



FLORIDA DEPARTMENT OF  
**EDUCATION**  
 fldoe.org

**Commissioner’s Task Force on Holocaust Education Annual Meeting**

**Monday, September 19, 2016 1:00 PM**

**Tuesday, September 20, 2016 9:00 AM**

**Holocaust Museum of SouthWest Florida**

**4760 Tamiami Trail N #7**

**Naples, FL 34103**

**Minutes - Monday, September 19, 2016**

**I. Welcome and Introductions**

Call to order: Linda Medvin, Chair of the Commissioner’s Task Force on Holocaust Education opened the meeting at 1:00 pm. As the first order of business, Amy Snyder was thanked for her assistance in hosting the meeting in Naples. Amy Snyder welcomed the Task Force. She explained the housekeeping rules; bathrooms, WIFI, parking, etc. HMSWFL is celebrating its 15th anniversary. HMSWFL is a local Naples museum that was inspired by a 7<sup>th</sup> grade class project.

Linda Medvin, Chair, stated that this is the official meeting of the Florida Department of Education Commissioner’s Task Force on Holocaust Education. This meeting has been publically noticed at Florida Administrative Register and on our Task Force Website. We meet under Government-in-the-Sunshine Law and our meetings are open to the public. Guests may not speak unless acknowledged by the Chair. Voting on motions is limited to members.

Sign in sheet went around for attendance of members and guests. The film for the evening program, *Defying the Nazis*, has been ordered for members, but has not yet come in. Attendees were asked to provide their snail mail address on the pink sheets that were circulated during the meeting. Amy will be mailing the copies of *Defying the Nazis: The Sharps' War* to Task Force members.

The Chair announced: *Items will be addressed in the order they are placed on the agenda. Changes in the agenda will be at the discretion of the Chair. Task Force members will have the opportunity to speak when acknowledged by the Chair.*

The Chair asked that cell phones be silenced or put on vibrate and to please limit sidebar conversations as it makes it difficult for others to hear. It was understood that there are calls that must be taken. In that case, the attendees were requested to take them outside the room.

There were self introductions for all in attendance.

Members Present:

Linda Medvin	Monte Finkelstein	Yael Hershfield	Rachayita Shah
Marta Batmasian	Elizabeth Gelman	Sharon Horowitz	Robert Shockley
Mitchell Bloomer	Tom Glaser	Miriam Klein Kassenoff	Amy Snyder
Maureen Carter	Barbara Goldstein	Mary McCullagh	
Patrick Coggins	Beth Harvey		

Also in attendance: Rose Gatens, Susan Glaser, Alissa Stein

Attendance update: Cherie Arnette not with us due to District moratorium on travel.

Pete Cowdry is taking care of his wife who is ill.

Jonathan Grant unable to attend.

Rich Gair, is in ICU, lost his daughter to cancer last week. We don't have details.

Rita Hofrichter unable to attend due to health reasons.

Patti Harris did not respond.

Pam Kancher unable to attend due to Board Meeting.

Rositta Koenigsberg did not respond.

Irv Rosenbaum did not respond.

Ula Szczepinska will be here late.

Eileen Shapiro is unable to attend as she is traveling.

Dirk Wendorf is unable to attend as he is on family leave, lost his dad in the spring, and is working in Paris as a military attaché.

Tess Wise and Walter Loebenberg, Members Emeritus, did not respond.

The Chair expressed thanks to Maureen Carter for serving as recording secretary. She took minutes for the Annual Meeting. All additional power points and handouts for agenda items were included in the final version of the minutes for this meeting.

## **II. Report from the Chair**

Linda Medvin, Chair, stated that much of the communication with Task Force members or support staff is generated, for the most part from a request from the Florida Department of Education. If the Chair is asking for information, please send it. If it is a time sensitive issue, please respond in a time sensitive manner. If there is a deadline, please adhere to it. Medvin reminded the members that the Chair position, however rewarding it is, does not come with staff or compensation. The time spent on Task Force business is in addition to her full time plus position at FAU. Members were asked to please try to be sensitive to and to respect that as Task Force members you also have a responsibility. The chair should not have to chase down info, invoices, forms and receipts or anything else for that matter. FAU serves as the Fiscal Agent and must provided with the information they require to reimburse and fund. FAU (LM/Chair) writes a request for funding (RFA) and is awarded the funds by the FDOE. FAU invoices the FDOE for reimbursement. The RFA provides the guidelines for the Task Force. The application is included in the handouts and every Task Force Member should read and be aware of the guidelines.

The fiscal agent needs a completed ACH form to provide payment, please complete the form and return it. There should not be a need to send repeated emails for the information. It is time consuming and involved for everyone, but the days of writing a check to provide funds are gone, there are multiple levels of accountability, especially in the fiscal sense. Handouts and information for the Annual Meeting have been provided electronically. Each member has received a flash drive. The Task Force folder contains handouts for both days of the Annual Meeting. There is a list of all the handouts on the flash drive. Additional handouts will be scanned and sent out electronically. Flash drives were attached to folders and given to all present. (all items on the flash drive are included as attachments to these minutes).

There are no new members to introduce at this meeting. There were some initial inquiries through the website but no follow through or applications. Current members that have not respond to emails, announcements, inquiries -- for the annual meeting or other communication through the year will be contacted to inquire whether he/she is still interested in continuing as a member. New members will not be appointed by the the Commissioner unless the new member can bring something to the Task Force and he/she fills a gap that a current member or members can not meet.

Membership Updates: Since our last meeting Harold Wishna, an original member of the Task Force since the beginning has died. I have included a copy of his obituary on flash drive.

Norman Goda, University of Florida, has submitted his resignation. Letter read into the minutes. Norman's resignation leaves us with no representation at the Designated Task Force Site at University of Florida. I have reached out to the University of Florida, individuals who know the University culture at UF, civilians with vested interests at UF—but have not gotten any response or generated any interest. It was suggested that the Task Force might want to pursue a connection with Santa Fe College so we can continue to have a presence in that part of the State. I would appreciate any input, names of people to contact, ideas, or suggestions on what we can do to keep going what Norman and his predecessors on the Task Force were able to accomplish. There are no new members to introduce at this meeting. There were some initial inquiries through the website but no follow through or applications. Current members that have not responded to emails, announcements, inquiries -- for the annual meeting or other communication through the year will be contacted to inquire whether he/she is still interested in continuing as a member.

New members will not be appointed by the the Commissioner unless the new member can bring something to the Task Force and he/she fills a gap that a current member or members can not meet.

I have included a copy of the FDOE Project Application. The details all of the requirements, expectations, and deliverables for the Task Force, including but not limited to, Designated Sites, Task Force members, and School Districts must provide to support funding. I will refer to the RFA several times, especially when we discuss budget, Project Based Funding and Professional Development. The RFA serves as a guideline in developing projects, activities, community programs, requests for materials and resources, as well as, virtually everything the Task Force does. I have also included the Task Force Scope of Work for additional explanation and clarification.

The Task Force is not exempt from accountability, far from it. Each year, accountability is increased. Accountability requires reports, sometimes with immediate turnaround. I must provide a report each quarter to the FDOE. I have included the Final Report for Fiscal Year 2015-2016 on the flash drive.

For fiscal year 2015-16; as in previous years, our award was \$100,000. The state was invoiced for the \$96,592.04 spent. \$3,407.96 was not spent and reverted back to the state. \$2500. had been encumbered to pay a consultant but an invoice for payment was never submitted. I continually contacted, by email, both the chair overseeing the project and the consultant directly. The email response, from the consultant was that an invoice would be sent but it never was. The fiscal year ended and time ran out. Without an invoice there can be no payment. If it had been paid, we would have sent back only \$907.96 to the state.

The RFA 2016-2017, as you see it, was submitted in May, accepted and awarded in July. The state requested an additional budget break down that I submitted. As part of the RFA and funding, each Designated Task Force Site is required to provide 30 hours of Professional Learning Opportunities in order to meet the specifications of being a Designated Site. All sites that provided Professional Learning Opportunities, whether or not they received funding from the FDOE Commissioner's Task Force are still responsible for providing information to the Task Force and subsequently FDOE.

Q: What should be done when a Site does not meet their responsibilities as set forth in the RFA (Request for Application) for funding submitted to the FDOE?

A: By not fulfilling this requirement it compromises the award from the FDOE/Commissioner and jeopardizes future funding

In April I presented to the Board of Directors of the Florida Council for the Social Studies. I told them what the Task Force could do for them and what they could do for the Task Force. I reminded them that we have ten Designated Task Force Sites in Florida that are available to assist Districts in providing Holocaust Education. I told them about the Professional Learning opportunity available through Echoes and Reflections, a multimedia program from ADL, USC Shoah Foundation and Yad Vashem, at no cost, and about how the Task Force has supported it by funding substitutes for participating educators. In November Port St. Lucie, Miami, St. Petersburg, Escambia County, Santa Rosa County, Jacksonville, Marion County will host Echoes and Reflections presentations. I view it as an initial exposure to the Holocaust to facilitate the rollout of our new 9-12 Curriculum and eventually our Middle Grades Curriculum, sort of softening the soil for planting.

I am also presenting, with Dr. Starratt and her team, the Research Study supported by the Task Force on Holocaust Education and Citizenship at the FCSS Annual Conference at the end of October.

I feel, that for the most part, this year went well. We have been able to expand our professional learning. We have a better understanding of the financial process. We have improved our communication skills although that is something we need to continually work at. The 9-12 Curriculum has been completed and is uploaded and available for use by educators. The Middle School Curriculum is a work in progress as is the online course. The website's technology has been updated – it is up to all of us to keep it updated with information.

I look forward to a successful meeting and a productive year.

### **III. Objective of the Meeting: Assessing the Effectiveness of the Task Force**

We will state our goals for this meeting now and then revisit at the end of the meeting.

What does the Task Force do? *Mission is to assist school district officials to prepare and teach the Holocaust.*

For whom do we do it? *School district professionals and support*

How do we do it? *By providing professional learning opportunities/training/professional development*

How much of it do we do? *At the end of the meeting we will formally and informally assess.*

How good is what we do?

The mission of the Commissioner's Task Force on Holocaust Education which is in its simplest form: *is to assist school district professionals and support staff in preparation for teaching the history of the Holocaust.* The chair stated that we all understand the need for assessment at every level of education. It is the accountability piece that each Professional Learning Opportunity, every workshop and classroom presentation should include. Accountability is meeting the needs of each constituency, the educators, the students and the community. It is also meeting the responsibility of being a Designated Task Force Site, as determined by the FDOE and the award of funds from the Commissioner to the Task Force.

At the end of the meeting we will self-assess, as a full Task Force, to determine where we are now and how we have moved, or NOT, since last year.

#### IV. 2015 Annual Task Force Meeting Minutes

Minutes from the 2015 meeting: Patrick Coggins moved to accept the meeting pending discussion. Mary McCullagh seconded.

Discussion: Thomas Glaser remarked that Pam Kancher is spelled incorrectly. Minutes will be corrected.

Patrick Coggins repeated motion to accept the 2015 meeting minutes. Mary McCullagh seconded. Approved unanimously.

#### V. FDOE Report

Ann M. Whitney, Director of Standards  
Bureau of Standards and Instructional Support  
Division of Public Schools  
Florida Department of Education

Ann Whitney, the FDOE liaison to the Task Force was not able to attend this meeting but she did send slides that have been included in the power point included in the minutes.

Updates to the Character Education Requirement: HB 1147 updates s. 1003.42(2)(s), F.S., to additionally require that “the character-development curriculum for grades 9-12 shall, at a minimum, include instruction on developing leadership skills, interpersonal skills, organization skills, and research skills; creating a résumé; developing and practicing the skills necessary for employment interviews; conflict resolution, workplace ethics, and workplace law; managing stress and expectations; and developing skills that enable students to become more resilient and self-motivated.”

Course 2400310: Leadership Techniques has been revised so that it meets all the requirements of this new legislation, and districts may use it if they choose. The way this requirement is met is a local decision.

For questions regarding this revised requirement, contact Michael DiPierro, Social Studies Education Specialist  
Michael.DiPierro@fldoe.org

Human Trafficking Fact Sheet: Human trafficking involves exploiting a person through force, fraud or coercion for the purpose of forced labor and/or commercial sex. Victims of human trafficking include men, women, boys, girls and transgender individuals. Child human trafficking applies to persons under the age of 18. If the sex trafficking victim is under the age of 18, it is human trafficking regardless of whether force, fraud and/or coercion exist. The following resource has been created to assist districts and schools to increase their anti-trafficking education: [FDOE Human Trafficking Fact Sheet for Florida Schools.](#)

Teacher Toolkits: Assistance for teachers in assessed areas, including Civics and U.S. History is available in the [Teacher Toolkits](#) on the Bureau of Standards and Instructional Support webpage.

#### VI. Project Based Funding

Project Based Funding Application is on flash drive and in folders. Please note: Funds are no longer available after June 30. All funds must be encumbered before June 1, 2017. ALL funding is by Project Based Funding Application except for the costs for the business of the Task Force, including but not limited to curriculum development, website, Annual Meeting costs, and research. For ALL Designated Sites: Please make sure to include:

Designated Site of the FDOE Commissioner's Task Force on Holocaust Education on all materials, distributed by your site. This includes but is not limited to: flyers, newsletters, websites, agendas, etc.

If the Task Force will be funding any part of any project, activity, program for both Designated Sites and others such as school Districts please also use: Funded in part by FDOE Commissioner's Task Force on Holocaust Education

Without acknowledgement projects will NOT be reimbursed from Task Force funds.

The chair has brought banners that should be displayed at any function that receives any level of funding from the Task Force.

There have been new requirements from the FDOE that must be followed. The Chair has again included the FDOE Brand Guide on the flash drive to assist Designated Sites and all others in using the correct logo.

Also, label should be on all resources and or materials funded with Task Force dollars. *Funded by Task Force* labels have been included on the flash drive and can be copied on to standard size labels. There are no exceptions or excuses.

The priority for Project Based Funding will be for projects related to Professional Learning/Professional Development, Training, workshops. Designated Task Force Sites are 501(c)3 organizations and should not be paying sales tax. Sales tax will not be reimbursed.

Question from Beth Harvey: Do we still have access to vendors who we can prepay?

Vendors can be paid directly. Vendor must complete W-9 and ACH form. Vendor must invoice the Task Force directly. For Any individual/specific situations, one must contact the Chair.

All parts of the Project Based Funding Application must be completed. This includes a full description of the project, the standards covered, the project design, the steps for implementation, the products, consultants, and method to evaluate the project.

What criteria will be used to determine strength and weaknesses of the project? It is important that all PBF applications include demographic information.

The scope of work and deliverables is detailed in the RFA. All applicants should refer to the RFA to include appropriate pertinent information.

Budget for Project Based Funding Applications:

All funds need to be encumbered by June 1, 2017. Funds will be available for fixed, not variable costs, for Summer Institutes. The Summer Institute dates are too close to the end of the fiscal year. If funds are encumbered and not invoiced it is too late in the year to shift funds to other projects. A rationale for the use of the consultant must be included with the PBF application. When a consultant is engaged, the consultant must complete a W-9, complete the ACH payment form, and provide an invoice. The invoice can be submitted at any time but will not be processed and paid until the event is completed. Materials/resources can be ordered and reimbursed at any time after the PBF Application has been approved. Shipping and handling costs need to be included.

Questions: Patrick Coggins: Is it important to include resume with a W-9? This is fine and should include an explanation of why you are bringing in a consultant.

Asked just because they wrote a book, chair said that is ok..... but explanation/rationale still needs to be included

Should a resume and rationale should be included? Yes

Fees for Consultant: \$500.00/day maximum for consultants

## **VII. Professional Development**

Again, the mission of the Commissioner's Task Force on Holocaust Education which is in its simplest form: *is to assist school district professionals and support staff in preparation for teaching the history of the Holocaust.*

Professional development is determined by the Florida Legislature, Florida Department of Education, the RFA—funding, the mission of the Task Force, The School Districts that are served by Designated Sites.

Additional definitions of Professional Development are on the power point. Professional Development is not a roomful of people in a lecture, it is not a Student Awareness Day, Survivor Day, Holocaust Day, or a meeting. Programs for community may be considered Professional Development if *school district professionals and support staff* are also included and criteria set forth by the District and FDOE is appropriate. Professional Development must *be to assist school district professionals and support staff in preparation for teaching the history of the Holocaust.* Professional Development REQUIRES a level of Follow-up to meet the parameters of the RFA and the Statute.

PD Learning Opportunities increase must address student achievement, rigor and relevant to prepare students for the work force. You must use the PD standards. PD standards need to be included in PBF application. It is imperative that each site follow the guidelines set forth. By not doing so, it jeopardizes funding for the Task Force.

Does it align to the standards provided by the state? Does it provide in-service activities with follow up support? Does it enhance differentiated strategies?

From 2016 Legislative Session: Florida Statute 1012.98: School Community Professional Development Act:

The professional development system must provide for the continuous evaluation of the quality and effectiveness of professional development programs in order to eliminate ineffective programs and strategies and to expand effective ones. Evaluations must consider the impact of such activities on the performance of participating educators and their students' achievement and behavior.

Evaluating the Impact of Professional Development:

Because professional development is a major tool for school improvement and increased student learning as well as a major expenditure in time, energy and money, evaluating its effectiveness is crucial.

Part 1 of the evaluation looks at participants' reactions to the professional development experience and should be completed immediately after the conclusion of the course. Its purpose is to improve course design and delivery.

During Part 2 participants reflect on the changes they plan to implement as a result of the professional learning activity. Part 2 should be completed 7 days after the course ends.

Part 3 looks at student learning outcomes. The purpose is to improve support, the professional learning culture, and to inform future change efforts. Part 3 should be completed 14 days after the end of the course

Provide alignment of curriculum and instructional materials to the state academic standards adopted pursuant to s. 1003.41.

### VIII. Designated Task Force Site Reports

The responsibility of each Site is to provide *no less than five (5) days or a minimum of thirty (30) hours of intensive professional development*, in order to meet the specifications of being a designated site. **The 5 days or 30 hours may be configured in such a manner that they meet the needs of the Site, the educators, the community that is being served, and the Task Force.** Sites prepare and coordinate the delivery of professional development a program to ensure consistency of learning among teachers and subsequently their students.

For Designated Sites: Please make sure to include:

**Designated Site of the FDOE Commissioner's Task Force on Holocaust Education** on all material that is distributed by sites. This includes flyers, newsletters, websites etc.

Each site must provide 30 hours. The one-week summer institute is no longer the standard. It is also preferable not to wait until the end of the fiscal year because waiting until the end of the year creates a fiscal situation especially if it is not a fixed amount. It is better to pay for materials and have expenses encumbered so that is not too late in the year to encumber funds.

Each site should coordinate activities with school districts and communities.

Q: Amy Snyder: Can teachers who attend receive stipends?

A: Stipends can not be paid to teachers for attending during the school day. It would be double dipping. Payment can be made for substitutes so that teachers can attend. Stipends can be paid for Saturday or attendance outside of the school day.

Amy Snyder: Steam Conference: workshop Collier County: 5<sup>th</sup> graders, if it meets criteria, can it be approved? The way the proposal is presented/worded determines if it will meet the criteria for approval.

Q: Rose Gatens: If we are going to plan for 20 people...and only three show up what do we do to minimize those costs?

A: Maybe next time don't provide food.... eliminate some costs. Use electronic handouts instead of hard copies.

Patrick Coggins asked how many sites we have? Officially 10 including UF. He asked about U of FL: Can we have a motion that will suspend that as a site?

Possible solutions: Allow other institutions to take over. They cannot be suspended, at this time. Until we get further feedback we cannot make that determination. Can we go on record that we want to move in the directions of exploring other providers? The Chair will work with FDOE to explore possibilities.

Q: Bob Shockley asked about the website issue: How about a Facebook account: needs a person to run it? Someone has to do it. Someone has to discern if there is value in the posts. Have to find out if the state allows it. Should we bother with social media? Will it help us? Graduate students? Barbara Goldstein asked to follow up if there are opportunities available. If Tallahassee or Orlando area offers PD, we will put that out.

Q: Dr. Bob Shockley asked if when calculating the cost per student, we are planning for the next year.

A: For the event planning there is a pattern of no shows....

Q: Miriam Klein Kassenoff: How much money was spent on sites this summer training or for the year?

A: Each site/for the whole state: approximately \$60,000.00

Funds also supported: Curriculum writing, expenses for the task force, etc., website, annual meeting

Project based requests depend on what the sites ask for.

Increased usage of the website

Beth Gelman: Social media is a huge undertaking. FHM has a designated person.

Mitch Bloomer: University of Florida: if at some point, identify a person at U of F, other sites can help out.

Linda Medvin asked Patrick Coggins: Do we want to enter a motion?

Patrick Coggins responded with no, we should wait, regarding UF.

Sites:

1. FAU Center for Holocaust and Human Rights Education
2. Florida Holocaust Museum
3. Holocaust Documentation and Education Center, Inc.
4. Holocaust Education Resource Council (HERC)
5. Holocaust Memorial Resource and Education Center of Florida
6. Holocaust Museum & Education Center of Southwest Florida
7. NE Florida Center for Holocaust and Human Rights Education
8. The Florida State University Center for Academic and Professional Development Holocaust Institute for Educators
9. University of Florida
10. University of Miami Teacher Training Institutes

All Designated Site Reports included on the flash drive. Each site with a representative at the meeting reported out. In addition, reports Holocaust Memorial (Sharon Horowitz) and ADL (Yael Hershfield).

The chair gave instructions reimbursement for travel to the Annual Meeting.

Hotel rooms have been paid directly in resulting in saving sales tax as well as avoiding having to have members front the money and then be reimbursed. Mileage is \$.44 per mile. MapQuest need to be submitted. Mitch Bloomer: Does it have to be MapQuest? No, any map that shows the route and the number of miles (Bing, google maps). In order to reimburse tolls, receipts or Sun Pass statement need to be submitted. Reimbursement for meals are for Monday lunch and Tuesday lunch.

Chair is not sure if we need to do W-9s again but will send by email with reimbursement information. The ACH accounts should follow from one year to the next but if necessary to resubmit, members will be notified.

Direct deposit is the only way that the Task Force can reimburse.

Dr. Rachayita Shah (FAU-CHHRE) provided educational resources for *Defying the Nazis: The Sharps' War*. Facing History is rolling out the resources.

Meeting adjourned at 5:00 PM.

Dinner sponsored by Holocaust Museum of SouthWest Florida.

Evening Program: *Defying the Nazis: The Sharps' War*

A new film directed by Ken Burns and Artemis Joukowsky <http://www.defyingthenazis.org/education.html>

### **Minutes - Tuesday, September 20, 2016**

Meeting called to order at 9:00 AM. Beth Gelman is not feeling well and not present. We welcomed Ula Szczepinska from The Florida Holocaust Museum. The address list is being sent around again for the delivery of the DVDs.

#### **I. Website**

[flholocausteducationtaskforce.org](http://flholocausteducationtaskforce.org) Linda Medvin opened the meeting with a discussion of the Task Force website. If site is not linked to the website, please link to it. Beth Gelman had stated on Monday that the website cannot link to other sites. Sites can link to the website... The chair asked that the sites and others check to see if the links are live. Please email her so it can be corrected by webmaster.

There is a gallery of pictures. There will be information to update. The high school curriculum is up on the website. There will be links to all the sites. When sending pictures of students, please make sure that the clearances are sent.

#### **II. 9-12 Curriculum Report**

Linda Medvin asked Dr. Gatens, the curriculum chair to talk about the 9-12 Holocaust Curriculum. She also said that if there are changes, please be judicious and that part of the project is finished.

Q: Tom Glaser asked if the revisions were sent to members and that the curriculum as is was not approved.

A: Linda Medvin said that the curriculum had been approved when the draft was presented. Everyone agreed to this last year. This had been taken under advisement and the Department of Education has approved. Tom Glaser said maybe we should have gone over the curriculum and Dr. Patrick Coggins moved that we do that. Tom Glaser seconded it so that Rose and her group could move forward. Dr. Gatens expressed concern with this. Tom Glaser said he would follow up with email for revisions and that it should have been done differently, but that the Task Force should move forward.

Yael Hirshfield said if it is acceptable we should move forward. Linda Medvin said nothing is set in stone. The curriculum is a living document. It can be changed and edited. The middle school curriculum will need to go up as well.

Sharon Horowitz said that we should set a date for revisions and have a working group in place. Linda Medvin replied that we don't know if anyone will be using this curriculum or not, but we can keep revising. We can add to it, but that can be communicated between meetings. We can make revisions. To take the whole process and revise it again after 18 months is totally impracticable. If we get enough feedback, we can make the changes on an ongoing basis.

Sharon Horowitz replied she agreed and was not looking into changing curriculum, but at least have a subgroup looking into it for an 18-month cycle. Linda said we are more technologically savvy than in the past and Mitchell Bloomer remarked that we can use Google drive to make comments. We can't wait for months for feedback as chair of the middle school curriculum committee. We can set up folders and subfolders. If you want to participate, Mitch will send an invite out to all members who have interest.

Dr. Patrick Coggins asked if we could move forward on the 9-12 curriculum and would like a mechanism in place to review it. Is there something we can do to review the 9-12 curriculum? Mitch Bloomer said that when the lessons were reviewed in field testing, the teachers piloting the lessons had a form. Some behind the scenes management would be necessary. There needs to be an ongoing review. Tom Glaser said it was sloppy proofreading and Linda Medvin replied, that is why we have to review. Bob Shockley stated that it was more an editing issue than that of sloppy proof reading. Any concerns and revisions should be sent to Linda Medvin by email and can be changed, if appropriate. We need to have enough revisions to make it worthwhile monetarily to have the website maintained. Linda Medvin said that Dr. Gatens has only one set of eyes and everyone needs to be vigilant. We should apologize to Dr. Gatens who has put in three years of work. Miriam Klein Kassenoff said we do not need to make an apology and that criticism should not be taken personally. Tom Glaser said he has known Dr. Gatens for years and that it is not personal, but the name of the Task Force goes on these documents. There should have been feedback. Barbara Goldstein said we can all learn from this. She made a motion that someone be a contact person and to go forward today, so that someone can step in for Dr. Gatens. We can see the frustration in the room. Dr. Shockley remarked that with curriculum revisions and editing, it can become frustrating, sometimes with technology and requires monitoring. This is all part of the process.

Linda Medvin remarked that we all need to move forward to the middle school curriculum. Curriculum writers will make the changes and Miriam Klein Kassenoff will donate her piece of introduction to the Holocaust. She suggested that the frequently asked questions from USHMM should be in the curriculum. Permissions were hard to get. Linda Medvin said that we will move forward. Task Force members should review and see what can be done with editing issues vs. content. Members who review will get back to Linda and everyone should comment. A motion does not need to be made and has been approved by the Department of Education. Barbara Goldstein wanted to know why political cartoons are in the curriculum and Linda Medvin replied that this is not a Holocaust course, but enough of a lesson for integrating in a 9<sup>th</sup> grade teachers' course. Barbara Goldstein said she was not understanding. Miriam Klein Kassenoff said that permissions are not needed from USHMM or Yad Vashem. Teachers should use "Suggested Lesson Plans." Mitchell Bloomer said this is not a curriculum. He suggested that we go back and review. Linda Medvin said the charge for all members is to take a look at this and send back any kind of feedback and send the suggestions to Linda. Dr. Patrick Coggins asked if the old manuals can still be used and Linda Medvin told him that they are useless. Not much of the manual were lesson plans and much of it was taken from testimony vs. educational curriculum. 9-12 and middle school will be updated as part of long range planning. K-3, 4-6, will be changed to move along with district demands. Lessons were based on literature and didn't make much sense.

### **III. Holocaust Online Course**

There will also be a Holocaust Online Course. The course will consist of course description and objectives, a description of the on-line platform with an outline of the course and a timetable for completion.

#### Introduction to the Holocaust On-line Course

Title of Course: Introduction to the Holocaust: Curriculum and Pedagogy

Developers: Ilene Allgood, Ed.D., Rose Gatens, Ph.D.

### Course Description:

This course was developed for pre-and in-service teachers to help them implement the Mandate for Holocaust Education in the State of Florida. It will provide participants with an overview of the underlying causes of the Holocaust and how this genocide developed in Eastern and Western Europe. It will include an examination of the Nazi government's policies and expression of racism, disenfranchisement, and dehumanization. It includes the role and responsibility of the international community as well as of the individual in advancing or interrupting genocide. The course culminates with the legacy and lessons and provides curriculum resources and methodology for teachers to use in their K-12 classrooms.

### Course Objectives:

- To apply the study of the Holocaust to expanding knowledge and understanding of genocide.
- To provide an in-depth look at the factors that led to the Holocaust in particular and genocide in general including the roles of individuals and governments.
- To examine the lessons and legacy of the Holocaust and transfer this knowledge into a social activist curriculum for teaching.

**Methodology:** This course has been developed for an online platform using Canvas as the LMS. Due to the nature of the content, this course requires live interaction with the course instructor(s) via synchronous online collaborate sessions where the instructor in real-time facilitates discussions and activities to process the readings and concepts being covered in the course. The purpose of this approach is to advance participants' knowledge-competence and efficacy in rolling out genocide studies into the classroom.

**Assessment:** Each unit contains an activity or assignment such as a journal reflection, discussion board case studies analysis, or a quiz that provides feedback to the participants.

### Course Outline:

- The Root Causes of Genocide
- Government Policies toward Minorities
- Process of Dehumanization Role and Responsibility of Individuals/Private Citizens and of the International Community in Advancing or Deterring Genocide
- Consequences for the Future: Lessons and Legacy

## IV. Holocaust Teacher of the Year

Maureen Carter presented the proposal for the Holocaust Teacher of the Year. It was decided after discussion with all members that the Task Force will not proceed with this award.

## V. Research Project: *Holocaust Knowledge & Citizenship Values*

Linda Medvin introduced the Research Project team to present the findings of Holocaust Knowledge and Citizenship Values with Preliminary finding. This is on the USB drive that was given to all members. The findings show that there is a correlation between Holocaust Education and citizenship values. Linda Medvin and research team will present the findings at FCSS Annual Conference in October.

## VI. Middle School Curriculum

The Middle School Curriculum committee progress was presented by Mitchell Bloomer. The Task Force is one year into this project and have established frameworks, but have not proposed writing lessons this year. There will be a portal page with information for middle school and then several options to where teachers can go. The committee wants to be consistent for vertical alignment and there is significant difference between the middle school and the high school curriculum. Unfortunately, there is not a clear indication in the middle school benchmarks where Holocaust education should go. The benchmarks that can meet this requirement of 1003.42 is the obligation of citizenship. Lessons will be created to help students broaden and deepen their understanding. The lessons will show an increase in rigor. Required instruction should drive instruction with standards and the FSA. The committee will need expert curriculum writers. There will be two matrix documents to include Social Studies benchmarks and Civics. World History and United States history also engage in the benchmarks of Civics to align with Holocaust Education. There will be a major unit for 8th grade including population migration, Social and Humanitarian reform movements. This will align with the "ramifications" in 1003.42. The committee will need to have a basic introduction to the Holocaust and teachers will need to drop the lessons in with review material such as maps, context, etc. Yael Hirschfield asked if the lessons could be put up in phases. The first phase of the curriculum (Civics) will invite comment from October 31, 2016 to December for final review by January 15, 2017

From Mitch Bloomer: Middle School Curriculum and Resource Manual Interim Report  
Commissioner's Task Force on Holocaust Education Annual Meeting - September 20,

Members of the Middle School Curriculum Revision Committee and associated consultants/advisers:

Mitchell Bloomer  
Maureen Carter

Cherie Arnette  
Dr. Rose Gatens

Dr. Rachayita Shah  
Dr. Terri Fin

The committee met during the previous year on the following dates:

October 2, 2015, October 20, 2015 (Briefly at the last Task Force Annual Meeting), May 23 and 24, 2016, September 18 and 19, 2016

The main goals for the first year of the project were reported to the Task Force as follows:

“The first year of this project involved completing the conceptual framework and organizational structure of the new middle school resource manual/curriculum guide, verifying the comprehensive inclusion of all aspects of Florida’s Holocaust education mandate, as expressed in F.S.1003.42(g), verifying the alignment of the plan with all existing state-approved middle school course descriptions (where applicable), verifying the alignment of the plan with all appropriate FDOE approved standards, and making all necessary preparations for the second year of the project, which will involve the writing of lesson plans for each grade level and for all Holocaust education topics.”

The committee, during its deliberations, decided to focus on Social Studies inclusion points first, with ELA and other standards to follow later. Furthermore, the committee decided to focus on Civics standards and benchmarks first of all, with middle grades World History and U.S. History to follow. The reasoning was that the Civics inclusion points were most directly related to the requirements and goals of the Florida Holocaust education mandate and provided the richest opportunities to engage students in a more comprehensive and cognitively rich approach to the subject.

The committee reported verbally to the Task Force on which NGSSS standards and benchmarks were being considered for the initial inclusion points that would be developed into future lesson plans. Some discussion ensued about specific Holocaust education topics and related grade level inclusion opportunities. There were also comments and discussion regarding the general challenges and opportunities that exist for Holocaust education at the middle school level. Supplemental to this report, the committee shared a working document with the Task Force membership entitled, “Civics-Holocaust Matrix – Standards and Benchmarks”. During the discussions that followed, Task Force members indicated that they found this document useful and encouraged the committee to develop a similar document for each of the other subject areas.

There was also discussion to the effect that teacher/users would need a web-based portal page that would serve as an introduction to the curriculum guide and would also function as an online table of contents that could be used to navigate through the document. The committee will create the template for this feature during the next phase of the project.

A Google drive folder has been created for documents related to the committee’s work. It is available to all Task Force members to use for review, comment, and suggestions, but members must request permission through the service to view the folder and its documents for the first time.

Target goals and dates for the 2016-17 school year:

- 1) Create a draft of the proposed “portal page” to include persuasive language designed to encourage teachers to infuse Holocaust education into their coursework and planning as an integral part of their responsibility to teach the Florida standards at the required levels of rigor. To be submitted for committee review by Thanksgiving and prepared for full review by January 15<sup>th</sup>.
- 2) Complete a draft “model” Civics lesson plan, based on one highly appropriate benchmark by February 15, 2017. This lesson will be reviewed by the committee, field tested to gather classroom-based feedback, then reviewed by interested Task Force members through the Google Drive folder. Feedback from these sources will be used to inform the writing task for the remainder of the Civics standards and benchmarks.
- 3) Full writing teams for the remainder of the Civics lesson plans will work in the summer of 2017. The lessons created will be field tested during the 2017-18 school year. A progress report will be given to the Task Force at the 2017 Annual Meeting. Any changes that are necessary as a result of field testing and feedback will be made during the 2017-18 school year and the completed lessons will be submitted to the Task Force at the 2018 Annual Meeting.

The Middle School Curriculum/Resource Manual Committee report concluded with an invitation to the Task Force membership at large to stay informed and involved in the process through reviewing documents and posting comments to the Google drive, so that no one will feel as though their concerns have not been heard or that their opinions are not welcome. Each lesson will be posted after it has been field tested. Other documents supporting the project will be posted for comment as appropriate.

## **VII. Update: Holocaust Memorial on the State Capital Grounds Complex in Tallahassee**

Barbara Goldstein presented on the new Holocaust Memorial that will be erected on the State Capital Grounds Complex in Tallahassee. The drawings have been completed and there is “seed” money for this memorial. Barbara Goldstein will keep the Task Force updated on the progress of the memorial.

## **VIII. Revisit: Objective of the Meeting: Assessing the Effectiveness of the Task Force**

What does the Task Force do? For whom do we do it? How do we do it? How much of it do we do? How good is what we do?

## **IX. Good and Welfare**

Linda Medvin said many thanks to Amy Snyder and the HMSWFL for all their help in coordinating all aspects of the 2016 Annual Meeting. Meeting adjourned at 12:30 pm.

Please note: All items that were included on the flash drive that was distributed at the Annual Meeting are available on the website.