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STATE BOARD OF EDUCATION
DR. PHILLIPS HIGH SCHOOL
ORLANDO, FLORIDA
JUNE 17, 2003

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Chairman F. Philip Handy convened the meeting of the State Board of Education in the Technology Center, Dr. Phillips High School, Orlando, Florida, at 9:10 a.m., June 17, 2003, with the following members present: T. Willard Fair, Vice Chairman; Linda J. Eads; Charles P. García; Julia Johnson; and William L. Proctor.

1. Welcome

Ms. Susan Averil, Assistant Principal of Instruction, welcomed the Board in the absence of Mr. Eugene Trochinski, Principal. She said approximately 3700 students were enrolled in this culturally diverse school; the students came from 65 countries and spoke 62 languages. The school houses two magnet programs, a Center for International Studies and a Visual and Performing Arts Program. Graduates from the Class of 2003 have received \$3.2 million in scholarships. Mr. Ron Blocker, Superintendent, Orange County Public Schools, said Orange County was the 16th largest school district in the country. Students speak 150 languages, 162 dialects. He reported that the district had experienced improvements in reading and math scores; there were 1000 fewer Level 1 readers than they had expected at the beginning of the year. He said that Orange County was close to meeting the class size requirements; the District was budgeting its resources to make that commitment.

2. Member Comments and Observations

Dr. Eads reported that from June 7-14, 2003, she had been one of 45 community leaders selected to participate in the U.S. Department of Defense's Joint Civilian Orientation Conference. She visited military bases in England, Germany, Italy, and Georgia and spoke with military personnel about international terrorism, military life, education, and factors impacting families. She said the focus of the meetings was the importance of education.

Mr. García said he had been meeting with reading experts around the country who were willing to assist Florida. He noted the research of Dr. Sally E. Shaywitz on dyslexia and said he had given the Governor an autographed copy of her book, Overcoming Dyslexia. He described California's efforts to improve the reading skills of its students, noting the mandatory professional development hours for teachers: 40 hours for one week in the summer, and 40 hours during the year. California teachers spend two to three hours a day on reading and writing activities, and do student assessment every six weeks, not annually.

Mr. Handy said the Department had been busy with the Florida A+ Plan, with "No Child Left Behind," and with the release of school grades for the year. He said this Board had no intention of reducing standards. He said it was particularly important to

note that Florida was one of only two states with net new state revenues for the coming fiscal year; K-12 was receiving a six percent funding increase. He said that education lobbyists always claimed that their state funding was never enough, even while education received 55 percent of the whole state budget.

At the last meeting, Mr. García had asked for a Board discussion of the powers and duties reserved to the Board and those delegated to the Commissioner, whether explicit or implicit. He asked that staff be prepared at the August Board meeting to define, as precisely as possible, the responsibilities of the Board, the responsibilities to be delegated by the Board, and those responsibilities of the Commissioner that he would bring to the Board for its advice and counsel. He said that Dr. Eads had also asked for a discussion of Board process. He suggested that the Board schedule a workshop for Monday, August 18, 2003, to discuss budget issues, NCLB, and the Board's marketing plan.

Dr. Eads suggested a workshop on Charter School issues and on the policy of this Board on the award of baccalaureate degrees by community colleges. Mr. García said the Board also needed to discuss the criteria for the Commissioner's evaluation. He added that the Board needed to continue its discussions of the priorities of the Strategic Plan so they are not lost. Mr. Fair concurred. Dr. Eads said the Strategic Plan priorities were linked with the Commissioner's evaluation.

3. Approval of Minutes of Meeting held May 20, 2003

Mr. Fair moved that the Board approve the Minutes of the Meeting held May 20, 2003, as written. Ms. Johnson seconded the motion, and members concurred.

4. Recognition: Ms. Harriett Little

Commissioner Horne recognized Ms. Harriett Little, Director of the Adult Basic Education and GED Department, Seminole Community College, with the "Apple Award." He said that for the past 25 years, she has been the guide, inspiration and mentor to the College's adult education students. He noted the grants she had won to benefit adult education programs. Her staff was so moved by her dedication that they established a Testing Fund in her name honoring her commitment to the ABE/GED programs. He said she was a worthy recipient of this award. Ms. Little thanked the Board for this honor. She said it was a special pleasure to work with adults seeking to continue their education.

5. Commissioner's Report

Commissioner Horne said he and Chancellor Warford had traveled the State to recognize the five finalists for Teacher of the Year. He said that he had also been honored to participate in an event in the Rose Garden recognizing all 50 states for approval of their accountability plans for "No Child Left Behind." He said he had also joined the University Presidents in thanking members of Florida's Congressional Delegation for securing funding for research projects at the universities. The Commissioner also reported that he had visited many Summer Reading Camps. He

said he was especially pleased to see the parents engaged in learning how they could assist their children in reading.

A. Just Read, Florida!/ Reading Camps

Ms. Openshaw reviewed the activities of Just Read, Florida! She said over 8000 K-3 teachers were participating in four-day academies to train teachers to teach reading. She said many families were participating in the Families "Building Better Readers" Workshops. The parents received a special "reading kit" with activities to enjoy with their children. Every school district had reading camps. The model for these camps was 6 to 8 weeks, with three 90-minute reading blocks, and a 10-1 student-teacher ratio. The shortest camp was 33 hours, the longest was 160 hours. The Just Read, Florida! Leadership Conference will be held in Orlando, July 22-24, 2003 and will include sessions for principals on making reading the number 1 priority. She encouraged Board members to visit the summer reading camps, Family workshops, and Reading academies.

B. Update: Teacher Certification

Commissioner Horne advised the Board that two activities were underway in the teacher certification office, one to improve the processing of applications, and the other to use technology more effectively. He said the office had now eliminated all the backlogged application files older than 90 days. He said they had not been successful getting legislation to eliminate the need for a notarized application.

C. Impact of 2003-2004 Budget on DOE

Commissioner Horne said Board members had been briefed on the 2003-2004 Budget. He said he was pleased Florida still had new revenue to spend. The budget included a specific \$25 million appropriation earmarked for reading. K-12 had received an increase of \$900 million over the previous year; postsecondary education had not fared as well. The Department lost 53.5 positions; he expected these would be handled through attrition.

D. Status of Teacher Shortage for 2003-2004

Chancellor Warford described the teacher vacancies in several of the largest school districts. Dade County had the same number of vacancies as last year. The critical need areas for teachers are in math, science, ESE, and reading. He noted that 1800 candidates were pre-registered for the Great Florida Teach-In. Mr. Handy said the Department had estimated in March that 22,000 teachers would be needed. Mr. Warford said the current projection was 11,000 vacancies, based on a survey of 39 districts. In response to Dr. Proctor, Mr. Warford said he did not have the number of vacancies when school opened in 2002. Mr. Fair said he was interested in ethnic and gender data on teachers, particularly the number of African-American men in elementary education.

E. Helping 12th Graders

Commissioner Horne said he had sent 10,000 letters, one to each 12th grade student who did not pass the FCAT and who did not receive a high school diploma, directing them to a special web site explaining the options. A toll-free hotline has been set up to answer specific questions. He reported that the web site had more than 5000 unduplicated "hits." More than 500 students selected FCAT remediation; 50 students selected GED preparation.

F. School Grades – The Original 158 Low Performing Schools – Then & Now

Commissioner Horne said he had asked staff to look at the 158 critically low performing schools, first identified in 1995, to determine their current status. Dr. Mainwood described the criteria used to define these schools, and the composition of the schools. She described the assistance provided to the schools and reported that by 1998, none were identified as "critically low performing." She described the various strategies followed by five schools to improve. These strategies included mentoring, a focus on the Sunshine State Standards, tutoring, adoption of a research-based curriculum, increased family involvement, and special assistance from the state and the district.

Mr. Fair said this was exciting information. The Commissioner should brag about these successes, particularly to Senator Wilson, and parents of the children at these schools should be involved in the public announcement.

Before Commissioner Horne concluded his report, Mr. García said he wished to inquire about the status of the new baccalaureate programs the Board had authorized some months earlier for Miami- Dade Community College. He said he had received a letter from Dr. Padrón that funds for this program had not been appropriated in this year's budget. He said that funds had been allocated for teacher training, and he inquired whether these funds could be used to support Miami-Dade's baccalaureate program. Commissioner Horne said these funds were allocated to the school districts.

Dr. Proctor said he had also received this letter. He commented that the figures cited by Dr. Padrón for projected graduates of the M-DCC program would result in a cost of approximately \$34,000 per graduate. He said he would never approve a total of \$3.8 million for 400 students not yet enrolled. He said that Flagler College already had a program in place with Tallahassee Community College and had graduated 89 students at a cost to the State of approximately \$5000 per graduate. Commissioner Horne said he needed additional information to assess the costs.

Mr. Fair said he was concerned that no funds were provided for this program approved by this Board. He said it was important that these issues not be lost in the process. Dr. Eads concurred. She said this Board had encouraged the President to be bold in this application. If the Board failed to follow-through on its approval, then the Board had misled the President.

Ms. Johnson moved that the Board approve the Commissioner's Report. Mr. Fair seconded the motion, and members of the Board concurred.

6. Board Approval of Plans to Implement Legislation

Commissioner Horne said the Legislature had passed several important bills on programs to be implemented by the Department of Education. He said staff would look to the Board for guidance and input.

A. Pilot Career Ladder Program – BEST (SB 30A)

Chancellor Warford said the Career Ladder Program would break new ground in attracting high quality individuals to the teacher workforce. He described the BEST (Better Educated Students and Teachers) Act program, how it supported the Board's Strategic Imperatives, and the guiding principles of the program. He said the Board would be asked to approve the Guidelines and Criteria for District Plans in December 2003; Districts would submit their 2004-2005 Plans by March 1, 2004, with implementation beginning January 2004.

Mr. Warford described the requirements of the four teacher levels. Dr. Proctor inquired about the use of the term "low performing" in the description of the Associate Teacher. Mr. Warford said this term was used in the law. Dr. Eads inquired whether all criteria were required in order to be identified as a Mentor Teacher. Mr. Warford concurred. Dr. Proctor commented that the times to be served at each level seemed short and the educational requirements at the minimum. The value of the program would be diminished if advancement were too easy. Mr. Warford responded that time served would not alone be sufficient for advancement to the next level, that promotion would be based more on student performance. He added that these were minimum standards for each level. Mr. Fair inquired if the Board could increase the standards as time passed. Commissioner Horne concurred. He added that he was excited about this program as it gave teachers opportunities for advancement within the profession.

Mr. Handy inquired about the number of districts that would be eligible for the initial \$25 million appropriated. Commissioner Horne said this would go to three districts. Mr. Handy also inquired about the participation of the teacher unions. The Commissioner said they had not been helpful. Mr. Handy said it would be advantageous if they joined the Department in this effort. Dr. Eads asked when the Board would be able to react to the guidelines. Commissioner Horne said the Board would see the Pilot Grant Guidelines prior to the Board's August meeting.

Mr. Handy said no motion was needed. Staff members were directed to proceed with the plan, as presented.

B. K-20 Accountability (HB 915)

Dr. McDougal said the Legislature had passed legislation requiring the Board to adopt guidelines to implement a K-20 education performance accountability system. The legislative intent was to answer questions about what the public was receiving in return for the funds invested in education and whether the system was educating students effectively. The agenda included a timeline for implementation. She said the Board of Governors would be involved in regard to the universities' accountability. The law provides that the guidelines adopted by the Board will allow the institutions one year to demonstrate achievement of specified performance standards before a reduction in appropriations occurs. By December 2004, the Department is to recommend to the Legislature a formula for performance-based funding that applies accountability standards for each of the individual components of the public education system at every level.

Mr. García noted the potential for conflict between a constitutional entity, the Board of Governors, and statutory requirements. Dr. McDougal said it was her expectation that there would be coordination with the Board of Governors. Dr. Proctor inquired if there would be broad participation on the K-20 Accountability Council. Dr. McDougal said each Chancellor would work with sector representatives as well as with the K-20 Accountability Task Force. Mr. Handy said the Board's legacy was in this accountability system. Mr. García said this was also in the context of the Board's Strategic Plan. There were no further comments, and the Board directed staff to proceed.

C. Class Size Targets for 2003-2004 (SB 30A)

Commissioner Horne said the Constitutional Amendment required class sizes of 18 students in grades K-3, 22 students in grades 4-8, and 25 students in grades 9-12. The implementing legislation spells out the timelines for district, school and classroom compliance. Districts are given a "toolbox" of implementation options. Districts will have to meet the class averages by district, by school, and finally, by class in 2009-2010. He said the Department had now established baseline data for the district class size averages. The agenda included information about the Department's activities for 2003-2004.

Dr. Proctor inquired how the penalties for non-compliance would be calculated. The Commissioner said this was not defined in the law, but any allocation would have to be worked out with the House, the Senate, and the Governor's Office. Mr. Fair inquired if new classrooms would have to be constructed to meet the class size requirements. The Commissioner said new construction would be required.

Dr. Proctor said it was his impression that some of the funds for "class size reduction" could be used to support district operations. He also inquired about the most difficult obstacle in meeting the class size requirements. The

Commissioner said it was particularly difficult to anticipate the number of new students coming into the schools as a result of in-migration.

D. Study on Acceleration Mechanisms (HB 1739)

Mr. Winn said legislation required the Board to conduct a review of the extent to which acceleration mechanisms were utilized by school districts and public postsecondary institutions. This study was in line with Strategic Imperative 5, Setting and Aligning Academic Standards at Every Level. The issues to be addressed in the study include advising, access, grading practices, general education, class size reduction, funding and joint course offerings. He said the Articulation Coordinating Council would serve as the Task Force to do the study. He noted that there was also legislation that provided students an option for high school graduation with 18 credits.

Dr. Eads inquired if there was any state prohibition on tenth graders taking AP classes. Mr. Winn said there was no state prohibition. Dr. Eads recommended that a parent component should be added when advising students of their graduation options. She suggested this might be a project for the marketing department. Mr. Fair inquired if the Board could revisit the 2.0 GPA. He said that even with a legislative mandate, some school districts were offended by the graduation option with 18 credits and a 2.0 GPA. He moved that the Board add this discussion as a workshop issue; Dr. Eads seconded the motion.

Dr. Proctor said he continued to be concerned that various policies seemed to diminish the value and importance of the senior year of high school, and also raised questions concerning the rigor of the freshman year at a college if such courses could be managed by a graduate of the 11th grade. He said he would be interested to know the SAT scores of students who forego the 12th grade. He suggested that there be some evaluation of means by which both the senior year of high school and the freshman year of college could be made more rigorous. Mr. Handy agreed that there should be study of the value of the 12th grade as a part of looking at acceleration mechanisms to determine the appropriate policy.

Dr. Eads suggested that graduation from high school with distinction might be shown on the student's diploma. She said that this was not currently done. She commented that grading practices were also a critical issue related to acceleration. Grades were not correlated between and among schools. She suggested that there should be guidelines for correlating grades, noting that IB grades are correlated. Further, she said she was also concerned about grade inflation. She suggested a study to look into the extent of grade variability among students with similar SAT scores. She wondered if the Board should adopt grading policies to limit grade inflation. There were no further comments, and the Board approved the plan, as presented.

7. Consideration of Assistance Plans and Policies Regarding F Schools

Chancellor Warford described the Assistance Plus Plan for 2003-2004 to help the state's F schools. The plan builds on the successful components of last year's plan. He said the raw data just released showed tremendous school improvement. Regular conference calls were held with the Superintendents to discuss what they needed and to provide guidance. He said they were also asking principals who had been successful in turning schools around to share best practices. The options for State Board action with regard to these schools are specified in Section 1008.33(2), F.S. The Chancellor described some types of school assistance, including site-based reading and math coaches, regional technical support staff, and partnering for teacher training and student tutoring. The responsibilities for the district school board are described in Section 1001.42(16)(a), F.S. He also reviewed the responsibilities placed on the schools by "No Child Left Behind." He then discussed the planned funding based on the State Board's approved district and school plans. He said the key to the school assistance plan was that the district would be held accountable for providing the necessary resources to have all students performing at acceptable levels.

Mr. Handy said this was an action item for the Board to approve the Assistance Plus Plan, as presented. He asked if the Superintendents would present their plans to the Board at the August meeting. Commissioner Horne said the Superintendents of the repeat F schools would present their plans in August, to include both the school plans and the district intervention plans. The Superintendents would present their plans for the first-time F schools in September. Mr. Warford explained that for the repeat F schools, the Department proposed a full-time school facilitator on site and a focus on professional development for the teachers and staff.

Mr. Fair moved that the Board approve the proposed process for the Assistance Plus Plan, and that the Board agree in principle with the processes and procedures, as articulated. Dr. Eads seconded the motion, and members of the Board concurred unanimously.

Mr. García said he was concerned about the failure of students to read at grade-level at F schools. He said the Board ought to be demanding certain changes statewide, as the research shows what works to improve student performance.

8. Consideration of FCAT, SAT and ACT Score Concordance Study Results

Mr. Winn said the 2003 Legislature enacted HB 915 requiring the Board to conduct a concordance study of nationally-given tests that may provide a valid alternative to the tenth grade FCAT for purposes of graduation, and authorizes the State Board to adopt scores on such tests if an equivalent score can be established. Both the PSAT and the PLAN tests are used for purposes of diagnosis of student skills. They are not recommended to the Board as equivalent alternatives to FCAT, because of the content and skills these tests measure. He said it was still possible the Legislature might adopt cut scores for the current seniors, class of 2003.

Ordinarily, Mr. Winn said adopting alternate scores should be accomplished by rulemaking. He said if the Board adopted the proposed alternative reading and math scores for the SAT and ACT, students would not have to wait for the completion of the rulemaking procedure to receive their diplomas. Commissioner Horne said these cut scores only applied to 2003 graduates. There would be higher scores for 2004, which would be adopted by rule.

Dr. Eads moved that if the Florida Legislature passes legislation similar to HB 915 to authorize alternative high school graduation test in Special Session B, the State Board of Education approves passing scores for the SAT and ACT as meeting this requirement, as follows: 370, SAT verbal; 350, SAT math; 14, ACT reading; 15 ACT math. This approval shall apply to all members of the graduating class of 2003 who have met all other Florida high school graduation requirements. If this will not apply to 2003 graduates, the Department should proceed with rulemaking. Ms. Johnson seconded the motion.

Ms. Johnson said the law did not require a rule. Mr. Winn concurred, but said that this was the type of action requiring a rule.

Dr. Proctor said he would vote against the motion. He said the FCAT was a defensible test, based on the curriculum, and was taken by students multiple times. He said the SAT and ACT were not comparable tests. If the Board adopts these alternatives, it has created an opening for further opposition to FCAT and the value of the test is diminished. Grades alone do not demonstrate college readiness. He noted his own displeasure with a tenth grade test for high school graduation.

Mr. Fair said that despite the Legislature's authorization, he would not support the alternatives. He said it was important to give the impression of no compromise. If the Board shows any inclination to alternatives, it will open "Pandora's Box" and show the Board is not committed to FCAT.

Ms. Johnson voted for the alternatives. The other members of the Board voted no, and the motion failed.

Ms. Johnson explained her vote. She said she felt the SAT and ACT did involve assessment of content and a level of measurability. Mr. Handy inquired about the number of students who would benefit from these alternatives. Mr. Winn responded that up to 400 students might benefit.

9. Consent Agenda

Mr. Fair moved that the Board approve the following items, as presented. Dr. Proctor seconded the motion, and members of the Board concurred.

- A. Proposed Amended Rule 6A-4.0021, Florida Teacher Certification Examination; and Proposed Amended Rule 6A-4.00821, Florida Educational Leadership Examination

Dr. Proctor inquired about the setting of passing scores. Mr. Winn said the new score would result in the same number of students as had passed the test the year before.

The Board approved the proposed amendments to Rule 6A-4.0021, Florida Teacher Certification Examination, and Rule 6A-4.00821, Florida Educational Leadership Examination, as presented.

- B. Resolution of the State Board of Education Approving the Financing of the Construction of a Portion of a Genetics and Cancer Research Facility on the Campus of the University of Florida and Approving the Issuance by the University of Florida Research Foundation, Inc., of Capital Improvement Bonds Not to Exceed \$35,000,000

The Board approved the financing plan and adopted a resolution authorizing the issuance of variable rate, tax-exempt revenue bonds by the University of Florida Research Foundation, Inc., a direct support organization of the University of Florida, in an amount not to exceed \$35,000,000 to finance a portion of the cost of construction of a Genetics and Cancer Research Center on the main campus of the University of Florida. Further, the Board authorized the Chair, the Vice Chair, the Chief Financial Officer and other authorized representatives of the State Board of Education to execute the necessary contractual documents related to the financing of the project, as presented.

- C. Resolution Authorizing the Sale of Not Exceeding \$363,400,000 State of Florida, Full Faith and Credit, State Board of Education, Public Education Capital Outlay Bonds, 2002 Series D

The Board authorized the sale of the subject PECO bonds by the Division of Bond Finance of the State Board of Administration, as presented.

- D. Resolutions Authorizing the Issuance and Sale of Not Exceeding \$210,000,000 State of Florida, Full Faith and Credit, State Board of Education, Public Education Capital Outlay Refunding Bonds, 2003 Series (to be determined)

Dr. Proctor inquired about the limit on bonding authority. Commissioner Horne said there was a limit of 90 percent. He suggested that a prioritized list might not necessarily reflect the best use of PECO funds.

The Board authorized the issuance and sale of the subject PECO refunding bonds by the Division of Bond Finance of the State Board of Administration, as presented.

- E. Authorize Release of Funds from the University Concurrency Trust Fund in accordance with the Campus Development Agreement between the Florida Gulf Coast University Board of Trustees and Lee County

The Board authorized the Chief Financial Office to release funds in the amount of \$1,476,660 to Lee County, as agreed in the campus development agreement between the Florida Gulf Coast University Board of Trustees and Lee County, as presented. The parties have signed the campus development agreement consistent with this action.

- F. Approval for Site Designation of a Southeast Campus, Orange County, Valencia Community College

Dr. Proctor noted the continued expansion of the colleges with additional sites. He questioned the wisdom of this expansion in light of the difficulty in funding current FTE.

The Board approved the request from the Board of Trustees of Valencia Community College for a campus site designation in Southeast Orange County, as presented.

- G. Approval for Site Designation, Special Purpose Centers: Archer, Alachua County, and Southeast Bradford County, Santa Fe Community College

The Board approved the request from the Board of Trustees of Santa Fe Community College for two Special Purpose Centers, one in Southwest Alachua County near Archer and the other in Southeast Bradford County in the Lake Region area, as presented.

10. Updates

- A. Legislative Session

Dr. McDougal presented information on the legislation that had passed in relation to the Board priorities established in January.

- B. Report on Board of Governors Activities

Chancellor Austin reported that the next meeting of the Board of Governors would be held by telephone conference call June 23, 2003, to ratify the appointment of the next President of the University of North Florida and to elect a new Chair and Vice Chair, with the resignation of the Chair, Mr. Petway, from the Board. The Board would hold its next regular meeting on July 23, 2003, at the University of Central Florida, in Orlando. At that meeting, the Board would

establish its committees and clarify the roles and responsibilities of the Board. The Board had indicated its support for the State's Matching Gift Program and its interest in university accountability. She said the Board members looked forward to being partners with the State Board.

Mr. Handy commented that the Supreme Court decision on affirmative action at the University of Michigan would have little bearing in Florida, since the One Florida program enhanced minority access to the universities. He said that if the University loses the case, Florida will serve as the case study.

C. CEPRI Projects, 2003-2004

Dr. Bill Proctor, CEPRI, reported on the election of Mr. Akshay Desai, Chairman, and Mr. Bob Taylor, Vice Chairman. The Council would meet next on July 9, 2003, in Orlando, and in Ft. Myers in August. He said the Council was holding speaker forums the night before its meetings and these were quite informative. He said they would be working for the State Board on accountability issues.

D. Advisory Council on Educational Facilities – Council Charge and Membership

Commissioner Horne said the membership of the Council on Educational Facilities was not complete, and that he would distribute the membership list to the Board upon completion. The Council would begin its work in August.

E. Advisory Council on Universal Prekindergarten Education – Council Charge and Membership

Commissioner Horne said the membership of the Universal Prekindergarten Education Council was complete, and the agenda included the schedule of the Council's meetings.

11. Miscellaneous

Mr. Handy said the next Board meeting would be held on August 19, 2003. He recommended that the Board hold a workshop on the budget the previous afternoon. After that, meetings will be held on September 16, 2003; October 21, 2003; November 18, 2003; and December 16, 2003. He said Board members had suggested topics for workshops during this meeting. He suggested that the Board schedule workshops on the mornings of the October and November meetings, with the Board meeting held in the afternoon.

Commissioner Horne reported that Mr. Ruben Lopez, the Department's Chief Technical Officer, had resigned to return to Miami to care for his ill mother. Mr. J.C. Bowman has left the Choice Office to work at FSU; Dr. Theresa Klebacha had been assigned to work there temporarily.

12. Adjournment

Having no further business, Chairman Handy adjourned the meeting of the State Board of Education at 3:20 p.m., June 17, 2003.

F. Philip Handy,
Chairman

Mary-Anne Bestebreurtje,
Corporate Secretary