

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; requiring
 34 the State Board of Education to adopt a specified
 35 curriculum to be made available to schools for a
 36 certain purpose; amending s. 1006.31, F.S.;
 37 prohibiting instructional materials reviewers from
 38 recommending instructional materials that contain any
 39 matter that contradicts certain principles; amending
 40 s. 1012.98, F.S.; requiring the Department of
 41 Education to review school district professional
 42 development systems for compliance with certain
 43 provisions of law; amending ss. 1002.20 and 1006.40,
 44 F.S.; conforming cross-references; providing an
 45 effective date.

46
 47 Be It Enacted by the Legislature of the State of Florida:

48
 49 Section 1. Subsections (8) through (10) of section 760.10,
 50 Florida Statutes, are renumbered as subsections (9) through

51 (11), respectively, and a new subsection (8) is added to that
52 section, to read:

53 760.10 Unlawful employment practices.—

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

61 1. Members of one race, color, sex, or national origin are
62 morally superior to members of another race, color, sex, or
63 national origin.

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

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

70 4. Members of one race, color, sex, or national origin
71 cannot and should not attempt to treat others without respect to
72 race, color, sex, or national origin.

73 5. An individual, by virtue of his or her race, color,
74 sex, or national origin, bears responsibility for, or should be
75 discriminated against or receive adverse treatment because of,

76 actions committed in the past by other members of the same race,
77 color, sex, or national origin.

78 6. An individual, by virtue of his or her race, color,
79 sex, or national origin, should be discriminated against or
80 receive adverse treatment to achieve diversity, equity, or
81 inclusion.

82 7. An individual, by virtue of his or her race, color,
83 sex, or national origin, bears personal responsibility for and
84 must feel guilt, anguish, or other forms of psychological
85 distress because of actions, in which the individual played no
86 part, committed in the past by other members of the same race,
87 color, sex, or national origin.

88 8. Such virtues as merit, excellence, hard work, fairness,
89 neutrality, objectivity, and racial colorblindness are racist or
90 sexist, or were created by members of a particular race, color,
91 sex, or national origin to oppress members of another race,
92 color, sex, or national origin.

93 (b) Paragraph (a) may not be construed to prohibit
94 discussion of the concepts listed therein as part of a course of
95 training or instruction, provided such training or instruction
96 is given in an objective manner without endorsement of the
97 concepts.

98 Section 2. Subsections (4) through (8) of section 1000.05,
99 Florida Statutes, are renumbered as subsections (5) through (9),
100 respectively, subsections (2) and (3), present subsection (4),

101 and paragraph (d) of present subsection (6) are amended, and a
 102 new subsection (4) is added to that section, to read:

103 1000.05 Discrimination against students and employees in
 104 the Florida K-20 public education system prohibited; equality of
 105 access required.—

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

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

121 (c) All public K-20 education classes shall be available
 122 to all students without regard to race, color ~~ethnicity~~,
 123 national origin, sex ~~gender~~, disability, religion, or marital
 124 status; however, this is not intended to eliminate the provision
 125 of programs designed to meet the needs of students with limited

126 proficiency in English, gifted students, or students with
 127 disabilities or programs tailored to students with specialized
 128 talents or skills.

129 (d) Students may be separated by sex ~~gender~~ for a single-
 130 gender program as provided under s. 1002.311, for any portion of
 131 a class that deals with human reproduction, or during
 132 participation in bodily contact sports. For the purpose of this
 133 section, bodily contact sports include wrestling, boxing, rugby,
 134 ice hockey, football, basketball, and other sports in which the
 135 purpose or major activity involves bodily contact.

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

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

150 (b) Notwithstanding the requirements of paragraph (a), a

151 public K-20 educational institution may operate or sponsor
152 separate teams for members of each sex ~~gender~~ if the selection
153 for such teams is based upon competitive skill or the activity
154 involved is a bodily contact sport. However, when a public K-20
155 educational institution operates or sponsors a team in a
156 particular sport for members of one sex ~~gender~~ but does not
157 operate or sponsor such a team for members of the other sex
158 ~~gender~~, and athletic opportunities for that sex ~~gender~~ have
159 previously been limited, members of the excluded sex ~~gender~~ must
160 be allowed to try out for the team offered.

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

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

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

175 2. The Commissioner of Education shall determine whether

176 equal opportunities are available in school districts and
 177 Florida College System institutions. In determining whether
 178 equal opportunities are available in school districts and
 179 Florida College System institutions, the Commissioner of
 180 Education shall consider, among other factors:

181 a. Whether the selection of sports and levels of
 182 competition effectively accommodate the interests and abilities
 183 of members of both sexes ~~genders~~.

184 b. The provision of equipment and supplies.

185 c. Scheduling of games and practice times.

186 d. Travel and per diem allowances.

187 e. Opportunities to receive coaching and academic
 188 tutoring.

189 f. Assignment and compensation of coaches and tutors.

190 g. Provision of locker room, practice, and competitive
 191 facilities.

192 h. Provision of medical and training facilities and
 193 services.

194 i. Provision of housing and dining facilities and
 195 services.

196 j. Publicity.

197
 198 Unequal aggregate expenditures for members of each sex ~~gender~~ or
 199 unequal expenditures for male and female teams if a public
 200 school or Florida College System institution operates or

201 sponsors separate teams do not constitute nonimplementation of
 202 this subsection, but the Commissioner of Education shall
 203 consider the failure to provide necessary funds for teams for
 204 one sex ~~gender~~ in assessing equality of opportunity for members
 205 of each sex ~~gender~~.

206 (e) A public school or Florida College System institution
 207 may provide separate toilet, locker room, and shower facilities
 208 on the basis of gender, but such facilities shall be comparable
 209 to such facilities provided for students of the other sex
 210 ~~gender~~.

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

216 1. Members of one race, color, national origin, or sex are
 217 morally superior to members of another race, color, national
 218 origin, or sex.

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

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

225 4. Members of one race, color, national origin, or sex

226 | cannot and should not attempt to treat others without respect to
 227 | race, color, national origin, or sex.

228 | 5. A person, by virtue of his or her race, color, national
 229 | origin, or sex bears responsibility for, or should be
 230 | discriminated against or receive adverse treatment because of,
 231 | actions committed in the past by other members of the same race,
 232 | color, national origin, or sex.

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

236 | 7. A person, by virtue of his or her race, color, sex, or
 237 | national origin, bears personal responsibility for and must feel
 238 | guilt, anguish, or other forms of psychological distress because
 239 | of actions, in which the person played no part, committed in the
 240 | past by other members of the same race, color, national origin,
 241 | or sex.

242 | 8. Such virtues as merit, excellence, hard work, fairness,
 243 | neutrality, objectivity, and racial colorblindness are racist or
 244 | sexist, or were created by members of a particular race, color,
 245 | national origin, or sex to oppress members of another race,
 246 | color, national origin, or sex.

247 | (b) Paragraph (a) may not be construed to prohibit
 248 | discussion of the concepts listed therein as part of a larger
 249 | course of training or instruction, provided such training or
 250 | instruction is given in an objective manner without endorsement

251 of the concepts.

252 (5)~~(4)~~ Public schools and Florida College System
253 institutions shall develop and implement methods and strategies
254 to increase the participation of students of a particular race,
255 color ~~ethnicity~~, national origin, sex ~~gender~~, disability, or
256 marital status in programs and courses in which students of that
257 particular race, color ~~ethnicity~~, national origin, sex ~~gender~~,
258 disability, or marital status have been traditionally
259 underrepresented, including, but not limited to, mathematics,
260 science, computer technology, electronics, communications
261 technology, engineering, and career education.

262 (7)~~(6)~~ The functions of the Office of Equal Educational
263 Opportunity of the Department of Education shall include, but
264 are not limited to:

265 (d) Conducting studies of the effectiveness of methods and
266 strategies designed to increase the participation of students in
267 programs and courses in which students of a particular race,
268 color ~~ethnicity~~, national origin, sex ~~gender~~, disability, or
269 marital status have been traditionally underrepresented and
270 monitoring the success of students in such programs or courses,
271 including performing followup monitoring.

272 Section 3. Subsection (3) of section 1003.42, Florida
273 Statutes, is renumbered as subsection (4), paragraph (b) of
274 subsection (1) and subsection (2) are amended, and a new
275 subsection (3) is added to that section, to read:

276 1003.42 Required instruction.—

277 (1)

278 (b) All instructional materials, as defined in s.

279 1006.29(2), used to teach reproductive health or any disease,
 280 including HIV/AIDS, its symptoms, development, and treatment, as
 281 part of the courses referenced in subsection (4) ~~(3)~~, must be
 282 annually approved by a district school board in an open, noticed
 283 public meeting.

284 (2) Members of the instructional staff of the public
 285 schools, subject to the rules of the State Board of Education
 286 and the district school board, shall teach efficiently and
 287 faithfully, using the books and materials required that meet the
 288 highest standards for professionalism and historical accuracy,
 289 following the prescribed courses of study, and employing
 290 approved methods of instruction, the following:

291 (a) The history and content of the Declaration of
 292 Independence, including national sovereignty, natural law, self-
 293 evident truth, equality of all persons, limited government,
 294 popular sovereignty, and inalienable rights of life, liberty,
 295 and property, and how they form the philosophical foundation of
 296 our government.

297 (b) The history, meaning, significance, and effect of the
 298 provisions of the Constitution of the United States and
 299 amendments thereto, with emphasis on each of the 10 amendments
 300 that make up the Bill of Rights and how the constitution

301 provides the structure of our government.

302 (c) The arguments in support of adopting our republican
303 form of government, as they are embodied in the most important
304 of the Federalist Papers.

305 (d) Flag education, including proper flag display and flag
306 salute.

307 (e) The elements of civil government, including the
308 primary functions of and interrelationships between the Federal
309 Government, the state, and its counties, municipalities, school
310 districts, and special districts.

311 (f) The history of the United States, including the period
312 of discovery, early colonies, the War for Independence, the
313 Civil War, the expansion of the United States to its present
314 boundaries, the world wars, and the civil rights movement to the
315 present. American history shall be viewed as factual, not as
316 constructed, shall be viewed as knowable, teachable, and
317 testable, and shall be defined as the creation of a new nation
318 based largely on the universal principles stated in the
319 Declaration of Independence.

320 (g)1. The history of the Holocaust (1933-1945), the
321 systematic, planned annihilation of European Jews and other
322 groups by Nazi Germany, a watershed event in the history of
323 humanity, to be taught in a manner that leads to an
324 investigation of human behavior, an understanding of the
325 ramifications of prejudice, racism, and stereotyping, and an

326 examination of what it means to be a responsible and respectful
327 person, for the purposes of encouraging tolerance of diversity
328 in a pluralistic society and for nurturing and protecting
329 democratic values and institutions, including the policy,
330 definition, and historical and current examples of anti-
331 Semitism, as described in s. 1000.05(8) ~~s. 1000.05(7)~~, and the
332 prevention of anti-Semitism. Each school district must annually
333 certify and provide evidence to the department, in a manner
334 prescribed by the department, that the requirements of this
335 paragraph are met. The department shall prepare and offer
336 standards and curriculum for the instruction required by this
337 paragraph and may seek input from the Commissioner of
338 Education's Task Force on Holocaust Education or from any state
339 or nationally recognized Holocaust educational organizations.
340 The department may contract with any state or nationally
341 recognized Holocaust educational organizations to develop
342 training for instructional personnel and grade-appropriate
343 classroom resources to support the developed curriculum.

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

348 (h) The history of African Americans, including the
349 history of African peoples before the political conflicts that
350 led to the development of slavery, the passage to America, the

351 enslavement experience, abolition, and the contributions of
 352 African Americans to society. Instructional materials shall
 353 include the contributions of African Americans to American
 354 society.

355 (i) The elementary principles of agriculture.

356 (j) The true effects of all alcoholic and intoxicating
 357 liquors and beverages and narcotics upon the human body and
 358 mind.

359 (k) Kindness to animals.

360 (l) The history of the state.

361 (m) The conservation of natural resources.

362 (n)~~1.~~ Comprehensive age-appropriate and developmentally
 363 appropriate K-12 instruction on: ~~health education that addresses~~

364 1. Health education that addresses concepts of community
 365 health, consumer health, environmental health, and family life,
 366 including:

367 ~~a. Mental and emotional health.~~

368 ~~a.b.~~ a. Injury prevention and safety.

369 ~~b.e.~~ b. Internet safety.

370 ~~c.d.~~ c. Nutrition.

371 ~~d.e.~~ d. Personal health.

372 ~~e.f.~~ e. Prevention and control of disease.

373 ~~f.g.~~ f. Substance use and abuse.

374 ~~g.h.~~ g. Prevention of child sexual abuse, exploitation, and
 375 human trafficking.

376 2. ~~The health education curriculum~~ For students in grades
377 7 through 12, ~~shall include a~~ teen dating violence and abuse.
378 This component must include ~~that includes,~~ but ~~is~~ not be limited
379 to, the definition of dating violence and abuse, the warning
380 signs of dating violence and abusive behavior, the
381 characteristics of healthy relationships, measures to prevent
382 and stop dating violence and abuse, and community resources
383 available to victims of dating violence and abuse.

384 3. ~~The health education curriculum~~ For students in grades
385 6 through 12, ~~shall include an~~ awareness of the benefits of
386 sexual abstinence as the expected standard and the consequences
387 of teenage pregnancy.

388 4. Life skills that build confidence, support mental and
389 emotional health, and enable students to overcome challenges,
390 including:

391 a. Self-awareness and self-management.

392 b. Responsible decisionmaking.

393 c. Resiliency.

394 d. Relationship skills and conflict resolution.

395 e. Understanding and respecting other viewpoints and
396 backgrounds.

397 f. For grades 9 through 12, developing leadership skills,
398 interpersonal skills, organization skills, and research skills;
399 creating a resume, including a digital resume; exploring career
400 pathways; using state career planning resources; developing and

401 practicing the skills necessary for employment interviews;
402 workplace ethics and workplace law; managing stress and
403 expectations; and self-motivation.

404
405 Health education and life skills instruction and materials may
406 not contradict the principles enumerated in subsection (3).

407 (o) Such additional materials, subjects, courses, or
408 fields in such grades as are prescribed by law or by rules of
409 the State Board of Education and the district school board in
410 fulfilling the requirements of law.

411 (p) The study of Hispanic contributions to the United
412 States.

413 (q) The study of women's contributions to the United
414 States.

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

417 (s) Civic and character education on ~~A character~~
418 ~~development program in the elementary schools, similar to~~
419 ~~Character First or Character Counts, which is secular in nature.~~
420 ~~Beginning in school year 2004-2005, the character development~~
421 ~~program shall be required in kindergarten through grade 12. Each~~
422 ~~district school board shall develop or adopt a curriculum for~~
423 ~~the character development program that shall be submitted to the~~
424 ~~department for approval.~~

425 ~~1. The character development curriculum shall stress the~~

426 qualities and responsibilities of patriotism and
427 ~~responsibility~~; citizenship, including,~~;~~ kindness; respect for
428 authority, life, liberty, and personal property; honesty;
429 charity; ~~self-control~~; racial, ethnic, and religious tolerance;
430 and cooperation and,~~;~~

431 ~~2. The character development curriculum for grades 9~~
432 ~~through 12 shall, at a minimum, include instruction on~~
433 ~~developing leadership skills, interpersonal skills, organization~~
434 ~~skills, and research skills; creating a resume, including a~~
435 ~~digital resume; exploring career pathways; using state career~~
436 ~~planning resources; developing and practicing the skills~~
437 ~~necessary for employment interviews; conflict resolution,~~
438 ~~workplace ethics, and workplace law; managing stress and~~
439 ~~expectations; and developing skills that enable students to~~
440 ~~become more resilient and self-motivated.~~

441 ~~3. The character development curriculum for grades 11 and~~
442 ~~12, shall include instruction on voting using the uniform~~
443 ~~primary and general election ballot described in s. 101.151(9).~~

444 (t) In order to encourage patriotism, the sacrifices that
445 veterans and Medal of Honor recipients have made in serving our
446 country and protecting democratic values worldwide. Such
447 instruction must occur on or before Medal of Honor Day,
448 Veterans' Day, and Memorial Day. Members of the instructional
449 staff are encouraged to use the assistance of local veterans and
450 Medal of Honor recipients when practicable.

451
452 The State Board of Education is encouraged to adopt standards
453 and pursue assessment of the requirements of this subsection.
454 Instructional programming ~~A character development program~~ that
455 incorporates the values of the recipients of the Congressional
456 Medal of Honor and that is offered as part of a social studies,
457 English Language Arts, or other schoolwide character building
458 and veteran awareness initiative meets the requirements of
459 paragraph (t) ~~paragraphs (s) and (t)~~.

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

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

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

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

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

475 (e) A person, by virtue of his or her race or sex, does

476 not bear responsibility for actions committed in the past by
477 other members of the same race or sex.

478 (f) A person should not be instructed that he or she must
479 feel guilt, anguish, or other forms of psychological distress
480 for actions, in which he or she played no part, committed in the
481 past by other members of the same race or sex.

482
483 Instructional personnel may facilitate discussions and use
484 curricula to address, in an age-appropriate manner, how the
485 freedoms of persons have been infringed by sexism, slavery,
486 racial oppression, racial segregation, and racial
487 discrimination, including topics relating to the enactment and
488 enforcement of laws resulting in sexism, racial oppression,
489 racial segregation, and racial discrimination, including how
490 recognition of these freedoms have overturned these unjust laws.
491 However, classroom instruction and curriculum may not be used to
492 indoctrinate or persuade students to a particular point of view
493 inconsistent with the principles of this subsection or state
494 academic standards.

495 (4) The State Board of Education shall develop or adopt a
496 curriculum to inspire future generations through motivating
497 stories of American history that demonstrate important life
498 skills and the principles of individual freedom that enabled
499 persons to prosper even in the most difficult circumstances.
500 This curriculum shall be known as "Stories of Inspiration" and

501 made available to schools to implement the requirements of
502 subsection (3).

503 Section 4. Paragraph (d) of subsection (2) of section
504 1006.31, Florida Statutes, is amended to read:

505 1006.31 Duties of the Department of Education and school
506 district instructional materials reviewer.—The duties of the
507 instructional materials reviewer are:

508 (2) EVALUATION OF INSTRUCTIONAL MATERIALS.—To use the
509 selection criteria listed in s. 1006.34(2)(b) and recommend for
510 adoption only those instructional materials aligned with the
511 Next Generation Sunshine State Standards provided for in s.
512 1003.41. Instructional materials recommended by each reviewer
513 shall be, to the satisfaction of each reviewer, accurate,
514 objective, balanced, noninflammatory, current, free of
515 pornography and material prohibited under s. 847.012, and suited
516 to student needs and their ability to comprehend the material
517 presented. Reviewers shall consider for recommendation materials
518 developed for academically talented students, such as students
519 enrolled in advanced placement courses. When recommending
520 instructional materials, each reviewer shall:

521 (d) Require, when appropriate to the comprehension of
522 students, that materials for social science, history, or civics
523 classes contain the Declaration of Independence and the
524 Constitution of the United States. A reviewer may not recommend
525 any instructional materials that contain any matter reflecting

526 | unfairly upon persons because of their race, color, creed,
527 | national origin, ancestry, gender, religion, disability,
528 | socioeconomic status, or occupation or otherwise contradict the
529 | principles enumerated under s. 1003.42(3).

530 | Section 5. Paragraph (b) of subsection (4) of section
531 | 1012.98, Florida Statutes, is amended to read:

532 | 1012.98 School Community Professional Development Act.—

533 | (4) The Department of Education, school districts,
534 | schools, Florida College System institutions, and state
535 | universities share the responsibilities described in this
536 | section. These responsibilities include the following:

537 | (b) Each school district shall develop a professional
538 | development system as specified in subsection (3). The system
539 | shall be developed in consultation with teachers, teacher-
540 | educators of Florida College System institutions and state
541 | universities, business and community representatives, and local
542 | education foundations, consortia, and professional
543 | organizations. The professional development system must:

544 | 1. Be reviewed and approved by the department for
545 | compliance with s. 1003.42(3) and this section. All substantial
546 | revisions to the system shall be submitted to the department for
547 | review for continued approval.

548 | 2. Be based on analyses of student achievement data and
549 | instructional strategies and methods that support rigorous,
550 | relevant, and challenging curricula for all students. Schools

551 and districts, in developing and refining the professional
552 development system, shall also review and monitor school
553 discipline data; school environment surveys; assessments of
554 parental satisfaction; performance appraisal data of teachers,
555 managers, and administrative personnel; and other performance
556 indicators to identify school and student needs that can be met
557 by improved professional performance.

558 3. Provide inservice activities coupled with followup
559 support appropriate to accomplish district-level and school-
560 level improvement goals and standards. The inservice activities
561 for instructional personnel shall focus on analysis of student
562 achievement data, ongoing formal and informal assessments of
563 student achievement, identification and use of enhanced and
564 differentiated instructional strategies that emphasize rigor,
565 relevance, and reading in the content areas, enhancement of
566 subject content expertise, integrated use of classroom
567 technology that enhances teaching and learning, classroom
568 management, parent involvement, and school safety.

569 4. Provide inservice activities and support targeted to
570 the individual needs of new teachers participating in the
571 professional development certification and education competency
572 program under s. 1012.56(8) (a).

573 5. Include a master plan for inservice activities,
574 pursuant to rules of the State Board of Education, for all
575 district employees from all fund sources. The master plan shall

576 | be updated annually by September 1, must be based on input from
577 | teachers and district and school instructional leaders, and must
578 | use the latest available student achievement data and research
579 | to enhance rigor and relevance in the classroom. Each district
580 | inservice plan must be aligned to and support the school-based
581 | inservice plans and school improvement plans pursuant to s.
582 | 1001.42(18). Each district inservice plan must provide a
583 | description of the training that middle grades instructional
584 | personnel and school administrators receive on the district's
585 | code of student conduct adopted pursuant to s. 1006.07;
586 | integrated digital instruction and competency-based instruction
587 | and CAPE Digital Tool certificates and CAPE industry
588 | certifications; classroom management; student behavior and
589 | interaction; extended learning opportunities for students; and
590 | instructional leadership. District plans must be approved by the
591 | district school board annually in order to ensure compliance
592 | with subsection (1) and to allow for dissemination of research-
593 | based best practices to other districts. District school boards
594 | must submit verification of their approval to the Commissioner
595 | of Education no later than October 1, annually. Each school
596 | principal may establish and maintain an individual professional
597 | development plan for each instructional employee assigned to the
598 | school as a seamless component to the school improvement plans
599 | developed pursuant to s. 1001.42(18). An individual professional
600 | development plan must be related to specific performance data

601 for the students to whom the teacher is assigned, define the
602 inservice objectives and specific measurable improvements
603 expected in student performance as a result of the inservice
604 activity, and include an evaluation component that determines
605 the effectiveness of the professional development plan.

606 6. Include inservice activities for school administrative
607 personnel that address updated skills necessary for
608 instructional leadership and effective school management
609 pursuant to s. 1012.986.

610 7. Provide for systematic consultation with regional and
611 state personnel designated to provide technical assistance and
612 evaluation of local professional development programs.

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

616 9. Provide for the continuous evaluation of the quality
617 and effectiveness of professional development programs in order
618 to eliminate ineffective programs and strategies and to expand
619 effective ones. Evaluations must consider the impact of such
620 activities on the performance of participating educators and
621 their students' achievement and behavior.

622 10. For middle grades, emphasize:

623 a. Interdisciplinary planning, collaboration, and
624 instruction.

625 b. Alignment of curriculum and instructional materials to

626 the state academic standards adopted pursuant to s. 1003.41.

627 c. Use of small learning communities; problem-solving,
628 inquiry-driven research and analytical approaches for students;
629 strategies and tools based on student needs; competency-based
630 instruction; integrated digital instruction; and project-based
631 instruction.

632

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

637 11. Provide training to reading coaches, classroom
638 teachers, and school administrators in effective methods of
639 identifying characteristics of conditions such as dyslexia and
640 other causes of diminished phonological processing skills;
641 incorporating instructional techniques into the general
642 education setting which are proven to improve reading
643 performance for all students; and using predictive and other
644 data to make instructional decisions based on individual student
645 needs. The training must help teachers integrate phonemic
646 awareness; phonics, word study, and spelling; reading fluency;
647 vocabulary, including academic vocabulary; and text
648 comprehension strategies into an explicit, systematic, and
649 sequential approach to reading instruction, including
650 multisensory intervention strategies. Each district must provide

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651 all elementary grades instructional personnel access to training
652 sufficient to meet the requirements of s. 1012.585(3)(f).

653 Section 6. Paragraph (d) of subsection (3) of section
654 1002.20, Florida Statutes, is amended to read:

655 1002.20 K-12 student and parent rights.—Parents of public
656 school students must receive accurate and timely information
657 regarding their child's academic progress and must be informed
658 of ways they can help their child to succeed in school. K-12
659 students and their parents are afforded numerous statutory
660 rights including, but not limited to, the following:

661 (3) HEALTH ISSUES.—

662 (d) *Reproductive health and disease education.*—A public
663 school student whose parent makes written request to the school
664 principal shall be exempted from the teaching of reproductive
665 health or any disease, including HIV/AIDS, in accordance with s.
666 1003.42(4) ~~s. 1003.42(3)~~. Each school district shall, on the
667 district's website homepage, notify parents of this right and
668 the process to request an exemption. The homepage must include a
669 link for a student's parent to access and review the
670 instructional materials, as defined in s. 1006.29(2), used to
671 teach the curriculum.

672 Section 7. Paragraph (b) of subsection (4) of section
673 1006.40, Florida Statutes, is amended to read:

674 1006.40 Use of instructional materials allocation;
675 instructional materials, library books, and reference books;

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676 repair of books.—

677 (4) Each district school board is responsible for the
678 content of all materials used in a classroom or otherwise made
679 available to students. Each district school board shall adopt
680 rules, and each district school superintendent shall implement
681 procedures, that:

682 (b) Provide a process for public review of, public comment
683 on, and the adoption of instructional materials, including
684 instructional materials used to teach reproductive health or any
685 disease, including HIV/AIDS, under ss. 1003.42(4) and 1003.46
686 ~~ss. 1003.42(3) and 1003.46~~, which satisfies the requirements of
687 s. 1006.283(2)(b) 8., 9., and 11.

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