the Department of Education shall include, but  
 255 are not limited to:

256 (d) Conducting studies of the effectiveness of methods and  
 257 strategies designed to increase the participation of students in  
 258 programs and courses in which students of a particular race,  
 259 color ~~ethnicity~~, national origin, sex ~~gender~~, disability, or  
 260 marital status have been traditionally underrepresented and  
 261 monitoring the success of students in such programs or courses,  
 262 including performing followup monitoring.

263 Section 3. Subsection (3) of section 1003.42, Florida  
 264 Statutes, is renumbered as subsection (4), paragraph (b) of  
 265 subsection (1) and subsection (2) are amended, and a new  
 266 subsection (3) is added to that section, to read:

267 1003.42 Required instruction.—

268 (1)

269 (b) All instructional materials, as defined in s.  
 270 1006.29(2), used to teach reproductive health or any disease,  
 271 including HIV/AIDS, its symptoms, development, and treatment, as  
 272 part of the courses referenced in subsection (4) ~~(3)~~, must be  
 273 annually approved by a district school board in an open, noticed  
 274 public meeting.

275 (2) Members of the instructional staff of the public

276 | schools, subject to the rules of the State Board of Education  
 277 | and the district school board, shall teach efficiently and  
 278 | faithfully, using the books and materials required that meet the  
 279 | highest standards for professionalism and historical accuracy,  
 280 | following the prescribed courses of study, and employing  
 281 | approved methods of instruction, the following:

282 |       (a) The history and content of the Declaration of  
 283 | Independence, including national sovereignty, natural law, self-  
 284 | evident truth, equality of all persons, limited government,  
 285 | popular sovereignty, and inalienable rights of life, liberty,  
 286 | and property, and how they form the philosophical foundation of  
 287 | our government.

288 |       (b) The history, meaning, significance, and effect of the  
 289 | provisions of the Constitution of the United States and  
 290 | amendments thereto, with emphasis on each of the 10 amendments  
 291 | that make up the Bill of Rights and how the constitution  
 292 | provides the structure of our government.

293 |       (c) The arguments in support of adopting our republican  
 294 | form of government, as they are embodied in the most important  
 295 | of the Federalist Papers.

296 |       (d) Flag education, including proper flag display and flag  
 297 | salute.

298 |       (e) The elements of civil government, including the  
 299 | primary functions of and interrelationships between the Federal  
 300 | Government, the state, and its counties, municipalities, school

301 districts, and special districts.

302 (f) The history of the United States, including the period  
 303 of discovery, early colonies, the War for Independence, the  
 304 Civil War, the expansion of the United States to its present  
 305 boundaries, the world wars, and the civil rights movement to the  
 306 present. American history shall be viewed as factual, not as  
 307 constructed, shall be viewed as knowable, teachable, and  
 308 testable, and shall be defined as the creation of a new nation  
 309 based largely on the universal principles stated in the  
 310 Declaration of Independence.

311 (g)1. The history of the Holocaust (1933-1945), the  
 312 systematic, planned annihilation of European Jews and other  
 313 groups by Nazi Germany, a watershed event in the history of  
 314 humanity, to be taught in a manner that leads to an  
 315 investigation of human behavior, an understanding of the  
 316 ramifications of prejudice, racism, and stereotyping, and an  
 317 examination of what it means to be a responsible and respectful  
 318 person, for the purposes of encouraging tolerance of diversity  
 319 in a pluralistic society and for nurturing and protecting  
 320 democratic values and institutions, including the policy,  
 321 definition, and historical and current examples of anti-  
 322 Semitism, as described in s. 1000.05(8) ~~s. 1000.05(7)~~, and the  
 323 prevention of anti-Semitism. Each school district must annually  
 324 certify and provide evidence to the department, in a manner  
 325 prescribed by the department, that the requirements of this

326 paragraph are met. The department shall prepare and offer  
327 standards and curriculum for the instruction required by this  
328 paragraph and may seek input from the Commissioner of  
329 Education's Task Force on Holocaust Education or from any state  
330 or nationally recognized Holocaust educational organizations.  
331 The department may contract with any state or nationally  
332 recognized Holocaust educational organizations to develop  
333 training for instructional personnel and grade-appropriate  
334 classroom resources to support the developed curriculum.

335 2. The second week in November shall be designated as  
336 "Holocaust Education Week" in this state in recognition that  
337 November is the anniversary of Kristallnacht, widely recognized  
338 as a precipitating event that led to the Holocaust.

339 (h) The history of African Americans, including the  
340 history of African peoples before the political conflicts that  
341 led to the development of slavery, the passage to America, the  
342 enslavement experience, abolition, and the contributions of  
343 African Americans to society. Instructional materials shall  
344 include the contributions of African Americans to American  
345 society.

346 (i) The elementary principles of agriculture.

347 (j) The true effects of all alcoholic and intoxicating  
348 liquors and beverages and narcotics upon the human body and  
349 mind.

350 (k) Kindness to animals.

- 351 (l) The history of the state.
- 352 (m) The conservation of natural resources.
- 353 (n)~~1.~~ Comprehensive age-appropriate and developmentally
- 354 appropriate K-12 instruction on: ~~health education that addresses~~
- 355 1. Health education that addresses concepts of community
- 356 health, consumer health, environmental health, and family life,
- 357 including:
- 358 ~~a. Mental and emotional health.~~
- 359 ~~a.b.~~ Injury prevention and safety.
- 360 ~~b.e.~~ Internet safety.
- 361 ~~c.d.~~ Nutrition.
- 362 ~~d.e.~~ Personal health.
- 363 ~~e.f.~~ Prevention and control of disease.
- 364 ~~f.g.~~ Substance use and abuse.
- 365 ~~g.h.~~ Prevention of child sexual abuse, exploitation, and
- 366 human trafficking.
- 367 2. ~~The health education curriculum~~ For students in grades
- 368 7 through 12, ~~shall include~~ a teen dating violence and abuse.
- 369 This component must include ~~that includes~~, but ~~is~~ not be limited
- 370 to, the definition of dating violence and abuse, the warning
- 371 signs of dating violence and abusive behavior, the
- 372 characteristics of healthy relationships, measures to prevent
- 373 and stop dating violence and abuse, and community resources
- 374 available to victims of dating violence and abuse.
- 375 3. ~~The health education curriculum~~ For students in grades

376 | 6 through 12, ~~shall include an~~ awareness of the benefits of  
 377 | sexual abstinence as the expected standard and the consequences  
 378 | of teenage pregnancy.

379 | 4. Life skills that build confidence, support mental and  
 380 | emotional health, and enable students to overcome challenges,  
 381 | including:

382 | a. Self-awareness and self-management.

383 | b. Responsible decisionmaking.

384 | c. Resiliency.

385 | d. Relationship skills and conflict resolution.

386 | e. Understanding and respecting other viewpoints and  
 387 | backgrounds.

388 | f. For grades 9 through 12, developing leadership skills,  
 389 | interpersonal skills, organization skills, and research skills;  
 390 | creating a resume, including a digital resume; exploring career  
 391 | pathways; using state career planning resources; developing and  
 392 | practicing the skills necessary for employment interviews;  
 393 | workplace ethics and workplace law; managing stress and  
 394 | expectations; and self-motivation.

395 |  
 396 | Health education and life skills instruction and materials may  
 397 | not contradict the principles enumerated in subsection (3).

398 | (o) Such additional materials, subjects, courses, or  
 399 | fields in such grades as are prescribed by law or by rules of  
 400 | the State Board of Education and the district school board in



401 fulfilling the requirements of law.

402 (p) The study of Hispanic contributions to the United  
403 States.

404 (q) The study of women's contributions to the United  
405 States.

406 (r) The nature and importance of free enterprise to the  
407 United States economy.

408 (s) Civic and character education on ~~A character~~  
409 ~~development program in the elementary schools, similar to~~  
410 ~~Character First or Character Counts, which is secular in nature.~~  
411 ~~Beginning in school year 2004-2005, the character development~~  
412 ~~program shall be required in kindergarten through grade 12. Each~~  
413 ~~district school board shall develop or adopt a curriculum for~~  
414 ~~the character development program that shall be submitted to the~~  
415 ~~department for approval.~~

416 1. ~~The character development curriculum shall stress the~~  
417 ~~qualities~~ and responsibilities ~~of patriotism and~~  
418 ~~responsibility;~~ citizenship, including, ~~kindness; respect for~~  
419 ~~authority, life, liberty, and personal property; honesty;~~  
420 ~~charity; self-control;~~ racial, ethnic, and religious tolerance;  
421 ~~and cooperation and,~~

422 2. ~~The character development curriculum for grades 9~~  
423 ~~through 12 shall, at a minimum, include instruction on~~  
424 ~~developing leadership skills, interpersonal skills, organization~~  
425 ~~skills, and research skills; creating a resume, including a~~

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426 ~~digital resume; exploring career pathways; using state career~~  
427 ~~planning resources; developing and practicing the skills~~  
428 ~~necessary for employment interviews; conflict resolution,~~  
429 ~~workplace ethics, and workplace law; managing stress and~~  
430 ~~expectations; and developing skills that enable students to~~  
431 ~~become more resilient and self-motivated.~~

432 ~~3. The character development curriculum~~ for grades 11 and  
433 ~~12, shall include instruction on~~ voting using the uniform  
434 primary and general election ballot described in s. 101.151(9).

435 (t) In order to encourage patriotism, the sacrifices that  
436 veterans and Medal of Honor recipients have made in serving our  
437 country and protecting democratic values worldwide. Such  
438 instruction must occur on or before Medal of Honor Day,  
439 Veterans' Day, and Memorial Day. Members of the instructional  
440 staff are encouraged to use the assistance of local veterans and  
441 Medal of Honor recipients when practicable.

442  
443 The State Board of Education is encouraged to adopt standards  
444 and pursue assessment of the requirements of this subsection.  
445 Instructional programming ~~A character development program~~ that  
446 incorporates the values of the recipients of the Congressional  
447 Medal of Honor and that is offered as part of a social studies,  
448 English Language Arts, or other schoolwide character building  
449 and veteran awareness initiative meets the requirements of  
450 paragraph (t) ~~paragraphs (s) and (t)~~.

451       (3) The Legislature acknowledges the fundamental truth  
452 that all persons are equal before the law and have inalienable  
453 rights. Accordingly, instruction and supporting materials on the  
454 topics enumerated in this section must be consistent with the  
455 following principles of individual freedom:

456       (a) No person is inherently racist, sexist, or oppressive,  
457 whether consciously or unconsciously, solely by virtue of his or  
458 her race or sex.

459       (b) No race is inherently superior to another race.

460       (c) No person should be discriminated against or receive  
461 adverse treatment solely or partly on the basis of race, color,  
462 national origin, religion, disability, or sex.

463       (d) Meritocracy or traits such as a hard work ethic are  
464 not racist but fundamental to the right to pursue happiness and  
465 be rewarded for industry.

466       (e) A person, by virtue of his or her race or sex, does  
467 not bear responsibility for actions committed in the past by  
468 other members of the same race or sex.

469       (f) A person should not be made to feel discomfort, guilt,  
470 anguish, or any other form of psychological distress on account  
471 of his or her race.

472

473 Instructional personnel may facilitate discussions and use  
474 curricula to address, in an age-appropriate manner, how the  
475 freedoms of persons have been infringed by sexism, slavery,

476 racial oppression, racial segregation, and racial  
477 discrimination, including topics relating to the enactment and  
478 enforcement of laws resulting in sexism, racial oppression,  
479 racial segregation, and racial discrimination. However,  
480 classroom instruction and curriculum may not be used to  
481 indoctrinate or persuade students to a particular point of view  
482 inconsistent with the principles of this subsection or state  
483 academic standards.

484 Section 4. Paragraph (d) of subsection (2) of section  
485 1006.31, Florida Statutes, is amended to read:

486 1006.31 Duties of the Department of Education and school  
487 district instructional materials reviewer.—The duties of the  
488 instructional materials reviewer are:

489 (2) EVALUATION OF INSTRUCTIONAL MATERIALS.—To use the  
490 selection criteria listed in s. 1006.34(2)(b) and recommend for  
491 adoption only those instructional materials aligned with the  
492 Next Generation Sunshine State Standards provided for in s.  
493 1003.41. Instructional materials recommended by each reviewer  
494 shall be, to the satisfaction of each reviewer, accurate,  
495 objective, balanced, noninflammatory, current, free of  
496 pornography and material prohibited under s. 847.012, and suited  
497 to student needs and their ability to comprehend the material  
498 presented. Reviewers shall consider for recommendation materials  
499 developed for academically talented students, such as students  
500 enrolled in advanced placement courses. When recommending

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501 instructional materials, each reviewer shall:

502 (d) Require, when appropriate to the comprehension of  
503 students, that materials for social science, history, or civics  
504 classes contain the Declaration of Independence and the  
505 Constitution of the United States. A reviewer may not recommend  
506 any instructional materials that contain any matter reflecting  
507 unfairly upon persons because of their race, color, creed,  
508 national origin, ancestry, gender, religion, disability,  
509 socioeconomic status, or occupation or otherwise contradict the  
510 principles enumerated under s. 1003.42(3).

511 Section 5. Paragraph (b) of subsection (4) of section  
512 1012.98, Florida Statutes, is amended to read:

513 1012.98 School Community Professional Development Act.—

514 (4) The Department of Education, school districts,  
515 schools, Florida College System institutions, and state  
516 universities share the responsibilities described in this  
517 section. These responsibilities include the following:

518 (b) Each school district shall develop a professional  
519 development system as specified in subsection (3). The system  
520 shall be developed in consultation with teachers, teacher-  
521 educators of Florida College System institutions and state  
522 universities, business and community representatives, and local  
523 education foundations, consortia, and professional  
524 organizations. The professional development system must:

525 1. Be reviewed and approved by the department for

526 compliance with s. 1003.42(3) and this section. All substantial  
527 revisions to the system shall be submitted to the department for  
528 review for continued approval.

529       2. Be based on analyses of student achievement data and  
530 instructional strategies and methods that support rigorous,  
531 relevant, and challenging curricula for all students. Schools  
532 and districts, in developing and refining the professional  
533 development system, shall also review and monitor school  
534 discipline data; school environment surveys; assessments of  
535 parental satisfaction; performance appraisal data of teachers,  
536 managers, and administrative personnel; and other performance  
537 indicators to identify school and student needs that can be met  
538 by improved professional performance.

539       3. Provide inservice activities coupled with followup  
540 support appropriate to accomplish district-level and school-  
541 level improvement goals and standards. The inservice activities  
542 for instructional personnel shall focus on analysis of student  
543 achievement data, ongoing formal and informal assessments of  
544 student achievement, identification and use of enhanced and  
545 differentiated instructional strategies that emphasize rigor,  
546 relevance, and reading in the content areas, enhancement of  
547 subject content expertise, integrated use of classroom  
548 technology that enhances teaching and learning, classroom  
549 management, parent involvement, and school safety.

550       4. Provide inservice activities and support targeted to

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551 the individual needs of new teachers participating in the  
552 professional development certification and education competency  
553 program under s. 1012.56(8) (a).

554 5. Include a master plan for inservice activities,  
555 pursuant to rules of the State Board of Education, for all  
556 district employees from all fund sources. The master plan shall  
557 be updated annually by September 1, must be based on input from  
558 teachers and district and school instructional leaders, and must  
559 use the latest available student achievement data and research  
560 to enhance rigor and relevance in the classroom. Each district  
561 inservice plan must be aligned to and support the school-based  
562 inservice plans and school improvement plans pursuant to s.  
563 1001.42(18). Each district inservice plan must provide a  
564 description of the training that middle grades instructional  
565 personnel and school administrators receive on the district's  
566 code of student conduct adopted pursuant to s. 1006.07;  
567 integrated digital instruction and competency-based instruction  
568 and CAPE Digital Tool certificates and CAPE industry  
569 certifications; classroom management; student behavior and  
570 interaction; extended learning opportunities for students; and  
571 instructional leadership. District plans must be approved by the  
572 district school board annually in order to ensure compliance  
573 with subsection (1) and to allow for dissemination of research-  
574 based best practices to other districts. District school boards  
575 must submit verification of their approval to the Commissioner

576 of Education no later than October 1, annually. Each school  
577 principal may establish and maintain an individual professional  
578 development plan for each instructional employee assigned to the  
579 school as a seamless component to the school improvement plans  
580 developed pursuant to s. 1001.42(18). An individual professional  
581 development plan must be related to specific performance data  
582 for the students to whom the teacher is assigned, define the  
583 inservice objectives and specific measurable improvements  
584 expected in student performance as a result of the inservice  
585 activity, and include an evaluation component that determines  
586 the effectiveness of the professional development plan.

587 6. Include inservice activities for school administrative  
588 personnel that address updated skills necessary for  
589 instructional leadership and effective school management  
590 pursuant to s. 1012.986.

591 7. Provide for systematic consultation with regional and  
592 state personnel designated to provide technical assistance and  
593 evaluation of local professional development programs.

594 8. Provide for delivery of professional development by  
595 distance learning and other technology-based delivery systems to  
596 reach more educators at lower costs.

597 9. Provide for the continuous evaluation of the quality  
598 and effectiveness of professional development programs in order  
599 to eliminate ineffective programs and strategies and to expand  
600 effective ones. Evaluations must consider the impact of such



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601 activities on the performance of participating educators and  
602 their students' achievement and behavior.

603 10. For middle grades, emphasize:

604 a. Interdisciplinary planning, collaboration, and  
605 instruction.

606 b. Alignment of curriculum and instructional materials to  
607 the state academic standards adopted pursuant to s. 1003.41.

608 c. Use of small learning communities; problem-solving,  
609 inquiry-driven research and analytical approaches for students;  
610 strategies and tools based on student needs; competency-based  
611 instruction; integrated digital instruction; and project-based  
612 instruction.

613  
614 Each school that includes any of grades 6, 7, or 8 must include  
615 in its school improvement plan, required under s. 1001.42(18), a  
616 description of the specific strategies used by the school to  
617 implement each item listed in this subparagraph.

618 11. Provide training to reading coaches, classroom  
619 teachers, and school administrators in effective methods of  
620 identifying characteristics of conditions such as dyslexia and  
621 other causes of diminished phonological processing skills;  
622 incorporating instructional techniques into the general  
623 education setting which are proven to improve reading  
624 performance for all students; and using predictive and other  
625 data to make instructional decisions based on individual student

626 needs. The training must help teachers integrate phonemic  
627 awareness; phonics, word study, and spelling; reading fluency;  
628 vocabulary, including academic vocabulary; and text  
629 comprehension strategies into an explicit, systematic, and  
630 sequential approach to reading instruction, including  
631 multisensory intervention strategies. Each district must provide  
632 all elementary grades instructional personnel access to training  
633 sufficient to meet the requirements of s. 1012.585(3)(f).

634 Section 6. Paragraph (d) of subsection (3) of section  
635 1002.20, Florida Statutes, is amended to read:

636 1002.20 K-12 student and parent rights.—Parents of public  
637 school students must receive accurate and timely information  
638 regarding their child's academic progress and must be informed  
639 of ways they can help their child to succeed in school. K-12  
640 students and their parents are afforded numerous statutory  
641 rights including, but not limited to, the following:

642 (3) HEALTH ISSUES.—

643 (d) *Reproductive health and disease education.*—A public  
644 school student whose parent makes written request to the school  
645 principal shall be exempted from the teaching of reproductive  
646 health or any disease, including HIV/AIDS, in accordance with s.  
647 1003.42(4) ~~s. 1003.42(3)~~. Each school district shall, on the  
648 district's website homepage, notify parents of this right and  
649 the process to request an exemption. The homepage must include a  
650 link for a student's parent to access and review the

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651 instructional materials, as defined in s. 1006.29(2), used to  
652 teach the curriculum.

653 Section 7. Paragraph (b) of subsection (4) of section  
654 1006.40, Florida Statutes, is amended to read:

655 1006.40 Use of instructional materials allocation;  
656 instructional materials, library books, and reference books;  
657 repair of books.—

658 (4) Each district school board is responsible for the  
659 content of all materials used in a classroom or otherwise made  
660 available to students. Each district school board shall adopt  
661 rules, and each district school superintendent shall implement  
662 procedures, that:

663 (b) Provide a process for public review of, public comment  
664 on, and the adoption of instructional materials, including  
665 instructional materials used to teach reproductive health or any  
666 disease, including HIV/AIDS, under ss. 1003.42(4) and 1003.46  
667 ~~ss. 1003.42(3) and 1003.46~~, which satisfies the requirements of  
668 s. 1006.283(2) (b) 8., 9., and 11.

669 Section 8. This act shall take effect July 1, 2022.