

2022 Legislative Update

Hillsborough County
Council PTA/PTSA





**PTA is the Oldest & Largest
Volunteer Child Advocacy Organization
in the Country.**

Our Mission

to make every child's potential a reality by engaging and empowering families and communities to advocate for all children



Our Purposes

To promote the welfare of children and youth in home, school, places of worship, and throughout the community;

To raise the standards of home life;

To advocate for laws that further the education, physical and mental health, welfare, and safety of children and youth;

To promote the collaboration and engagement of families and educators in the education of children and youth;

To engage the public in united efforts to secure the physical, mental, emotional, spiritual, and social well-being of all children and youth; and

To advocate for fiscal responsibility regarding public tax dollars in public education funding

IMPORTANT!

PTA is a non-partisan organization

- As PTA we focus on issues that have been voted on by our membership at a national, state, county council or school level
- It can be quite challenging to not focus on individuals, especially with representatives that clearly do not support public education.

ASSESSMENT & TESTING

Assessments should identify how instruction and learning can be improved by helping parents and teachers determine student academic needs.

- Florida PTA opposes the use of state or nationally mandated standardized tests as the sole criterion for measuring student or school progress.
- English Language Learner students face unique challenges with mandated testing processes. Additional funding should be allocated that would accommodate testing of English Language Learner students in their native language.
- There is significant impact of learning loss from extended time away from instruction (i.e. pandemic, natural disaster, etc.). Decision-makers at all levels should create policies and legislation that support and fund learning programs to supplement time lost from the inability to be in the classroom, with emphasis on reading and math for disadvantaged youth, as well as encourage partnerships that provide children and youth with supplemental learning activities and enrichment.

SCHOOL CHOICE

Private school choice programs have detrimental effects on public school systems. Public dollars must remain in public schools for the benefit of all students and the future of our nation. Florida PTA opposes vouchers in all forms and urges the Legislature to impose strict eligibility requirements on private institutions and non-public K-12 schools receiving public dollars. At a minimum, all educational institutions receiving public dollars, whether directly or indirectly, should be held to the same academic and accountability standards as public schools.

FUNDING

The state has a paramount duty to make adequate provision for the education of all children residing within its borders. Florida PTA urges the Legislature to fully fund strategies and programs that ensure the health, safety, and education of the children of Florida.

DYSLEXIA & OTHER SPECIFIC LEARNING DISABILITIES (SLDs)

Florida PTA recognizes that SLDs have significant educational implications and encourages local and state education agencies and institutions of higher education to require pre-service and ongoing - training on:

- dyslexia, dysgraphia, dyscalculia and other SLDs
- the warning signs of dyslexia
- appropriate instructional approaches
- the use of early screening for dyslexia
- successful approaches to communicating with families

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2022 LEGISLATIVE PRIORITIES



1747 Orlando Central Parkway
Orlando, FL 32809



407.855.7604



407.240.9577



www.FloridaPTA.org



Legislation@FloridaPTA.org



@FloridaPTA

JUVENILE JUSTICE

Florida PTA promotes programs that prevent youth from entering or remaining in the juvenile justice system, including:

- alternative dispute resolution techniques that provide a range of possible sanctions
- collaboration between law enforcement, the judicial system and child welfare agencies
- prevention of the incarceration of youth in adult facilities
- programs that prevent recidivism when youth leave the justice system

A disproportionate number of students of color, students with disabilities, and LGBTQIA+ students are routed into the juvenile justice system, creating a harmful school-to-prison pipeline. To address this, Florida PTA supports:

- training and regular professional development for school staff that addresses cultural competence, bias, and trauma-informed policies
- the recruitment of a diverse school workforce
- the adoption of racially and culturally diverse non-discriminatory instructional materials
- fully sustainable state and federal funding to support alternatives to exclusionary disciplinary measures
- effective research-based programs and policies that support equitable access to education and career opportunities.

GUN SAFETY

Florida PTA supports federal, state and local efforts to protect children and youth from gun violence by:

- restricting access to guns from persons who may endanger public safety.
- closing the “gun show loophole”
- implementing universal background checks
- providing all relevant records to the FBI’s National Instant Criminal Background Check System (NICS)
- outlawing military style semi-automatic weapons.

EARLY CHILDHOOD EDUCATION

Florida PTA urges the Legislature to support and fully fund high-quality childcare and preschool programs that are affordable and accessible, coordinated at all levels, and characterized by high standards for teaching, training, health, and safety.

POST-SECONDARY EDUCATION

Florida PTA supports legislation and programs that increase post-secondary participation by:

- assisting with secondary school completion and post-secondary enrollment through academic (including fine arts) services, family and student counseling, and college preparatory services—particularly programs that assist students with different learning styles, low income and who are disadvantaged.
- fostering an economically, culturally, and ethnically diverse student population by increasing federal grants and other forms of financial aid, simplifying the financial aid application process, and increasing access to information on financial assistance
- expanding access to in-state tuition levels

Career and Technical Education (CTE) programs provide a career pathway through education for students at all levels of academic achievement. Florida PTA supports the following assistance for these programs:

- increased funding, including registered apprenticeship and pre-apprenticeship programs
- appropriate market-driven compensation for CTE instructors
- flexibility in the expansion of career education pathways.

PTA’s MISSION:
to make every child’s potential
a reality by engaging and empowering families and
communities to **advocate** for all children.

HOUSING & FOOD SECURITY

Florida PTA urges policy makers to promote the well-being of students by:

- implementing and fully funding the McKinney-Vento Homeless Assistance Act and ESEA provisions, which provide comprehensive services necessary to guarantee equal education opportunities to homeless students.
- serving good nutritious meals year-round.
- providing nutrition education.
- serving culturally diverse meals.

SCHOOL & STUDENT SAFETY

All students and educators have a right to attend schools that are safe and conducive to learning and achievement. Florida PTA supports legislation that creates a safe, supportive and accepting environment in schools, which includes:

- training for educators and other school-related professionals to support all students
- updated health education standards that address sexual orientation, gender identity and expression, and recognition of LGBTQ individuals as a protected class
- legislation that recognizes LGBTQ as a protected group and addresses discrimination based on sexual orientation and gender identity and expression

Florida PTA supports the strengthening of Title IX and other federal, state and local laws that identify, address the effects of, and prohibit sexual harassment and sexual violence impacting students. Awareness and prevention programs should include training on the responsibilities and rights of victims under Title IX and other similar laws and regulations.

Students, parents and families should be involved in the development, implementation and evaluation of all school safety plans, including emergency preparedness, crisis response, and threat assessment protocols, as well as school discipline policies and health and wellness support services. Laws should be monitored to assure adequate safety regulations for the protection of children and youth. Teachers and administrators should receive ongoing training to improve the understanding of child emotional and mental health needs that includes regular and timely communication with families about safety policies and procedures, encompassing school evacuation plans and reunification protocols.

MENTAL HEALTH

Florida PTA calls on state and local policymakers and school districts to employ evidence-based best practice ratios of school counselors, school psychologists, school social workers, and school nurses who are most qualified to provide school-based mental health services. Necessary resources and supports should be provided to ensure students have access to proactive mental health services that incorporate a strong family engagement component.

Hillsborough County Council PTA/PTSA 2022 Legislative Platform

Florida Education Finance Program

Bring Florida's total per-pupil funding to at least the **median** in the U.S. Department of Education's Ranking of the States, which is \$11,732. *The United States average per pupil state per-pupil funding is \$12,624. Florida's current per pupil funding is \$7,795 per student, and ranks near the bottom of education funding in the United States.*

Overall Education Funding

HCC PTA finds that currently there are over 90 unfunded or underfunded mandates in Florida schools, despite very small increases in the level of per pupil spending, which is just \$700 more than it was 10 years ago. These mandates must be appropriately funded, separate and apart from per pupil spending.

HCC PTA advocates for:

- Adequate funding and the flexibility to implement programs, mitigate unfunded mandates and adopt spending plans that best meet their communities' needs.
- Equity in capital improvement funding using a formula which is based on district student enrollment rather than a standard millage rate for all districts.

School to Prison Pipeline

HCC PTA finds that:

- Students from two groups, racial minorities and children with disabilities, are disproportionately represented in the school-to-prison pipeline
- Black students are suspended or expelled at a rate almost 3.5 times greater than White students
- Black students are most often disciplined for more subjective offenses, such as throwing food, cursing, disobeying a teacher, loitering, or making excessive noise, whereas their Caucasian schoolmates are less likely to be suspended for more concrete offenses that include smoking, skipping school, or vandalism.

HCC PTA:

- encourages collaboration between law enforcement, the judicial system, and child welfare agencies;
- promotes alternative dispute resolution techniques that are positive and instructive rather than punitive discipline.
- urges the prevention of the incarceration of youth in adult facilities;
- supports assisting youth leaving the juvenile justice system with programs that prevent recidivism.
- recommends the district develop and publish school discipline report cards on the district's website based on data collected through the school environmental safety incident reports. This data should be broken down by type of incident and the imposed discipline. This data should also be broken down by sex, race, English Language Learner status and disability.

Assessment and Testing


- Eliminate the Florida Standards Assessments, but do not replace it with any other high-stakes statewide tests, assessments, or computer-based progress monitoring
- Stop financially punishing low performing schools and school districts
- The HCC PTA/PTSA strongly advocates that the Legislature stop using the FSA for promotion, graduation, remediation, financial allocation, teacher evaluation, and school grades.
- Stop the use of state or nationally mandated standardized tests as the sole criterion for measuring student progress or school performance. We believe that student assessments should:
 - identify how instruction and learning can be improved.
 - be used to help parents and teachers determine specific academic needs of students.
 - Increase opportunities for student learning.
- Policy alternatives to social promotion and grade retention must be established.

Equity

Education is needed regarding the implications of all legislation on ESE, ELL, SLD and other exceptional students.

HCC PTA urges state and local policy makers to:

- Amend legislation to create pathways for our English Language Learners (ELL) to demonstrate their ability to meet requirements for graduation by providing assessments in their native languages or a waiver of assessment results based on the ELL committee. ELL students face unique challenges in Florida's mandated assessment process.
- Encourage legislation that requires pre-service and ongoing post-service training to include:
 - dyslexia, dysgraphia, dyscalculia and other SLD.
 - the warning signs of dyslexia.
 - the appropriate instructional approaches.
 - the use of early screening for dyslexia.
 - successful approaches to communicating with parents
- Implement and fully fund the McKinney Vento Homeless Assistance Act provisions in all Florida school districts and establish ample funding allocation for the Title 1, Part A set-aside and Title X, which are funding sources used to support the requirements of the McKinney-Vento Homeless Assistance Act.



Mental Health

HCC PTA urges state and local policy makers and school districts:


- to employ evidence-based best practice ratios of those most qualified to provide school-based mental health: school counselors, school psychologists, school social workers, and school nurses.
- to provide the necessary resources and support to ensure students have access to the proactive continuum of mental health services and they are incorporated with a strong family engagement component.
- to amend the statute to specify that excused absences from school include both physical and mental health (F.S. 1003.24(4)).
- to reduce the frequency of active shooter drills required by the Florida Legislature as recommended by the November 1, 2019 report by the Marjorie Stoneman Douglas High School Public Safety Commission.


School Safety

HCC PTA advocates for full funding for school safety initiatives that are mandated by the state by the Marjorie Stoneman Douglas High School Public Safety Act. The State of Florida currently underfunds school safety for Hillsborough County Public Schools by 50%.

Early Childhood Education


HCC PTA supports expanding and funding early childhood education offerings through Hillsborough County Government and local partnerships to include three and four year olds. When students enter kindergarten prepared to learn with previous classroom experience, there is a greater likelihood that they will be on grade level in reading in the 3rd grade, which is a direct correlation with on-time graduation.





Voucher Funded School Accountability

All educational institutions receiving public dollars, whether directly or indirectly, should be held to the same academic and accountability standards as traditional public schools.

- While continuing to oppose vouchers in all forms, the HCC PTA PTSA urges the Legislature to impose strict eligibility requirements on private institutions and non-public K-12 schools receiving public dollars through any state funded voucher, grant, or scholarship programs, and at a minimum, require them to meet the same accountability standards as public schools.
 - Our association believes that private school choice systems have detrimental effects on our public school systems. Public dollars must remain vested in public schools for the benefit of all students and the future of our nation.
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HILLSBOROUGH COUNTY PUBLIC SCHOOLS

2022 STATE LEGISLATIVE PLATFORM

✦ PER PUPIL FUNDING

In a multiyear approach, bring Florida's total per-pupil funding to at least the median in the U.S. Department of Education's Ranking of the States - \$11,732 - providing school districts adequate funding and the flexibility to implement programs, mitigate unfunded mandates and adopt spending plans that best meet their communities' needs.

✦ CHARTER SCHOOLS

Advocate for the same safeguards and high standards of accountability, transparency and equity for both district-managed public schools and public charter schools.

Require charter schools to identify a location in order for the charter school application to be approved.

✦ VOLUNTARY PREKINDERGARTEN PROGRAM (VPK)

Increase and expand funding sources for VPK programming to allow school districts the ability to attract highly qualified teachers, strengthen programming and extend the school day.

✦ VIRTUAL INSTRUCTION PROGRAMS

Amend legislation on the allocation of FEFP funding to allow school district virtual instruction programs to mirror the year-round funding model for Florida Virtual School. Currently, school districts can only generate FTE for part-time virtual students in survey 4 whereas Florida Virtual School can generate FTE in surveys 1,2,3 and 4. (F.S. 1011.61(1)(c))

✦ CAPITAL IMPROVEMENT FUNDING

Resolve the inequity in capital improvement funding by restoring the millage rate from 1.5 to 2.0, and take into account the average taxable value throughout the state and fund the difference to the districts based upon student enrollment.

COLLABORATION OF EDUCATION-RELATED INITIATIVES

Ensure state education-related initiatives are collaboratively developed with local school boards, providing local control of school district operations and policy decisions.

ELIGIBILITY FOR STUDENTS WITH DEVELOPMENTAL DELAYS

Amend statute to extend eligibility for children with developmental delays from 5 years of age to 9. This would mirror the flexibility allowed at the federal level in the Individuals with Disabilities Education Act (IDEA) Part B. Extending the eligibility through age 9 would allow for uninterrupted early interventions and services for some of our most vulnerable students. (F.S 1003.01(3)(a))

AMENDMENT TO STANDARD HIGH SCHOOL DIPLOMA REQUIREMENTS

Amend legislation for students who first enter the United States in the 9th grade and have met all requirements for the standard high school diploma, except for passage of any must-pass assessment, to demonstrate their ability to meet requirements for graduation using alternative formative district assessments. (F.S. 1003.433(3)(b))

OVERHAUL HAZARDOUS WALKING CONDITIONS LAW

Overhaul the 1973 Hazardous Walking Conditions law by requiring the Office of Program Policy Analysis and Government Accountability to study what conditions constitute a hazardous walkway for children. (F.S. 1006.23)

Pending Bills



A Family of Advocates for ALL Children!

SB 1048/HB1193 House Companion Bill Pending Student Assessments

This bill **adds state-mandated and state-created testing** under the guise of fall and mid-year progress monitoring to inform instruction.

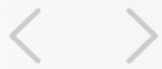
It retains non-federally mandated testing (EOC and Civics exams) as part of the accountability system

preserves the current high-stakes consequences of student outcomes for students, teachers, schools, and districts.

Increases testing from two 90-minute tests per year to three 90-minute tests per year PER SUBJECT— in English Language Arts and Math.

All tests are going to be **computer based** – Beginning with **Pre-kindergarten** students, all the way to 10th grade!

Estimated cost to create the new state-wide high-stakes FAST tests will be over \$15 million!



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63 2. A school district may not adopt procedures or student
64 support forms that require school district personnel to withhold
65 from a parent information about his or her student's mental,
66 emotional, or physical health or well-being, or a change in
67 related services or monitoring, or that encourage or have the
68 effect of encouraging a student to withhold from a parent such
69 information, unless a reasonably prudent person would believe
70 that such disclosure would result in abuse, abandonment, or
71 neglect, as those terms are defined in s. 39.01. School district
72 personnel may not discourage or prohibit parental notification
73 of and involvement in critical decisions affecting a student's
74 mental, emotional, or physical health or well-being.

75 3. A school district may not encourage classroom

76 discussion about sexual orientation or gender identity in
77 primary grade levels or in a manner that is not age-appropriate
78 or developmentally appropriate for students.

79 4. A parent of a student may bring an action against a
80 school district to obtain a declaratory judgment that a school
81 district procedure or practice violates this paragraph and seek
82 injunctive relief. A court may award damages and shall award
83 reasonable attorney fees and court costs to a parent who
84 receives declaratory or injunctive relief.

85 5. Student support services training developed or provided
86 by a school district to school district personnel must adhere to
87 student services guidelines, standards, and frameworks
88 established by the Department of Education.

89 Section 2. By June 30, 2023, the Department of Education

HB 197/ SB 344 Public Records/Nonjudicial Arrest Record of a Minor

Provides exemption from public records requirements for nonjudicial record of arrest of minor who has successfully completed diversion program; provides for retroactive application.

SUPPORT

NPTA Every child should have the opportunity to reach their full potential—even if they make a mistake while growing up. Second chances are important as children learn and grow into adulthood.

HOUSE now in Criminal Justice & Public Safety Subcommittee

SENATE Criminal Justice [CS] passed favorably; Appropriations subcommittee on Criminal and Civil Justice passed favorably; now in Appropriations

HB 195/SB 342 - Juvenile Diversion Program Expunction

Requires FDLE to expunge the nonjudicial arrest record of certain minors who successfully complete a diversion program for specified felony offenses, rather than only for misdemeanor offenses; authorizing a minor to lawfully deny or fail to acknowledge certain information.

SUPPORT

NPTA Every child should have the opportunity to reach their full potential—even if they make a mistake while growing up. Second chances are important as children learn and grow into adulthood.

HOUSE now in Criminal Justice & Public Safety Subcommittee

SENATE Criminal Justice [CS] passed favorably; Appropriations subcommittee on Criminal and Civil Justice passed favorably; now in Appropriations

HB 51/SB n/a Required Instruction in the History of the Holocaust and the History of African Americans

Requires DOE to prepare standards & curriculum, development of specified training & resources; provides requirements for specified entities relating to instruction; provides for inclusion of such content in certain statewide, standardized assessments.

SUPPORT

NPTA Position statement on Inclusive Curricula in K-12 Education; NPTA Position statement on Say Their Names: Addressing Systemic or Institutional Racism; FLPTA Resolution (2021) on Eradicating the School to Prison Pipeline: for the adoption of racially and culturally non-discriminatory instructional materials“

HOUSE now in Secondary Education & Career Development Subcommittee

HB 865/SB 758 Education

Establishing the Charter School Review Commission within the DOE; requiring the COE to appoint members; authorizing the commission to solicit and review charter school applications.

OPPOSE

Florida *PTA Position Statement* on Charter Schools (1996) (2012) urges the Legislature to ensure that any legislative proposals regarding publicly funded Charter Schools fall under the authority of, and be accountable to, the local school board.

HOUSE, no committee referral

SENATE Education passed favorably; now in Appropriations Subcommittee on Education

SB 506/HB 1437 Hope Scholarship Program

Expands the Hope Scholarship Program; revising program eligibility; providing for the use of funds under the program; revising school district, Department of Education, parent, and nonprofit scholarship-funding organization obligations under the program.

OPPOSE

NPTA Position Statement on Opposing Vouchers, Tuition Tax Credits, and Deductions as Systems of Education Aid

HOUSE, no companion

SENATE Education passed favorably; Now in Appropriations Subcommittee on Education

HB 35/SB 244 Partisan Elections for Members of District School Boards

Provides for partisan Elections for Members of District School Boards:
Proposing amendments to State Constitution to require members of district school board to be elected in partisan election. JOINT RESOLUTION BILL

OPPOSE

1980 *FLPTA Resolution* opposes this bill as we stand for nonpartisan elections of school board members.

HOUSE Now in Secondary Education & Career Development Subcommittee
SENATE Ethics & Elections passed favorably; now in Education

SB 480 - Required Instruction in Public Schools

Requiring members of the instructional staff of public schools to provide instruction on social media literacy; defining the term “social media”; requiring district school boards to make social media literacy instructional material available online

SUPPORT

NPTA Position Statement on Mass Media: monitor, support and advocate for laws, regulations and programs that increase awareness of the impact of social media.

HOUSE now in Early Learning & Elementary Education Subcommittee

SENATE Education passed favorably, Now in Appropriations Subcommittee on Education

Stop the Wrongs to Our Kids and Employees (W.O.K.E.) Act

- Does it Codify Current FLDOE Policy, 6A-1.094124(b) (Required instruction)?

Instruction on the required topics must be factual and objective, and may not suppress or distort significant historical events, such as the Holocaust, slavery, the Civil War and Reconstruction, the civil rights movement and the contributions of women, African American and Hispanic people to our country, as already provided in Section 1003.42(2), F.S.

Examples of theories that distort historical events and are inconsistent with State Board approved standards include the denial or minimization of the Holocaust, and the teaching of **Critical Race Theory, meaning the theory that racism is not merely the product of prejudice, but that racism is embedded in American society and its legal systems in order to uphold the supremacy of white persons.** Instruction may not utilize material from the 1619 Project and **may not define American history as something other than the creation of a new nation based largely on universal principles stated in the Declaration of Independence.** Instruction must include the U.S. Constitution, the Bill of Rights and subsequent amendments.

SB 148, Individual Freedom

- The Legislature acknowledges the fundamental truth that all individuals are equal before the law and have inalienable rights. Accordingly, instruction on the topics enumerated in this section and supporting materials must be consistent with the following principles of individual freedom:
 - (a) No individual is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.
 - (b) No race is inherently superior to another race.
 - (c) No individual should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.
 - (d) 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.
 - (e) An individual, 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.
 - (f) An individual should not be made to feel discomfort, guilt, anguish, or any other form of psychological distress on account of his or her race.

Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, the topics of 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. **However, 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.**

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

For purposes of this subsection, the term:

1. **“Divisive concepts”** means any of the following concepts, including views espousing that:

- a. One race or sex is inherently superior to another race or sex.
- b. The United States is fundamentally racist or sexist.
- c. An individual, by virtue of his or her race or sex, is inherently racist, sexist, or oppressive, whether consciously or subconsciously.
- d. An individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex.
- e. Members of one race or sex cannot and should not attempt to treat others without respect to race or sex.
- f. An individual’s moral character is inherently determined by his or her race or sex.
- g. An individual, by virtue of his or her race or sex, bears responsibility for actions committed in the past by other members of the same race or sex.
- h. An individual should feel discomfort, guilt, anguish, or any other form of psychological distress on account of his or her race or sex.
- i. Meritocracy or traits, such as a hard work ethic, are racist or sexist or were created by a particular race to oppress another race.
- j. Any other form of race or sex scapegoating or race or sex stereotyping.

1000.05 Continued

- 2. “Race or sex scapegoating” means assigning fault, blame, or bias to a race or sex, or to a member of a race or sex because of his or her race or sex. The term includes any claim that, consciously or subconsciously, and by virtue of his or her race or sex, a member of any race is inherently racist or is inherently inclined to oppress others, or that a member of a sex is inherently sexist or is inherently inclined to oppress others.
- 3. “Race or sex stereotyping” means ascribing character traits, values, moral and ethical codes, privileges, status, or beliefs to a race or sex, or to an individual because of his or her race or sex.
- (b) Each public K-20 educational institution may provide training that fosters a workplace and learning environment that is respectful of all employees and students. However, **any curriculum or mandatory employee or student training, whether provided by an employee or a hired contractor, may not teach, advocate, encourage, act upon, or promote divisive concepts, race or sex scapegoating, or race or sex stereotyping.** This paragraph does not prevent an employee or a hired contractor who teaches a curriculum or who provides mandatory employee or student training from responding to questions regarding divisive concepts raised by participants in the class or training.
- (c) Diversity and inclusion efforts must encourage employees and students not to judge each other based on color, race, ethnicity, sex, or any other characteristic protected by federal or state law. Each public K-20 educational institution shall prohibit its employees from discriminating against students or other employees based on color, race, ethnicity, sex, or any other characteristic protected by federal or state law.

BUT (d) This subsection may not be construed to do any of the following:

- 1. **Inhibit or violate the rights protected by the First Amendment** to the United States Constitution and s. 4, Art. I of the State Constitution or undermine a public K-20 educational institution's duty to protect to the fullest degree **intellectual freedom** and free expression. The intellectual vitality of students and employees may not be infringed upon under this subsection.
- 2. Prevent a public K-20 educational institution from promoting racial, cultural, ethnic, intellectual, or academic diversity or inclusiveness, so long as such efforts do not conflict with the requirements of this subsection and other applicable laws.
- 3. Prohibit the discussion of divisive concepts, as part of a larger course of academic instruction, in an objective manner and without endorsement.
- 4. **Create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against the state;** its departments, agencies, or entities; its officers, employees, or agents; or any other person.
- 5. Prohibit a state or federal court or agency of competent jurisdiction from ordering training or other remedial action that discusses divisive concepts due to a finding of discrimination, including discrimination based on race or sex.
- 6. **Prohibit the use of curriculum that teaches the topics of sexism, slavery, racial oppression, racial segregation, or racial discrimination, including topics relating to the enactment and enforcement of laws resulting in sexism, racial oppression, segregation, or discrimination**

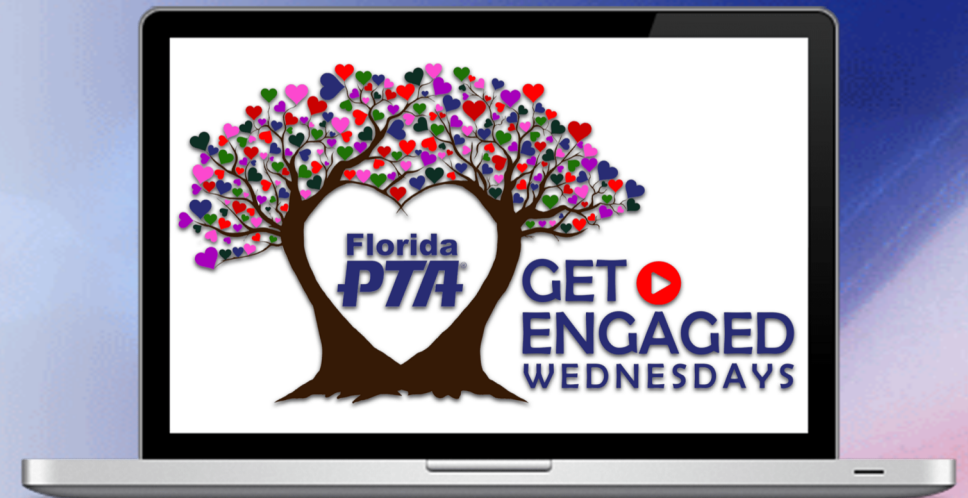
Florida PTA Future Presentations:

February 16th 2022 Mid-Legislative Session
Update

March 16th 2022 Legislative Session
Update

April Update: 2022 Legislative
Session and the Governor

Past Presentations



<https://floridapta.org/get-engaged-wednesdays/>

Florida PTA Legislation Committee

Karen Mazzola Committee Chair

legislation@floridapta.org

Lawrence Clermont, Vice Chair

Damaris Allen

Brita Wilkins Lincoln

Eric Stern

Tracy Strecker

Dr. Nancy Lawther

Emmit Allen

Dannie McMillon

Dawn Steward

Katie Murphy

Edeline Joseph-Theophile

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#FLPTActionnow



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- **Meet with your appointed/elected officials**
- **Attend County Delegation Meetings**
- **Join like minded non-profits to keep informed-LWV**
- **Subscribe to your representatives Newsletters**
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