

DEI Committee Meeting
3/30/2022 at 11:00 AM

Agenda

- I. Review of Minutes
- II. DEI&B Employee Survey
- III. House Bill 7
- IV. Committee Memberships
 - a. Should we invite other Board members or leave it at Committee chairs
- V. Update on Strategic Plan and Needs Assessment
- VI. Open Discussion

ElderSource (Area Agency on Aging)
Board of Directors
DEI Committee Conference call
January 4, 2022, at 3:00 PM

Minutes

Present:

Dr. Sandy Robinson, Chair
Walette Stanford
Joseph Zimmerman

Staff:

Linda Levin, Chief Executive Officer
Tameka G. Holly, Chief Operations Officer
Jessica Del Rio, Executive Administrative Assistant

Call to Order:

Dr. Sandy Robinson opened the meeting of the DEI Committee at 3:05 PM.

Action Plan, Cost, and Metrics

The Committee highlighted the Board DEI Action Plan, Costs, and Metrics. The Board DEI Action Plan, Costs, and Metrics were made available to Committee members in advance of the Committee meeting through the Board portal.

Linda mentioned the following major projects that will intersect with our DEI work:

- The needs assessment
 - We contracted the Health Planning Council of North East Florida
 - Looking at the needs of older adults, caregivers, and people with disabilities within our seven counties
- Strategic plan
 - We contracted with Clarity Transitions to complete our strategic plan.
- Development of the Network Lead Entity (NLE)
 - We contracted with Guidehouse to complete the development of the NLE

Tameka G. Holly presented the HR Metrics to the Committee. Tameka discussed the following metric goals:

- Representation
 - Maintain a representative workforce at all levels and functions when compared to the seven-region labor market and nonprofit benchmarks
- Retention
 - Maintain an average tenure for employees from minority groups compared to average tenure in the organization.
- Recruitment
 - Increase the number of minority group (ability and veteran status, etc.) applicants
- Training and Development
 - Provide DEI training and development opportunities to staff and managers.

- Engagement
 - Provide a diverse, equitable, and inclusive work environment

Linda stated that there are no concerns with the cost of the DEI work in the organization. So far, we have spent \$6,370 on our DEI efforts. The estimated cost of the new DEI work is \$9,230.

The Committee will receive updates on all the DEI Action Plan and costs, at the next DEI Committee meeting.

Tameka and Linda will present to the full Board at the January Board meeting.

Adjournment:

Having no further business, the meeting adjourned at 3:47 PM.

Ms. Jessica Del Rio, ElderSource Executive Administrative Assistant, prepared the minutes.

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

43
44 Be It Enacted by the Legislature of the State of Florida:

45
46 Section 1. Subsections (8) through (10) of section 760.10,
47 Florida Statutes, are renumbered as subsections (9) through
48 (11), respectively, and a new subsection (8) is added to that
49 section, to read:

50 760.10 Unlawful employment practices.—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

HB7

2022

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

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

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

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

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

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

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

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

HB7

2022

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

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

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

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

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

175 a. Whether the selection of sports and levels of

HB7

2022

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

178 b. The provision of equipment and supplies.

179 c. Scheduling of games and practice times.

180 d. Travel and per diem allowances.

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

183 f. Assignment and compensation of coaches and tutors.

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

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

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

190 j. Publicity.

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

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

HB7

2022

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

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

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

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

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

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

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

226 | color, national origin, or sex.

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

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

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

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

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

HB7

2022

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

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

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

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

267 1003.42 Required instruction.—

268 (1)

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

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

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

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

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

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

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

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

301 districts, and special districts.

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

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

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

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

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

346 (i) The elementary principles of agriculture.

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

350 (k) Kindness to animals.

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

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

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

382 a. Self-awareness and self-management.

383 b. Responsible decisionmaking.

384 c. Resiliency.

385 d. Relationship skills and conflict resolution.

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

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

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

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

401 fulfilling the requirements of law.

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

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

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

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

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

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

HB7

2022

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

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

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

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

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

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

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

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

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

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

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

472
 473 Instructional personnel may facilitate discussions and use
 474 curricula to address, in an age-appropriate manner, how the
 475 freedoms of persons have been infringed by sexism, slavery,

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

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

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

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

HB7

2022

501 instructional materials, each reviewer shall:

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

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

513 1012.98 School Community Professional Development Act.—

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

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

525 1. Be reviewed and approved by the department for

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

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

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

550 4. Provide inservice activities and support targeted to

HB7

2022

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

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

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

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

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

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

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

HB7

2022

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

603 10. For middle grades, emphasize:

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

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

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

613

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

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

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

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

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

642 (3) HEALTH ISSUES.—

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

HB7

2022

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

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

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

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

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

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