

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 requirements for required  
19          instruction on the history of African Americans;  
20          authorizing instructional personnel to facilitate  
21          discussions and use curricula to address, in an age-  
22          appropriate manner, specified topics; prohibiting  
23          classroom instruction and curricula from being used to  
24          indoctrinate or persuade students in a manner  
25          inconsistent with certain principles or state academic

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

51 amending s. 1012.98, F.S.; requiring the Department of  
52 Education to review school district professional  
53 development systems for compliance with certain  
54 provisions of law; amending ss. 1002.20 and 1006.40,  
55 F.S.; conforming cross-references; providing an  
56 effective date.

57  
58 Be It Enacted by the Legislature of the State of Florida:

59  
60 Section 1. Subsections (8) through (10) of section 760.10,  
61 Florida Statutes, are renumbered as subsections (9) through  
62 (11), respectively, and a new subsection (8) is added to that  
63 section, to read:

64 760.10 Unlawful employment practices.—

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

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

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

76 sex, or national origin, is inherently racist, sexist, or  
 77 oppressive, whether consciously or unconsciously.

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

81 4. Members of one race, color, sex, or national origin  
 82 cannot and should not attempt to treat others without respect to  
 83 race, color, sex, or national origin.

84 5. An individual, by virtue of his or her race, color,  
 85 sex, or national origin, bears responsibility for, or should be  
 86 discriminated against or receive adverse treatment because of,  
 87 actions committed in the past by other members of the same race,  
 88 color, sex, or national origin.

89 6. An individual, by virtue of his or her race, color,  
 90 sex, or national origin, should be discriminated against or  
 91 receive adverse treatment to achieve diversity, equity, or  
 92 inclusion.

93 7. An individual, by virtue of his or her race, color,  
 94 sex, or national origin, bears personal responsibility for and  
 95 must feel guilt, anguish, or other forms of psychological  
 96 distress because of actions, in which the individual played no  
 97 part, committed in the past by other members of the same race,  
 98 color, sex, or national origin.

99 8. Such virtues as merit, excellence, hard work, fairness,  
 100 neutrality, objectivity, and racial colorblindness are racist or

101 sexist, or were created by members of a particular race, color,  
 102 sex, or national origin to oppress members of another race,  
 103 color, sex, or national origin.

104 (b) Paragraph (a) may not be construed to prohibit  
 105 discussion of the concepts listed therein as part of a course of  
 106 training or instruction, provided such training or instruction  
 107 is given in an objective manner without endorsement of the  
 108 concepts.

109 Section 2. Subsections (4) through (8) of section 1000.05,  
 110 Florida Statutes, are renumbered as subsections (5) through (9),  
 111 respectively, subsections (2) and (3), present subsection (4),  
 112 and paragraph (d) of present subsection (6) are amended, and a  
 113 new subsection (4) is added to that section, to read:

114 1000.05 Discrimination against students and employees in  
 115 the Florida K-20 public education system prohibited; equality of  
 116 access required.—

117 (2)(a) Discrimination on the basis of race, color  
 118 ~~ethnicity~~, national origin, sex ~~gender~~, disability, religion, or  
 119 marital status against a student or an employee in the state  
 120 system of public K-20 education is prohibited. No person in this  
 121 state shall, on the basis of race, color ~~ethnicity~~, national  
 122 origin, sex ~~gender~~, disability, religion, or marital status, be  
 123 excluded from participation in, be denied the benefits of, or be  
 124 subjected to discrimination under any public K-20 education  
 125 program or activity, or in any employment conditions or

126 | practices, conducted by a public educational institution that  
 127 | receives or benefits from federal or state financial assistance.

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

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

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

147 |       (e) Guidance services, counseling services, and financial  
 148 | assistance services in the state public K-20 education system  
 149 | shall be available to students equally. Guidance and counseling  
 150 | services, materials, and promotional events shall stress access

151 to academic and career opportunities for students without regard  
152 to race, color ~~ethnicity~~, national origin, sex ~~gender~~,  
153 disability, religion, or marital status.

154 (3)(a) No person shall, on the basis of sex ~~gender~~, be  
155 excluded from participating in, be denied the benefits of, or be  
156 treated differently from another person or otherwise be  
157 discriminated against in any interscholastic, intercollegiate,  
158 club, or intramural athletics offered by a public K-20  
159 educational institution; and no public K-20 educational  
160 institution shall provide athletics separately on such basis.

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

172 (c) This subsection does not prohibit the grouping of  
173 students in physical education classes and activities by ability  
174 as assessed by objective standards of individual performance  
175 developed and applied without regard to sex ~~gender~~. However,

176 | when use of a single standard of measuring skill or progress in  
177 | a physical education class has an adverse effect on members of  
178 | one sex ~~gender~~, the educational institution shall use  
179 | appropriate standards which do not have such effect.

180 |         (d) A public K-20 educational institution which operates  
181 | or sponsors interscholastic, intercollegiate, club, or  
182 | intramural athletics shall provide equal athletic opportunity  
183 | for members of both sexes ~~genders~~.

184 |             1. The Board of Governors shall determine whether equal  
185 | opportunities are available at state universities.

186 |             2. The Commissioner of Education shall determine whether  
187 | equal opportunities are available in school districts and  
188 | Florida College System institutions. In determining whether  
189 | equal opportunities are available in school districts and  
190 | Florida College System institutions, the Commissioner of  
191 | Education shall consider, among other factors:

192 |                 a. Whether the selection of sports and levels of  
193 | competition effectively accommodate the interests and abilities  
194 | of members of both sexes ~~genders~~.

195 |                 b. The provision of equipment and supplies.

196 |                 c. Scheduling of games and practice times.

197 |                 d. Travel and per diem allowances.

198 |                 e. Opportunities to receive coaching and academic  
199 | tutoring.

200 |                 f. Assignment and compensation of coaches and tutors.



201 g. Provision of locker room, practice, and competitive  
202 facilities.

203 h. Provision of medical and training facilities and  
204 services.

205 i. Provision of housing and dining facilities and  
206 services.

207 j. Publicity.  
208

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

217 (e) A public school or Florida College System institution  
218 may provide separate toilet, locker room, and shower facilities  
219 on the basis of gender, but such facilities shall be comparable  
220 to such facilities provided for students of the other sex  
221 ~~gender~~.

222 (4)(a) It shall constitute discrimination on the basis of  
223 race, color, national origin, or sex under this section to  
224 subject any student or employee to training or instruction that  
225 espouses, promotes, advances, inculcates, or compels such

226 student or employee to believe any of the following concepts:  
227 1. Members of one race, color, national origin, or sex are  
228 morally superior to members of another race, color, national  
229 origin, or sex.  
230 2. A person, by virtue of his or her race, color, national  
231 origin, or sex is inherently racist, sexist, or oppressive,  
232 whether consciously or unconsciously.  
233 3. A person's moral character or status as either  
234 privileged or oppressed is necessarily determined by his or her  
235 race, color, national origin, or sex.  
236 4. Members of one race, color, national origin, or sex  
237 cannot and should not attempt to treat others without respect to  
238 race, color, national origin, or sex.  
239 5. A person, by virtue of his or her race, color, national  
240 origin, or sex bears responsibility for, or should be  
241 discriminated against or receive adverse treatment because of,  
242 actions committed in the past by other members of the same race,  
243 color, national origin, or sex.  
244 6. A person, by virtue of his or her race, color, national  
245 origin, or sex should be discriminated against or receive  
246 adverse treatment to achieve diversity, equity, or inclusion.  
247 7. A person, by virtue of his or her race, color, sex, or  
248 national origin, bears personal responsibility for and must feel  
249 guilt, anguish, or other forms of psychological distress because  
250 of actions, in which the person played no part, committed in the

251 past by other members of the same race, color, national origin,  
252 or sex.

253 8. Such virtues as merit, excellence, hard work, fairness,  
254 neutrality, objectivity, and racial colorblindness are racist or  
255 sexist, or were created by members of a particular race, color,  
256 national origin, or sex to oppress members of another race,  
257 color, national origin, or sex.

258 (b) Paragraph (a) may not be construed to prohibit  
259 discussion of the concepts listed therein as part of a larger  
260 course of training or instruction, provided such training or  
261 instruction is given in an objective manner without endorsement  
262 of the concepts.

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

273 (7)~~(6)~~ The functions of the Office of Equal Educational  
274 Opportunity of the Department of Education shall include, but  
275 are not limited to:

276 (d) Conducting studies of the effectiveness of methods and  
 277 strategies designed to increase the participation of students in  
 278 programs and courses in which students of a particular race,  
 279 color ~~ethnicity~~, national origin, sex ~~gender~~, disability, or  
 280 marital status have been traditionally underrepresented and  
 281 monitoring the success of students in such programs or courses,  
 282 including performing followup monitoring.

283 Section 3. Subsection (3) of section 1003.42, Florida  
 284 Statutes, is renumbered as subsection (5), paragraph (b) of  
 285 subsection (1) and subsection (2) are amended, and a new  
 286 subsection (3) and subsection (4) are added to that section, to  
 287 read:

288 1003.42 Required instruction.—

289 (1)

290 (b) All instructional materials, as defined in s.  
 291 1006.29(2), used to teach reproductive health or any disease,  
 292 including HIV/AIDS, its symptoms, development, and treatment, as  
 293 part of the courses referenced in subsection (5) ~~(3)~~, must be  
 294 annually approved by a district school board in an open, noticed  
 295 public meeting.

296 (2) Members of the instructional staff of the public  
 297 schools, subject to the rules of the State Board of Education  
 298 and the district school board, shall teach efficiently and  
 299 faithfully, using the books and materials required that meet the  
 300 highest standards for professionalism and historical accuracy,

301 following the prescribed courses of study, and employing  
302 approved methods of instruction, the following:

303 (a) The history and content of the Declaration of  
304 Independence, including national sovereignty, natural law, self-  
305 evident truth, equality of all persons, limited government,  
306 popular sovereignty, and inalienable rights of life, liberty,  
307 and property, and how they form the philosophical foundation of  
308 our government.

309 (b) The history, meaning, significance, and effect of the  
310 provisions of the Constitution of the United States and  
311 amendments thereto, with emphasis on each of the 10 amendments  
312 that make up the Bill of Rights and how the constitution  
313 provides the structure of our government.

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

317 (d) Flag education, including proper flag display and flag  
318 salute.

319 (e) The elements of civil government, including the  
320 primary functions of and interrelationships between the Federal  
321 Government, the state, and its counties, municipalities, school  
322 districts, and special districts.

323 (f) The history of the United States, including the period  
324 of discovery, early colonies, the War for Independence, the  
325 Civil War, the expansion of the United States to its present

326 boundaries, the world wars, and the civil rights movement to the  
327 present. American history shall be viewed as factual, not as  
328 constructed, shall be viewed as knowable, teachable, and  
329 testable, and shall be defined as the creation of a new nation  
330 based largely on the universal principles stated in the  
331 Declaration of Independence.

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

351 or nationally recognized Holocaust educational organizations.  
352 The department may contract with any state or nationally  
353 recognized Holocaust educational organizations to develop  
354 training for instructional personnel and grade-appropriate  
355 classroom resources to support the developed curriculum.

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

360 (h) The history of African Americans, including the  
361 history of African peoples before the political conflicts that  
362 led to the development of slavery, the passage to America, the  
363 enslavement experience, abolition, and the history and  
364 contributions of ~~African~~ Americans of the African diaspora to  
365 society. Students shall develop an understanding of the  
366 ramifications of prejudice, racism, and stereotyping on  
367 individual freedoms, and examine what it means to be a  
368 responsible and respectful person, for the purpose of  
369 encouraging tolerance of diversity in a pluralistic society and  
370 for nurturing and protecting democratic values and institutions.  
371 Instruction shall include the roles and contributions of  
372 individuals from all walks of life and their endeavors to learn  
373 and thrive throughout history as artists, scientists, educators,  
374 businesspeople, influential thinkers, members of the faith  
375 community, and political and governmental leaders and the

376 courageous steps they took to fulfill the promise of democracy  
377 and unite the nation. Instructional materials shall include the  
378 vital contributions of African Americans to build and strengthen  
379 American society and celebrate the inspirational stories of  
380 African Americans who prospered, even in the most difficult  
381 circumstances. Instructional personnel may facilitate  
382 discussions and use curricula to address, in an age-appropriate  
383 manner, how the individual freedoms of persons have been  
384 infringed by slavery, racial oppression, racial segregation, and  
385 racial discrimination, as well as topics relating to the  
386 enactment and enforcement of laws resulting in racial  
387 oppression, racial segregation, and racial discrimination and  
388 how recognition of these freedoms has overturned these unjust  
389 laws. However, classroom instruction and curriculum may not be  
390 used to indoctrinate or persuade students to a particular point  
391 of view inconsistent with the principles enumerated in  
392 subsection (3) or the state academic standards. The department  
393 shall prepare and offer standards and curriculum for the  
394 instruction required by this paragraph and may seek input from  
395 the Commissioner of Education's African American History Task  
396 Force.

397 (i) The elementary principles of agriculture.

398 (j) The true effects of all alcoholic and intoxicating  
399 liquors and beverages and narcotics upon the human body and  
400 mind.



401 (k) Kindness to animals.

402 (l) The history of the state.

403 (m) The conservation of natural resources.

404 (n)~~1.~~ Comprehensive age-appropriate and developmentally

405 appropriate K-12 instruction on: health education that addresses

406 1. Health education that addresses concepts of community

407 health, consumer health, environmental health, and family life,

408 including:

409 ~~a.~~ Mental and emotional health.

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

411 ~~b.e.~~ Internet safety.

412 ~~c.d.~~ Nutrition.

413 ~~d.e.~~ Personal health.

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

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

416 ~~g.h.~~ Prevention of child sexual abuse, exploitation, and

417 human trafficking.

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

419 7 through 12, ~~shall include a~~ teen dating violence and abuse.

420 This component must include that includes, but ~~is~~ not be limited

421 to, the definition of dating violence and abuse, the warning

422 signs of dating violence and abusive behavior, the

423 characteristics of healthy relationships, measures to prevent

424 and stop dating violence and abuse, and community resources

425 available to victims of dating violence and abuse.

426           3. ~~The health education curriculum~~ For students in grades  
 427 6 through 12, ~~shall include an~~ awareness of the benefits of  
 428 sexual abstinence as the expected standard and the consequences  
 429 of teenage pregnancy.

430           4. Life skills that build confidence, support mental and  
 431 emotional health, and enable students to overcome challenges,  
 432 including:

433           a. Self-awareness and self-management.

434           b. Responsible decisionmaking.

435           c. Resiliency.

436           d. Relationship skills and conflict resolution.

437           e. Understanding and respecting other viewpoints and  
 438 backgrounds.

439           f. For grades 9 through 12, developing leadership skills,  
 440 interpersonal skills, organization skills, and research skills;  
 441 creating a resume, including a digital resume; exploring career  
 442 pathways; using state career planning resources; developing and  
 443 practicing the skills necessary for employment interviews;  
 444 workplace ethics and workplace law; managing stress and  
 445 expectations; and self-motivation.

446  
 447 Health education and life skills instruction and materials may  
 448 not contradict the principles enumerated in subsection (3).

449           (o) Such additional materials, subjects, courses, or  
 450 fields in such grades as are prescribed by law or by rules of

451 the State Board of Education and the district school board in  
 452 fulfilling the requirements of law.

453 (p) The study of Hispanic contributions to the United  
 454 States.

455 (q) The study of women's contributions to the United  
 456 States.

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

459 (s) Civic and character education on ~~A character~~  
 460 ~~development program in the elementary schools, similar to~~  
 461 ~~Character First or Character Counts, which is secular in nature.~~  
 462 ~~Beginning in school year 2004-2005, the character development~~  
 463 ~~program shall be required in kindergarten through grade 12. Each~~  
 464 ~~district school board shall develop or adopt a curriculum for~~  
 465 ~~the character development program that shall be submitted to the~~  
 466 ~~department for approval.~~

467 1. ~~The character development curriculum shall stress the~~  
 468 ~~qualities and responsibilities of patriotism and~~  
 469 ~~responsibility;~~ citizenship, including, kindness; respect for  
 470 authority, life, liberty, and personal property; honesty;  
 471 charity; ~~self-control;~~ racial, ethnic, and religious tolerance;  
 472 and cooperation and,

473 2. ~~The character development curriculum for grades 9~~  
 474 ~~through 12 shall, at a minimum, include instruction on~~  
 475 ~~developing leadership skills, interpersonal skills, organization~~

476 | ~~skills, and research skills; creating a resume, including a~~  
477 | ~~digital resume; exploring career pathways; using state career~~  
478 | ~~planning resources; developing and practicing the skills~~  
479 | ~~necessary for employment interviews; conflict resolution,~~  
480 | ~~workplace ethics, and workplace law; managing stress and~~  
481 | ~~expectations; and developing skills that enable students to~~  
482 | ~~become more resilient and self-motivated.~~

483 |       ~~3.~~ ~~The character development curriculum~~ for grades 11 and  
484 | 12, ~~shall include instruction on~~ voting using the uniform  
485 | primary and general election ballot described in s. 101.151(9).

486 |       (t) In order to encourage patriotism, the sacrifices that  
487 | veterans and Medal of Honor recipients have made in serving our  
488 | country and protecting democratic values worldwide. Such  
489 | instruction must occur on or before Medal of Honor Day,  
490 | Veterans' Day, and Memorial Day. Members of the instructional  
491 | staff are encouraged to use the assistance of local veterans and  
492 | Medal of Honor recipients when practicable.

493 |  
494 | The State Board of Education is encouraged to adopt standards  
495 | and pursue assessment of the requirements of this subsection.  
496 | Instructional programming ~~A character development program~~ that  
497 | incorporates the values of the recipients of the Congressional  
498 | Medal of Honor and that is offered as part of a social studies,  
499 | English Language Arts, or other schoolwide character building  
500 | and veteran awareness initiative meets the requirements of

501 paragraph (t) paragraphs (s) and (t).

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

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

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

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

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

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

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

524  
525 Instructional personnel may facilitate discussions and use

526 curricula to address, in an age-appropriate manner, how the  
527 freedoms of persons have been infringed by sexism, slavery,  
528 racial oppression, racial segregation, and racial  
529 discrimination, including topics relating to the enactment and  
530 enforcement of laws resulting in sexism, racial oppression,  
531 racial segregation, and racial discrimination, including how  
532 recognition of these freedoms have overturned these unjust laws.  
533 However, classroom instruction and curriculum may not be used to  
534 indoctrinate or persuade students to a particular point of view  
535 inconsistent with the principles of this subsection or state  
536 academic standards.

537 (4) The State Board of Education shall develop or adopt a  
538 curriculum to inspire future generations through motivating  
539 stories of American history that demonstrate important life  
540 skills and the principles of individual freedom that enabled  
541 persons to prosper even in the most difficult circumstances.  
542 This curriculum shall be known as "Stories of Inspiration" and  
543 made available to schools to implement the requirements of  
544 subsection (3).

545 Section 4. Paragraph (d) of subsection (2) of section  
546 1006.31, Florida Statutes, is amended to read:

547 1006.31 Duties of the Department of Education and school  
548 district instructional materials reviewer.—The duties of the  
549 instructional materials reviewer are:

550 (2) EVALUATION OF INSTRUCTIONAL MATERIALS.—To use the

551 selection criteria listed in s. 1006.34(2) (b) and recommend for  
552 adoption only those instructional materials aligned with the  
553 Next Generation Sunshine State Standards provided for in s.  
554 1003.41. Instructional materials recommended by each reviewer  
555 shall be, to the satisfaction of each reviewer, accurate,  
556 objective, balanced, noninflammatory, current, free of  
557 pornography and material prohibited under s. 847.012, and suited  
558 to student needs and their ability to comprehend the material  
559 presented. Reviewers shall consider for recommendation materials  
560 developed for academically talented students, such as students  
561 enrolled in advanced placement courses. When recommending  
562 instructional materials, each reviewer shall:

563 (d) Require, when appropriate to the comprehension of  
564 students, that materials for social science, history, or civics  
565 classes contain the Declaration of Independence and the  
566 Constitution of the United States. A reviewer may not recommend  
567 any instructional materials that contain any matter reflecting  
568 unfairly upon persons because of their race, color, creed,  
569 national origin, ancestry, gender, religion, disability,  
570 socioeconomic status, or occupation or otherwise contradict the  
571 principles enumerated under s. 1003.42(3).

572 Section 5. Paragraph (b) of subsection (4) of section  
573 1012.98, Florida Statutes, is amended to read:

574 1012.98 School Community Professional Development Act.—

575 (4) The Department of Education, school districts,

576 schools, Florida College System institutions, and state  
577 universities share the responsibilities described in this  
578 section. These responsibilities include the following:

579 (b) Each school district shall develop a professional  
580 development system as specified in subsection (3). The system  
581 shall be developed in consultation with teachers, teacher-  
582 educators of Florida College System institutions and state  
583 universities, business and community representatives, and local  
584 education foundations, consortia, and professional  
585 organizations. The professional development system must:

586 1. Be reviewed and approved by the department for  
587 compliance with s. 1003.42(3) and this section. All substantial  
588 revisions to the system shall be submitted to the department for  
589 review for continued approval.

590 2. Be based on analyses of student achievement data and  
591 instructional strategies and methods that support rigorous,  
592 relevant, and challenging curricula for all students. Schools  
593 and districts, in developing and refining the professional  
594 development system, shall also review and monitor school  
595 discipline data; school environment surveys; assessments of  
596 parental satisfaction; performance appraisal data of teachers,  
597 managers, and administrative personnel; and other performance  
598 indicators to identify school and student needs that can be met  
599 by improved professional performance.

600 3. Provide inservice activities coupled with followup



601 support appropriate to accomplish district-level and school-  
602 level improvement goals and standards. The inservice activities  
603 for instructional personnel shall focus on analysis of student  
604 achievement data, ongoing formal and informal assessments of  
605 student achievement, identification and use of enhanced and  
606 differentiated instructional strategies that emphasize rigor,  
607 relevance, and reading in the content areas, enhancement of  
608 subject content expertise, integrated use of classroom  
609 technology that enhances teaching and learning, classroom  
610 management, parent involvement, and school safety.

611 4. Provide inservice activities and support targeted to  
612 the individual needs of new teachers participating in the  
613 professional development certification and education competency  
614 program under s. 1012.56(8) (a).

615 5. Include a master plan for inservice activities,  
616 pursuant to rules of the State Board of Education, for all  
617 district employees from all fund sources. The master plan shall  
618 be updated annually by September 1, must be based on input from  
619 teachers and district and school instructional leaders, and must  
620 use the latest available student achievement data and research  
621 to enhance rigor and relevance in the classroom. Each district  
622 inservice plan must be aligned to and support the school-based  
623 inservice plans and school improvement plans pursuant to s.  
624 1001.42(18). Each district inservice plan must provide a  
625 description of the training that middle grades instructional

626 personnel and school administrators receive on the district's  
627 code of student conduct adopted pursuant to s. 1006.07;  
628 integrated digital instruction and competency-based instruction  
629 and CAPE Digital Tool certificates and CAPE industry  
630 certifications; classroom management; student behavior and  
631 interaction; extended learning opportunities for students; and  
632 instructional leadership. District plans must be approved by the  
633 district school board annually in order to ensure compliance  
634 with subsection (1) and to allow for dissemination of research-  
635 based best practices to other districts. District school boards  
636 must submit verification of their approval to the Commissioner  
637 of Education no later than October 1, annually. Each school  
638 principal may establish and maintain an individual professional  
639 development plan for each instructional employee assigned to the  
640 school as a seamless component to the school improvement plans  
641 developed pursuant to s. 1001.42(18). An individual professional  
642 development plan must be related to specific performance data  
643 for the students to whom the teacher is assigned, define the  
644 inservice objectives and specific measurable improvements  
645 expected in student performance as a result of the inservice  
646 activity, and include an evaluation component that determines  
647 the effectiveness of the professional development plan.

648         6. Include inservice activities for school administrative  
649 personnel that address updated skills necessary for  
650 instructional leadership and effective school management

651 pursuant to s. 1012.986.

652 7. Provide for systematic consultation with regional and  
653 state personnel designated to provide technical assistance and  
654 evaluation of local professional development programs.

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

658 9. Provide for the continuous evaluation of the quality  
659 and effectiveness of professional development programs in order  
660 to eliminate ineffective programs and strategies and to expand  
661 effective ones. Evaluations must consider the impact of such  
662 activities on the performance of participating educators and  
663 their students' achievement and behavior.

664 10. For middle grades, emphasize:

665 a. Interdisciplinary planning, collaboration, and  
666 instruction.

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

669 c. Use of small learning communities; problem-solving,  
670 inquiry-driven research and analytical approaches for students;  
671 strategies and tools based on student needs; competency-based  
672 instruction; integrated digital instruction; and project-based  
673 instruction.

674  
675 Each school that includes any of grades 6, 7, or 8 must include

676 in its school improvement plan, required under s. 1001.42(18), a  
677 description of the specific strategies used by the school to  
678 implement each item listed in this subparagraph.

679 11. Provide training to reading coaches, classroom  
680 teachers, and school administrators in effective methods of  
681 identifying characteristics of conditions such as dyslexia and  
682 other causes of diminished phonological processing skills;  
683 incorporating instructional techniques into the general  
684 education setting which are proven to improve reading  
685 performance for all students; and using predictive and other  
686 data to make instructional decisions based on individual student  
687 needs. The training must help teachers integrate phonemic  
688 awareness; phonics, word study, and spelling; reading fluency;  
689 vocabulary, including academic vocabulary; and text  
690 comprehension strategies into an explicit, systematic, and  
691 sequential approach to reading instruction, including  
692 multisensory intervention strategies. Each district must provide  
693 all elementary grades instructional personnel access to training  
694 sufficient to meet the requirements of s. 1012.585(3)(f).

695 Section 6. Paragraph (d) of subsection (3) of section  
696 1002.20, Florida Statutes, is amended to read:

697 1002.20 K-12 student and parent rights.—Parents of public  
698 school students must receive accurate and timely information  
699 regarding their child's academic progress and must be informed  
700 of ways they can help their child to succeed in school. K-12

701 students and their parents are afforded numerous statutory  
 702 rights including, but not limited to, the following:

703 (3) HEALTH ISSUES.—

704 (d) *Reproductive health and disease education.*—A public  
 705 school student whose parent makes written request to the school  
 706 principal shall be exempted from the teaching of reproductive  
 707 health or any disease, including HIV/AIDS, in accordance with s.  
 708 1003.42(5) ~~s. 1003.42(3)~~. Each school district shall, on the  
 709 district's website homepage, notify parents of this right and  
 710 the process to request an exemption. The homepage must include a  
 711 link for a student's parent to access and review the  
 712 instructional materials, as defined in s. 1006.29(2), used to  
 713 teach the curriculum.

714 Section 7. Paragraph (b) of subsection (4) of section  
 715 1006.40, Florida Statutes, is amended to read:

716 1006.40 Use of instructional materials allocation;  
 717 instructional materials, library books, and reference books;  
 718 repair of books.—

719 (4) Each district school board is responsible for the  
 720 content of all materials used in a classroom or otherwise made  
 721 available to students. Each district school board shall adopt  
 722 rules, and each district school superintendent shall implement  
 723 procedures, that:

724 (b) Provide a process for public review of, public comment  
 725 on, and the adoption of instructional materials, including

726 | instructional materials used to teach reproductive health or any  
727 | disease, including HIV/AIDS, under ss. 1003.42(5) and 1003.46  
728 | ~~ss. 1003.42(3) and 1003.46~~, which satisfies the requirements of  
729 | s. 1006.283(2) (b) 8., 9., and 11.

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