

26 | and include certain life skills; requiring civic and
27 | character education instead of a character development
28 | program; providing the requirements of such education;
29 | providing legislative findings; requiring instruction
30 | to be consistent with specified principles of
31 | individual freedom; authorizing instructional
32 | personnel to facilitate discussions and use curricula
33 | to address, in an age-appropriate manner, specified
34 | topics; prohibiting classroom instruction and
35 | curricula from being used to indoctrinate or persuade
36 | students in a manner inconsistent with certain
37 | principles or state academic standards; conforming
38 | cross-references to changes made by the act; requiring
39 | the State Board of Education to adopt a specified
40 | curriculum to be made available to schools for a
41 | certain purpose; amending s. 1006.31, F.S.;
42 | prohibiting instructional materials reviewers from
43 | recommending instructional materials that contain any
44 | matter that contradicts certain principles; amending
45 | s. 1012.98, F.S.; requiring the Department of
46 | Education to review school district professional
47 | development systems for compliance with certain
48 | provisions of law; amending ss. 1002.20 and 1006.40,
49 | F.S.; conforming cross-references; providing an
50 | effective date.

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

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

760.10 Unlawful employment practices.—

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

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

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

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

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

76 cannot and should not attempt to treat others without respect to
77 race, color, sex, or national origin.

78 5. An individual, by virtue of his or her race, color,
79 sex, or national origin, bears responsibility for, or should be
80 discriminated against or receive adverse treatment because of,
81 actions committed in the past by other members of the same race,
82 color, sex, or national origin.

83 6. An individual, by virtue of his or her race, color,
84 sex, or national origin, should be discriminated against or
85 receive adverse treatment to achieve diversity, equity, or
86 inclusion.

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

93 8. Such virtues as merit, excellence, hard work, fairness,
94 neutrality, objectivity, and racial colorblindness are racist or
95 sexist, or were created by members of a particular race, color,
96 sex, or national origin to oppress members of another race,
97 color, sex, or national origin.

98 (b) Paragraph (a) may not be construed to prohibit
99 discussion of the concepts listed therein as part of a course of
100 training or instruction, provided such training or instruction

101 is given in an objective manner without endorsement of the
 102 concepts.

103 Section 2. Subsections (4) through (8) of section 1000.05,
 104 Florida Statutes, are renumbered as subsections (5) through (9),
 105 respectively, subsections (2) and (3), present subsection (4),
 106 and paragraph (d) of present subsection (6) are amended, and a
 107 new subsection (4) is added to that section, to read:

108 1000.05 Discrimination against students and employees in
 109 the Florida K-20 public education system prohibited; equality of
 110 access required.—

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

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

126 (c) All public K-20 education classes shall be available
 127 to all students without regard to race, color ~~ethnicity~~,
 128 national origin, sex ~~gender~~, disability, religion, or marital
 129 status; however, this is not intended to eliminate the provision
 130 of programs designed to meet the needs of students with limited
 131 proficiency in English, gifted students, or students with
 132 disabilities or programs tailored to students with specialized
 133 talents or skills.

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

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

148 (3)(a) No person shall, on the basis of sex ~~gender~~, be
 149 excluded from participating in, be denied the benefits of, or be
 150 treated differently from another person or otherwise be

151 discriminated against in any interscholastic, intercollegiate,
 152 club, or intramural athletics offered by a public K-20
 153 educational institution; and no public K-20 educational
 154 institution shall provide athletics separately on such basis.

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

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

174 (d) A public K-20 educational institution which operates
 175 or sponsors interscholastic, intercollegiate, club, or

176 intramural athletics shall provide equal athletic opportunity
177 for members of both sexes ~~genders~~.

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

180 2. The Commissioner of Education shall determine whether
181 equal opportunities are available in school districts and
182 Florida College System institutions. In determining whether
183 equal opportunities are available in school districts and
184 Florida College System institutions, the Commissioner of
185 Education shall consider, among other factors:

186 a. Whether the selection of sports and levels of
187 competition effectively accommodate the interests and abilities
188 of members of both sexes ~~genders~~.

189 b. The provision of equipment and supplies.

190 c. Scheduling of games and practice times.

191 d. Travel and per diem allowances.

192 e. Opportunities to receive coaching and academic
193 tutoring.

194 f. Assignment and compensation of coaches and tutors.

195 g. Provision of locker room, practice, and competitive
196 facilities.

197 h. Provision of medical and training facilities and
198 services.

199 i. Provision of housing and dining facilities and
200 services.

201 j. Publicity.

202

203 Unequal aggregate expenditures for members of each sex ~~gender~~ or
 204 unequal expenditures for male and female teams if a public
 205 school or Florida College System institution operates or
 206 sponsors separate teams do not constitute nonimplementation of
 207 this subsection, but the Commissioner of Education shall
 208 consider the failure to provide necessary funds for teams for
 209 one sex ~~gender~~ in assessing equality of opportunity for members
 210 of each sex ~~gender~~.

211 (e) A public school or Florida College System institution
 212 may provide separate toilet, locker room, and shower facilities
 213 on the basis of gender, but such facilities shall be comparable
 214 to such facilities provided for students of the other sex
 215 ~~gender~~.

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

221 1. Members of one race, color, national origin, or sex are
 222 morally superior to members of another race, color, national
 223 origin, or sex.

224 2. A person, by virtue of his or her race, color, national
 225 origin, or sex is inherently racist, sexist, or oppressive,

226 whether consciously or unconsciously.

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

230 4. Members of one race, color, national origin, or sex
231 cannot and should not attempt to treat others without respect to
232 race, color, national origin, or sex.

233 5. A person, by virtue of his or her race, color, national
234 origin, or sex bears responsibility for, or should be
235 discriminated against or receive adverse treatment because of,
236 actions committed in the past by other members of the same race,
237 color, national origin, or sex.

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

241 7. A person, by virtue of his or her race, color, sex, or
242 national origin, bears personal responsibility for and must feel
243 guilt, anguish, or other forms of psychological distress because
244 of actions, in which the person played no part, committed in the
245 past by other members of the same race, color, national origin,
246 or sex.

247 8. Such virtues as merit, excellence, hard work, fairness,
248 neutrality, objectivity, and racial colorblindness are racist or
249 sexist, or were created by members of a particular race, color,
250 national origin, or sex to oppress members of another race,

251 color, national origin, or sex.

252 (b) Paragraph (a) may not be construed to prohibit
 253 discussion of the concepts listed therein as part of a larger
 254 course of training or instruction, provided such training or
 255 instruction is given in an objective manner without endorsement
 256 of the concepts.

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

267 (7)~~(6)~~ The functions of the Office of Equal Educational
 268 Opportunity of the Department of Education shall include, but
 269 are not limited to:

270 (d) Conducting studies of the effectiveness of methods and
 271 strategies designed to increase the participation of students in
 272 programs and courses in which students of a particular race,
 273 color ethnicity, national origin, sex ~~gender~~, disability, or
 274 marital status have been traditionally underrepresented and
 275 monitoring the success of students in such programs or courses,

276 including performing followup monitoring.

277 Section 3. Subsection (3) of section 1003.42, Florida
 278 Statutes, is renumbered as subsection (5), paragraph (b) of
 279 subsection (1) and subsection (2) are amended, and a new
 280 subsection (3) and subsection (4) are added to that section, to
 281 read:

282 1003.42 Required instruction.—

283 (1)

284 (b) All instructional materials, as defined in s.
 285 1006.29(2), used to teach reproductive health or any disease,
 286 including HIV/AIDS, its symptoms, development, and treatment, as
 287 part of the courses referenced in subsection (5) ~~(3)~~, must be
 288 annually approved by a district school board in an open, noticed
 289 public meeting.

290 (2) Members of the instructional staff of the public
 291 schools, subject to the rules of the State Board of Education
 292 and the district school board, shall teach efficiently and
 293 faithfully, using the books and materials required that meet the
 294 highest standards for professionalism and historical accuracy,
 295 following the prescribed courses of study, and employing
 296 approved methods of instruction, the following:

297 (a) The history and content of the Declaration of
 298 Independence, including national sovereignty, natural law, self-
 299 evident truth, equality of all persons, limited government,
 300 popular sovereignty, and inalienable rights of life, liberty,

301 and property, and how they form the philosophical foundation of
302 our government.

303 (b) The history, meaning, significance, and effect of the
304 provisions of the Constitution of the United States and
305 amendments thereto, with emphasis on each of the 10 amendments
306 that make up the Bill of Rights and how the constitution
307 provides the structure of our government.

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

311 (d) Flag education, including proper flag display and flag
312 salute.

313 (e) The elements of civil government, including the
314 primary functions of and interrelationships between the Federal
315 Government, the state, and its counties, municipalities, school
316 districts, and special districts.

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

326 (g)1. The history of the Holocaust (1933-1945), the
327 systematic, planned annihilation of European Jews and other
328 groups by Nazi Germany, a watershed event in the history of
329 humanity, to be taught in a manner that leads to an
330 investigation of human behavior, an understanding of the
331 ramifications of prejudice, racism, and stereotyping, and an
332 examination of what it means to be a responsible and respectful
333 person, for the purposes of encouraging tolerance of diversity
334 in a pluralistic society and for nurturing and protecting
335 democratic values and institutions, including the policy,
336 definition, and historical and current examples of anti-
337 Semitism, as described in s. 1000.05(8) ~~s. 1000.05(7)~~, and the
338 prevention of anti-Semitism. Each school district must annually
339 certify and provide evidence to the department, in a manner
340 prescribed by the department, that the requirements of this
341 paragraph are met. The department shall prepare and offer
342 standards and curriculum for the instruction required by this
343 paragraph and may seek input from the Commissioner of
344 Education's Task Force on Holocaust Education or from any state
345 or nationally recognized Holocaust educational organizations.
346 The department may contract with any state or nationally
347 recognized Holocaust educational organizations to develop
348 training for instructional personnel and grade-appropriate
349 classroom resources to support the developed curriculum.

350 2. The second week in November shall be designated as

351 "Holocaust Education Week" in this state in recognition that
352 November is the anniversary of Kristallnacht, widely recognized
353 as a precipitating event that led to the Holocaust.

354 (h) The history of African Americans, including the
355 history of African peoples before the political conflicts that
356 led to the development of slavery, the passage to America, the
357 enslavement experience, abolition, and the history and
358 contributions of African Americans of the African diaspora to
359 society. Students shall develop an understanding of the
360 ramifications of prejudice, racism, and stereotyping on
361 individual freedoms, and examine what it means to be a
362 responsible and respectful person, for the purpose of
363 encouraging tolerance of diversity in a pluralistic society and
364 for nurturing and protecting democratic values and institutions.
365 Instruction shall include the roles and contributions of
366 individuals from all walks of life and their endeavors to learn
367 and thrive throughout history as artists, scientists, educators,
368 businesspeople, influential thinkers, members of the faith
369 community, and political and governmental leaders and the
370 courageous steps they took to fulfill the promise of democracy
371 and unite the nation. Instructional materials shall include the
372 vital contributions of African Americans to build and strengthen
373 American society and celebrate the inspirational stories of
374 African Americans who prospered, even in the most difficult
375 circumstances. The department shall prepare and offer standards

376 and curriculum for the instruction required by this paragraph
 377 and may seek input from the Commissioner of Education's African
 378 American History Task Force.

379 (i) The elementary principles of agriculture.

380 (j) The true effects of all alcoholic and intoxicating
 381 liquors and beverages and narcotics upon the human body and
 382 mind.

383 (k) Kindness to animals.

384 (l) The history of the state.

385 (m) The conservation of natural resources.

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

388 1. Health education that addresses concepts of community
 389 health, consumer health, environmental health, and family life,
 390 including:

391 ~~a. Mental and emotional health.~~

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

393 ~~b.e.~~ Internet safety.

394 ~~c.d.~~ Nutrition.

395 ~~d.e.~~ Personal health.

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

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

398 ~~g.h.~~ Prevention of child sexual abuse, exploitation, and
 399 human trafficking.

400 ~~2. The health education curriculum~~ For students in grades

401 7 through 12, ~~shall include a~~ teen dating violence and abuse.
402 This component must include ~~that includes,~~ but ~~is~~ be limited
403 to, the definition of dating violence and abuse, the warning
404 signs of dating violence and abusive behavior, the
405 characteristics of healthy relationships, measures to prevent
406 and stop dating violence and abuse, and community resources
407 available to victims of dating violence and abuse.

408 3. ~~The health education curriculum~~ For students in grades
409 6 through 12, ~~shall include an~~ awareness of the benefits of
410 sexual abstinence as the expected standard and the consequences
411 of teenage pregnancy.

412 4. Life skills that build confidence, support mental and
413 emotional health, and enable students to overcome challenges,
414 including:

415 a. Self-awareness and self-management.

416 b. Responsible decisionmaking.

417 c. Resiliency.

418 d. Relationship skills and conflict resolution.

419 e. Understanding and respecting other viewpoints and
420 backgrounds.

421 f. For grades 9 through 12, developing leadership skills,
422 interpersonal skills, organization skills, and research skills;
423 creating a resume, including a digital resume; exploring career
424 pathways; using state career planning resources; developing and
425 practicing the skills necessary for employment interviews;

426 workplace ethics and workplace law; managing stress and
 427 expectations; and self-motivation.

428
 429 Health education and life skills instruction and materials may
 430 not contradict the principles enumerated in subsection (3).

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

435 (p) The study of Hispanic contributions to the United
 436 States.

437 (q) The study of women's contributions to the United
 438 States.

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

441 (s) Civic and character education on ~~A character~~
 442 ~~development program in the elementary schools, similar to~~
 443 ~~Character First or Character Counts, which is secular in nature.~~
 444 ~~Beginning in school year 2004-2005, the character development~~
 445 ~~program shall be required in kindergarten through grade 12. Each~~
 446 ~~district school board shall develop or adopt a curriculum for~~
 447 ~~the character development program that shall be submitted to the~~
 448 ~~department for approval.~~

449 ~~1. The character development curriculum shall stress the~~
 450 ~~qualities~~ and responsibilities of patriotism and

451 ~~responsibility;~~ citizenship, including, ~~;~~ kindness; respect for
452 authority, life, liberty, and personal property; honesty;
453 charity; ~~self-control;~~ racial, ethnic, and religious tolerance;
454 and cooperation and, ~~.~~

455 ~~2. The character development curriculum for grades 9~~
456 ~~through 12 shall, at a minimum, include instruction on~~
457 ~~developing leadership skills, interpersonal skills, organization~~
458 ~~skills, and research skills; creating a resume, including a~~
459 ~~digital resume; exploring career pathways; using state career~~
460 ~~planning resources; developing and practicing the skills~~
461 ~~necessary for employment interviews; conflict resolution,~~
462 ~~workplace ethics, and workplace law; managing stress and~~
463 ~~expectations; and developing skills that enable students to~~
464 ~~become more resilient and self-motivated.~~

465 ~~3. The character development curriculum for grades 11 and~~
466 ~~12, shall include instruction on voting using the uniform~~
467 ~~primary and general election ballot described in s. 101.151(9).~~

468 (t) In order to encourage patriotism, the sacrifices that
469 veterans and Medal of Honor recipients have made in serving our
470 country and protecting democratic values worldwide. Such
471 instruction must occur on or before Medal of Honor Day,
472 Veterans' Day, and Memorial Day. Members of the instructional
473 staff are encouraged to use the assistance of local veterans and
474 Medal of Honor recipients when practicable.

475

476 The State Board of Education is encouraged to adopt standards
477 and pursue assessment of the requirements of this subsection.
478 Instructional programming ~~A character development program~~ that
479 incorporates the values of the recipients of the Congressional
480 Medal of Honor and that is offered as part of a social studies,
481 English Language Arts, or other schoolwide character building
482 and veteran awareness initiative meets the requirements of
483 paragraph (t) ~~paragraphs (s) and (t)~~.

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

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

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

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

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

499 (e) A person, by virtue of his or her race or sex, does
500 not bear responsibility for actions committed in the past by

501 other members of the same race or sex.

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

506
507 Instructional personnel may facilitate discussions and use
508 curricula to address, in an age-appropriate manner, how the
509 freedoms of persons have been infringed by sexism, slavery,
510 racial oppression, racial segregation, and racial
511 discrimination, including topics relating to the enactment and
512 enforcement of laws resulting in sexism, racial oppression,
513 racial segregation, and racial discrimination, including how
514 recognition of these freedoms have overturned these unjust laws.
515 However, classroom instruction and curriculum may not be used to
516 indoctrinate or persuade students to a particular point of view
517 inconsistent with the principles of this subsection or state
518 academic standards.

519 (4) The State Board of Education shall develop or adopt a
520 curriculum to inspire future generations through motivating
521 stories of American history that demonstrate important life
522 skills and the principles of individual freedom that enabled
523 persons to prosper even in the most difficult circumstances.
524 This curriculum shall be known as "Stories of Inspiration" and
525 made available to schools to implement the requirements of

526 subsection (3).

527 Section 4. Paragraph (d) of subsection (2) of section
528 1006.31, Florida Statutes, is amended to read:

529 1006.31 Duties of the Department of Education and school
530 district instructional materials reviewer.—The duties of the
531 instructional materials reviewer are:

532 (2) EVALUATION OF INSTRUCTIONAL MATERIALS.—To use the
533 selection criteria listed in s. 1006.34(2) (b) and recommend for
534 adoption only those instructional materials aligned with the
535 Next Generation Sunshine State Standards provided for in s.
536 1003.41. Instructional materials recommended by each reviewer
537 shall be, to the satisfaction of each reviewer, accurate,
538 objective, balanced, noninflammatory, current, free of
539 pornography and material prohibited under s. 847.012, and suited
540 to student needs and their ability to comprehend the material
541 presented. Reviewers shall consider for recommendation materials
542 developed for academically talented students, such as students
543 enrolled in advanced placement courses. When recommending
544 instructional materials, each reviewer shall:

545 (d) Require, when appropriate to the comprehension of
546 students, that materials for social science, history, or civics
547 classes contain the Declaration of Independence and the
548 Constitution of the United States. A reviewer may not recommend
549 any instructional materials that contain any matter reflecting
550 unfairly upon persons because of their race, color, creed,

551 national origin, ancestry, gender, religion, disability,
 552 socioeconomic status, or occupation or otherwise contradict the
 553 principles enumerated under s. 1003.42(3).

554 Section 5. Paragraph (b) of subsection (4) of section
 555 1012.98, Florida Statutes, is amended to read:

556 1012.98 School Community Professional Development Act.—

557 (4) The Department of Education, school districts,
 558 schools, Florida College System institutions, and state
 559 universities share the responsibilities described in this
 560 section. These responsibilities include the following:

561 (b) Each school district shall develop a professional
 562 development system as specified in subsection (3). The system
 563 shall be developed in consultation with teachers, teacher-
 564 educators of Florida College System institutions and state
 565 universities, business and community representatives, and local
 566 education foundations, consortia, and professional
 567 organizations. The professional development system must:

568 1. Be reviewed and approved by the department for
 569 compliance with s. 1003.42(3) and this section. All substantial
 570 revisions to the system shall be submitted to the department for
 571 review for continued approval.

572 2. Be based on analyses of student achievement data and
 573 instructional strategies and methods that support rigorous,
 574 relevant, and challenging curricula for all students. Schools
 575 and districts, in developing and refining the professional

576 development system, shall also review and monitor school
577 discipline data; school environment surveys; assessments of
578 parental satisfaction; performance appraisal data of teachers,
579 managers, and administrative personnel; and other performance
580 indicators to identify school and student needs that can be met
581 by improved professional performance.

582 3. Provide inservice activities coupled with followup
583 support appropriate to accomplish district-level and school-
584 level improvement goals and standards. The inservice activities
585 for instructional personnel shall focus on analysis of student
586 achievement data, ongoing formal and informal assessments of
587 student achievement, identification and use of enhanced and
588 differentiated instructional strategies that emphasize rigor,
589 relevance, and reading in the content areas, enhancement of
590 subject content expertise, integrated use of classroom
591 technology that enhances teaching and learning, classroom
592 management, parent involvement, and school safety.

593 4. Provide inservice activities and support targeted to
594 the individual needs of new teachers participating in the
595 professional development certification and education competency
596 program under s. 1012.56(8) (a).

597 5. Include a master plan for inservice activities,
598 pursuant to rules of the State Board of Education, for all
599 district employees from all fund sources. The master plan shall
600 be updated annually by September 1, must be based on input from

601 teachers and district and school instructional leaders, and must
602 use the latest available student achievement data and research
603 to enhance rigor and relevance in the classroom. Each district
604 inservice plan must be aligned to and support the school-based
605 inservice plans and school improvement plans pursuant to s.
606 1001.42(18). Each district inservice plan must provide a
607 description of the training that middle grades instructional
608 personnel and school administrators receive on the district's
609 code of student conduct adopted pursuant to s. 1006.07;
610 integrated digital instruction and competency-based instruction
611 and CAPE Digital Tool certificates and CAPE industry
612 certifications; classroom management; student behavior and
613 interaction; extended learning opportunities for students; and
614 instructional leadership. District plans must be approved by the
615 district school board annually in order to ensure compliance
616 with subsection (1) and to allow for dissemination of research-
617 based best practices to other districts. District school boards
618 must submit verification of their approval to the Commissioner
619 of Education no later than October 1, annually. Each school
620 principal may establish and maintain an individual professional
621 development plan for each instructional employee assigned to the
622 school as a seamless component to the school improvement plans
623 developed pursuant to s. 1001.42(18). An individual professional
624 development plan must be related to specific performance data
625 for the students to whom the teacher is assigned, define the

626 inservice objectives and specific measurable improvements
627 expected in student performance as a result of the inservice
628 activity, and include an evaluation component that determines
629 the effectiveness of the professional development plan.

630 6. Include inservice activities for school administrative
631 personnel that address updated skills necessary for
632 instructional leadership and effective school management
633 pursuant to s. 1012.986.

634 7. Provide for systematic consultation with regional and
635 state personnel designated to provide technical assistance and
636 evaluation of local professional development programs.

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

640 9. Provide for the continuous evaluation of the quality
641 and effectiveness of professional development programs in order
642 to eliminate ineffective programs and strategies and to expand
643 effective ones. Evaluations must consider the impact of such
644 activities on the performance of participating educators and
645 their students' achievement and behavior.

646 10. For middle grades, emphasize:

647 a. Interdisciplinary planning, collaboration, and
648 instruction.

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

651 c. Use of small learning communities; problem-solving,
652 inquiry-driven research and analytical approaches for students;
653 strategies and tools based on student needs; competency-based
654 instruction; integrated digital instruction; and project-based
655 instruction.

656

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

661 11. Provide training to reading coaches, classroom
662 teachers, and school administrators in effective methods of
663 identifying characteristics of conditions such as dyslexia and
664 other causes of diminished phonological processing skills;
665 incorporating instructional techniques into the general
666 education setting which are proven to improve reading
667 performance for all students; and using predictive and other
668 data to make instructional decisions based on individual student
669 needs. The training must help teachers integrate phonemic
670 awareness; phonics, word study, and spelling; reading fluency;
671 vocabulary, including academic vocabulary; and text
672 comprehension strategies into an explicit, systematic, and
673 sequential approach to reading instruction, including
674 multisensory intervention strategies. Each district must provide
675 all elementary grades instructional personnel access to training

676 sufficient to meet the requirements of s. 1012.585(3)(f).

677 Section 6. Paragraph (d) of subsection (3) of section
678 1002.20, Florida Statutes, is amended to read:

679 1002.20 K-12 student and parent rights.—Parents of public
680 school students must receive accurate and timely information
681 regarding their child's academic progress and must be informed
682 of ways they can help their child to succeed in school. K-12
683 students and their parents are afforded numerous statutory
684 rights including, but not limited to, the following:

685 (3) HEALTH ISSUES.—

686 (d) *Reproductive health and disease education.*—A public
687 school student whose parent makes written request to the school
688 principal shall be exempted from the teaching of reproductive
689 health or any disease, including HIV/AIDS, in accordance with s.
690 1003.42(5) ~~s. 1003.42(3)~~. Each school district shall, on the
691 district's website homepage, notify parents of this right and
692 the process to request an exemption. The homepage must include a
693 link for a student's parent to access and review the
694 instructional materials, as defined in s. 1006.29(2), used to
695 teach the curriculum.

696 Section 7. Paragraph (b) of subsection (4) of section
697 1006.40, Florida Statutes, is amended to read:

698 1006.40 Use of instructional materials allocation;
699 instructional materials, library books, and reference books;
700 repair of books.—

701 (4) Each district school board is responsible for the
702 content of all materials used in a classroom or otherwise made
703 available to students. Each district school board shall adopt
704 rules, and each district school superintendent shall implement
705 procedures, that:

706 (b) Provide a process for public review of, public comment
707 on, and the adoption of instructional materials, including
708 instructional materials used to teach reproductive health or any
709 disease, including HIV/AIDS, under ss. 1003.42(5) and 1003.46
710 ~~ss. 1003.42(3) and 1003.46~~, which satisfies the requirements of
711 s. 1006.283(2) (b) 8., 9., and 11.

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