

PROPOSED Policy to satisfy House Bill 7; Laws of Florida 2022-72

4.66 Prohibition Against Discrimination; Required Instruction

A. It shall constitute discrimination on the basis of race, color, sex or national origin under this section to subject any student, regardless of grade level, to training or instruction that espouses, promotes, advances, inculcates or compels such student to believe any of the following concept:

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

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

3. A person'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 cannot and should not attempt to treat others without respect to race, color, sex, or national origin.

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

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

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

8. Virtues, such as merit, excellence, hard work, fairness, neutrality, objectivity, and racial colorblindness are racist or sexist, or were created by members

of a particular race, color, sex, or national origin to oppress members of another race, color, sex, or national origin.

B. Paragraph A, including all subparts, may not be construed to prohibit discussion of the concepts listed therein as part of a course of training or instruction, provided such training or instruction is given in an objective manner without endorsement of the concepts.

C. Teaching the history of African Americans, at all grade levels and in an age appropriate manner, including the history of African peoples before the political conflicts that led to the development of slavery; the passage to America; the enslavement experience; abolition; and the history and contributions of Americans of the African diaspora to society, shall be guided by the following principles:

1. Students shall be exposed to and develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

2. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation.

3. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances.

4. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws.

5. Classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles enumerated in the state academic standards.

6. The District shall incorporate standards and curriculum prepared and offered by the Florida Department of Education for the instruction required by this paragraph and may seek input from the Commissioner of Education's African American History Task Force.

D. Comprehensive, age appropriate and developmentally appropriate K-12 health education shall include health education concepts presented as follows:

1. For students in grades 7 through 12, instruction on teen dating violence and abuse. This component must include but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

2. For students in grades 6 through 12, instruction shall include an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.

3. For students in all grade levels life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

- (a) Self-awareness and self-management.
- (b) Responsible decision making.
- (c) Resiliency.
- (d) Relationship skills and conflict resolution.
- (e) Understanding and respecting other viewpoints and backgrounds.

4. For grades 9 through 12, instruction shall include:

- (a) Developing leadership skills, interpersonal skills, organization skills, and research skills;
- (b) Creating a resume, including a digital resume;
- (c) Exploring career pathways;
- (d) Using state career planning resources;
- (e) Developing and practicing the skills necessary for employment interviews;
- (f) Workplace ethics and workplace law;
- (g) Managing stress and expectations;
- (h) Self-motivation.

5. Health education and life skills instruction and materials may not contradict the principles enumerated in D2.

E. Instruction and supporting materials on the topics enumerated in this Policy must be consistent with the following principles of individual freedom:

1. No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.
2. No race is inherently superior to another race.
3. No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.
4. Meritocracy or traits such as a hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.
5. A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.

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

Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the freedoms of persons have been infringed by sexism, slavery, racial oppression, racial segregation, and racial discrimination, including topics relating to the enactment and enforcement of laws resulting in sexism, racial oppression, racial segregation, and racial discrimination, including how recognition of these freedoms have overturned these unjust laws.

Classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles of this subsection or state academic standards.

The District shall incorporate standards and curriculum prepared and offered by the State Board of Education for the instruction required by this paragraph. The State Board of Education shall develop or adopt a curriculum to inspire future generations through motivating stories of American history that demonstrate important life skills and the principles of individual freedom that enabled persons to prosper even in the most difficult circumstances. This curriculum shall be known as “Stories of Inspiration” and made available to schools to implement the requirements of subsection E of this Policy.