

By Senator Rader

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1                   A bill to be entitled  
2       An act relating to Holocaust education in public  
3       schools; providing a short title; amending s. 1002.33,  
4       F.S.; requiring charter school instructional personnel  
5       to teach specified topics; amending s. 1002.421, F.S.;  
6       requiring certain private school instructional  
7       personnel to teach specified topics; amending s.  
8       1003.42, F.S.; revising the requirements for  
9       instructional content relating to the Holocaust that  
10      members of public school instructional staff are  
11      required to teach; creating s. 1003.4201, F.S.;  
12      requiring the Department of Education, in consultation  
13      with a certain organization, to develop specified  
14      content standards for a Holocaust curriculum;  
15      requiring school districts to provide specified  
16      instruction; requiring the department to develop and  
17      maintain a specified roster of volunteers; requiring  
18      the department to use public and private funds for a  
19      specified purpose; requiring the department to  
20      coordinate with school districts to appoint Holocaust  
21      curriculum coordinators; providing for rulemaking;  
22      providing an effective date.

23  
24 Be It Enacted by the Legislature of the State of Florida:

25  
26       Section 1. This act may be cited as the "Holocaust  
27 Education Act of 2020."

28       Section 2. Paragraph (r) is added to subsection (9) of  
29 section 1002.33, Florida Statutes, to read:

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30 1002.33 Charter schools.—

31 (9) CHARTER SCHOOL REQUIREMENTS.—

32 (r) Each charter school governing board shall require  
33 charter school instructional personnel to teach efficiently and  
34 faithfully, using the books and materials required which meet  
35 the highest standards for professionalism and historical  
36 accuracy, following the prescribed courses of study, and  
37 employing approved methods of instruction, the topics specified  
38 in s. 1003.42(2)(g).

39 Section 3. Paragraph (r) is added to subsection (1) of  
40 section 1002.421, Florida Statutes, to read:

41 1002.421 State school choice scholarship program  
42 accountability and oversight.—

43 (1) PRIVATE SCHOOL ELIGIBILITY AND OBLIGATIONS.—A private  
44 school participating in an educational scholarship program  
45 established pursuant to this chapter must be a private school as  
46 defined in s. 1002.01(2) in this state, be registered, and be in  
47 compliance with all requirements of this section in addition to  
48 private school requirements outlined in s. 1002.42, specific  
49 requirements identified within respective scholarship program  
50 laws, and other provisions of Florida law that apply to private  
51 schools, and must:

52 (r) Require members of its instructional personnel to teach  
53 efficiently and faithfully, using the books and materials  
54 required which meet the highest standards for professionalism  
55 and historical accuracy, following the prescribed courses of  
56 study, and employing approved methods of instruction, the topics  
57 specified in s. 1003.42(2)(g).

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59 The department shall suspend the payment of funds to a private  
60 school that knowingly fails to comply with this subsection, and  
61 shall prohibit the school from enrolling new scholarship  
62 students, for 1 fiscal year and until the school complies. If a  
63 private school fails to meet the requirements of this subsection  
64 or has consecutive years of material exceptions listed in the  
65 report required under paragraph (q), the commissioner may  
66 determine that the private school is ineligible to participate  
67 in a scholarship program.

68 Section 4. Subsection (2) of section 1003.42, Florida  
69 Statutes, is amended to read:

70 1003.42 Required instruction.—

71 (2) Members of the instructional staff of the public  
72 schools, subject to the rules of the State Board of Education  
73 and the district school board, shall teach efficiently and  
74 faithfully, using the books and materials required which ~~that~~  
75 meet the highest standards for professionalism and historical  
76 accuracy, following the prescribed courses of study, and  
77 employing approved methods of instruction, the following:

78 (a) The history and content of the Declaration of  
79 Independence, including national sovereignty, natural law, self-  
80 evident truth, equality of all persons, limited government,  
81 popular sovereignty, and inalienable rights of life, liberty,  
82 and property, and how they form the philosophical foundation of  
83 our government.

84 (b) The history, meaning, significance, and effect of the  
85 provisions of the Constitution of the United States and  
86 amendments thereto, with emphasis on each of the 10 amendments  
87 that make up the Bill of Rights and how the constitution

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88 provides the structure of our government.

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

92 (d) Flag education, including proper flag display and flag  
93 salute.

94 (e) The elements of civil government, including the primary  
95 functions of and interrelationships between the Federal  
96 Government, the state, and its counties, municipalities, school  
97 districts, and special districts.

98 (f) The history of the United States, including the period  
99 of discovery, early colonies, the War for Independence, the  
100 Civil War, the expansion of the United States to its present  
101 boundaries, the world wars, and the civil rights movement to the  
102 present. American history shall be viewed as factual, not as  
103 constructed, shall be viewed as knowable, teachable, and  
104 testable, and shall be defined as the creation of a new nation  
105 based largely on the universal principles stated in the  
106 Declaration of Independence.

107 (g) The history of the Holocaust (1933-1945), the  
108 systematic, planned annihilation of European Jews and other  
109 groups by Nazi Germany, a watershed event in the history of  
110 humanity, to be taught in a manner that meets the requirements  
111 under s. 1003.4201 and that leads to an investigation of human  
112 behavior, an understanding of the ramifications of prejudice,  
113 racism, and stereotyping, and an examination of what it means to  
114 be a responsible and respectful person, for the purposes of  
115 encouraging tolerance of diversity in a pluralistic society and  
116 for nurturing and protecting democratic values and institutions.

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117 Members of instructional staff shall also:

118 1. Provide instruction that further emphasizes the personal  
119 responsibility that each citizen bears to fight racism and  
120 hatred whenever and wherever it happens;

121 2. Prepare students to confront and understand the  
122 immorality of the Holocaust;

123 3. Promote students' understanding of how the Holocaust  
124 contributed to the need for the term "genocide" and led to  
125 international legislation that recognized genocide as a crime;

126 4. Stimulate students' reflection on the roles and  
127 responsibilities of citizens in democratic societies to combat  
128 misinformation, indifference, and discrimination; and

129 5. Preserve the memories of survivors of the Holocaust and  
130 provide opportunities for students to discuss and honor  
131 survivors' legacies.

132 (h) The history of African Americans, including the history  
133 of African peoples before the political conflicts that led to  
134 the development of slavery, the passage to America, the  
135 enslavement experience, abolition, and the contributions of  
136 African Americans to society. Instructional materials shall  
137 include the contributions of African Americans to American  
138 society.

139 (i) The elementary principles of agriculture.

140 (j) The true effects of all alcoholic and intoxicating  
141 liquors and beverages and narcotics upon the human body and  
142 mind.

143 (k) Kindness to animals.

144 (l) The history of the state.

145 (m) The conservation of natural resources.

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146 (n) Comprehensive health education that addresses concepts  
147 of community health; consumer health; environmental health;  
148 family life, including an awareness of the benefits of sexual  
149 abstinence as the expected standard and the consequences of  
150 teenage pregnancy; mental and emotional health; injury  
151 prevention and safety; Internet safety; nutrition; personal  
152 health; prevention and control of disease; and substance use and  
153 abuse. The health education curriculum for students in grades 7  
154 through 12 shall include a teen dating violence and abuse  
155 component that includes, but is not limited to, the definition  
156 of dating violence and abuse, the warning signs of dating  
157 violence and abusive behavior, the characteristics of healthy  
158 relationships, measures to prevent and stop dating violence and  
159 abuse, and community resources available to victims of dating  
160 violence and abuse.

161 (o) Such additional materials, subjects, courses, or fields  
162 in such grades as are prescribed by law or by rules of the State  
163 Board of Education and the district school board in fulfilling  
164 the requirements of law.

165 (p) The study of Hispanic contributions to the United  
166 States.

167 (q) The study of women's contributions to the United  
168 States.

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

171 (s) A character development program in the elementary  
172 schools, similar to Character First or Character Counts, which  
173 is secular in nature. Beginning in school year 2004-2005, the  
174 character development program shall be required in kindergarten

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175 through grade 12. Each district school board shall develop or  
176 adopt a curriculum for the character development program that  
177 shall be submitted to the department for approval. The character  
178 development curriculum shall stress the qualities of patriotism;  
179 responsibility; citizenship; kindness; respect for authority,  
180 life, liberty, and personal property; honesty; charity; self-  
181 control; racial, ethnic, and religious tolerance; and  
182 cooperation. The character development curriculum for grades 9  
183 through 12 shall, at a minimum, include instruction on  
184 developing leadership skills, interpersonal skills, organization  
185 skills, and research skills; creating a resume; developing and  
186 practicing the skills necessary for employment interviews;  
187 conflict resolution, workplace ethics, and workplace law;  
188 managing stress and expectations; and developing skills that  
189 enable students to become more resilient and self-motivated.

190 (t) In order to encourage patriotism, the sacrifices that  
191 veterans and Medal of Honor recipients have made in serving our  
192 country and protecting democratic values worldwide. Such  
193 instruction must occur on or before Medal of Honor Day,  
194 Veterans' Day, and Memorial Day. Members of the instructional  
195 staff are encouraged to use the assistance of local veterans and  
196 Medal of Honor recipients when practicable.

197  
198 The State Board of Education is encouraged to adopt standards  
199 and pursue assessment of the requirements of this subsection,  
200 notwithstanding paragraph (g). A character development program  
201 that incorporates the values of the recipients of the  
202 Congressional Medal of Honor and that is offered as part of a  
203 social studies, English Language Arts, or other schoolwide

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204 character building and veteran awareness initiative meets the  
205 requirements of paragraphs (s) and (t).

206 Section 5. Section 1003.4201, Florida Statutes, is created  
207 to read:

208 1003.4201 Holocaust awareness instruction.-

209 (1) The Department of Education shall develop academic  
210 content standards for a Holocaust curriculum. The department  
211 must, during the process of developing the academic content  
212 standards for the curriculum, consult an organization located in  
213 this state which has the primary purpose of providing education  
214 about the Holocaust. School districts shall provide instruction  
215 on the Holocaust based on the standards adopted by the  
216 department under this section and in accordance with s. 1003.42.

217 (2) The department shall develop and maintain a roster of  
218 individual volunteers who may share their knowledge and  
219 experience in classrooms, seminars, and workshops on the subject  
220 of the Holocaust. Such volunteers may include survivors of the  
221 Holocaust, concentration camp liberators, scholars, clergymen,  
222 community relations professionals, and other individuals who, by  
223 virtue of their experience or interest, have acquired personal  
224 or academic knowledge of the Holocaust.

225 (3) The department shall use public and private funds to  
226 provide instructional personnel with background content and  
227 resources to assist them in teaching the Holocaust.

228 (4) The department shall coordinate with school districts  
229 to appoint a designated Holocaust curriculum coordinator for  
230 each district. A regional coordinator position may be created  
231 for smaller school districts.

232 (5) The Legislature encourages schools to teach the



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233 Holocaust curriculum during the week of International Holocaust  
234 Remembrance Day.

235 (6) The State Board of Education shall adopt rules to  
236 implement this section.

237 Section 6. This act shall take effect July 1, 2020.