

## SUMMARY OF RECOMMENDED CHANGES

DATE: 4/15/2014

**POLICY #: 5000**

**POLICY TITLE:** ADEQUATE EDUCATIONAL FACILITIES, DESIGNATION OF SCHOOLS, SCHOOL ATTENDANCE ZONE BOUNDARIES, DEVELOPMENT OF POSITIVE ALTERNATIVES TO ACCOMMODATE GROWTH, TO KEEP SCHOOLS OPEN, AND TO ELIMINATE, CONSOLIDATE, OR RE-PURPOSE SCHOOLS

Page (Item)	Recommended Change/Addition/Deletion	Rationale
1	Remove “ADEQUATE” from the title , first paragraph, and in number 2.	School Board felt that the term “adequate” had a negative connotation.
1	DEFINITIONS: Updated Feeder Pattern definition to read:” <u>A feeder pattern is the progression and school assignment of a student or a group of students from one level of school to another (elementary to middle, middle to high). A clean feeder pattern is when all the students in one elementary school matriculate to the same middle school and/or all students in one middle school matriculate to the same high school. A clean feeder pattern is not guaranteed and is dependent on the space available at the next level school when planning for boundary assignments.</u> ”	Provides a clearer definition of a feeder pattern.
1	DEFINITIONS: FISH: Remove text <del>, hence gross FISH capacity</del>	
2	DEFINITIONS: Updated Class Size Reduction definition to read: “ <u>Amendment 9, Florida Statutes Sections 1003.03 and 1013.735, established non-Charter school class size limits at 18 students for Grades Pk-3, 22 students for Grades 4-8, and 25 students for Grades 9-12.</u> ”	Provides a clearer definition of a Class Size Reduction
2	DEFINITIONS: Updated District Educational Facilities Plan to read: <u>The District Educational Facilities Plan (DEFP) is the District’s 5-year capital outlay plan. Each year the School District reviews revenue projections and the District’s capital outlay needs. This includes the District’s school construction program, school equipment including technology, and school buses.</u>  <u>The District Educational Facilities Plan is used to keep the School Board</u>	Provides a clearer definition of the District Educational Facilities Plan

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	<u>and the public fully informed as to whether the District is using sound policies and practices that meet the essential needs of students and that warrant public confidence in District operations. This funding plan projects the capital outlay revenues that will be available for the School Board to implement a capital outlay plan over the next five years. Section 1013.35, Florida Statutes, requires the School District prepare and adopt a District Educational Facilities Plan, before adopting the annual capital outlay budget. The statute states that, “the plan must be developed in coordination with the general-purpose local governments and be consistent with the local government comprehensive plans.”</u>	
2	DEFINITIONS: Updated Level of Service Standard to read: <u>Level of Service indicates the capacity per unit of demand for a public facility. The public school concurrency standard requires Broward County, the Municipalities and the School Board to maintain the adopted Level of Service (LOS) for Broward County Public Schools. The public school concurrency standard requires that all proposed plat and site plan (or functional equivalent) applications containing residential units be reviewed to ensure that adequate school capacity will exist prior to or concurrent with the impact of the proposed residential development, to accommodate the additional student growth at the adopted concurrency service area. Level of Service does not apply to non-bounded schools.</u>	Provides a clearer definition of the Level of Service Standard
3	Rules: Remove 2. <del>Provide opportunities for equitable instructional services throughout the District.</del>  3. <del>Improvement of instructional services and student learning.</del>	#2 is covered in Policy 5004.1 with Choice to attend different programs and #3 is now covered by the Office of School Performance and Accountability

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3	7. Add Provide the opportunity for public input <u>and feedback</u>	
3	Rules: # 10 Remove <del>adequate</del> .	
3	Rules: Move # 11 to the top of the list and re-number.	
4	Switch 5. And 6.	To align timeline
4	<p><del>6.</del> 5. As part of the annual boundary process, <del>School Boundaries staff</del> <u>Demographics &amp; Student Assignments Department staff</u> will hold community <del>conferences</del> <u>meetings</u> with stakeholders who will have the opportunity to provide input. Stakeholders will be notified of proposed boundary changes, new school openings, and/or recommended school repurposing/closures, prior to School Board action. School data shall be made available to the Principal(s)/Innovation Zone stakeholders, in a timely manner, for information purposes by the <del>School Boundaries</del> <u>Demographics &amp; Student Assignments Department</u> staff. The data shall be part of the boundary process record. <del>Community conference</del> <u>IZone Meeting</u> participants shall include, but are not limited to, <u>committee representatives as created by annual school boundary process resolution</u>, school principals, school-based staff, School Advisory Council, School Advisory Forum, PTA, PTO, Diversity Committee members, community members, parents, and students.</p> <p><u>The Community School Boundary process seeks to solicit ideas for boundary change proposals from community members and/or groups most directly impacted. School Board members and/or members of committees created by the annual school boundary</u></p>	<p>Name changes reflect 2012-13 District organizational chart.</p> <p>Additional text on proposal submissions added to align with Community School Boundary process.</p> <p>Additional text added to state that all recommendations will be available for community review and comment via the Demographics &amp; Student Assignment Web site.</p>

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	<p><u>process resolution, which are involved in the Community School Boundary Process, are prohibited from submitting boundary proposals, as providing recommendations and/or voting on their own proposed boundary changes may be viewed as a conflict of interest. Nothing in this policy prohibits staff or constituents from providing information to School Board members about the boundary process or any proposals, nor does it prohibit School Board members from asking any questions of staff or constituents concerning the process or any proposals. Furthermore, nothing in this policy limits the ability of any School Board member or the School Board as a whole from proposing any revisions to the boundary recommendations filed with the Board by the Superintendent.</u></p> <p><u>Community members may submit boundary proposals to the Demographics &amp; Student Assignments Department no later than October of each school year in compliance with the School Board annual approved boundary timeline. <del>Area Superintendents, The</del> Chief School Performance &amp; Accountability Officer and <del>School Boundaries</del> Demographics &amp; Student Assignments Department after receiving input from the <del>conferences</del> meetings, will make recommendations to the Superintendent of Schools who, in turn, will make recommendations to the School Board. Staff shall analyze such recommendations with regard to impact on current or future capacity at the affected school(s). All recommendations will be posted for community review and comment on the</u></p>	
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	<u>Demographics &amp; Student Assignments Department Web site.</u>	
4	<del>5.</del> 6. Change <del>November</del> with <u>October</u>	Aligns with Community Boundary Process timeline
4	<p>Insert <u>7. Community School Boundary Committee as defined in the annual School Boundary Process resolution, and map proposers, will have the opportunity to submit amendments to maps that were submitted by the deadline at the District sponsored school boundary meetings in December. The resulting amended maps will denote who made the amendment. Both the original and the amended map will be posted to the Demographics &amp; Student Assignments website and will be open for committee discussion and community comment.</u></p> <p>Change <del>7</del> to <u>8</u>.</p>	
4	<p>Standards for Overcrowded Schools</p> <p>1. After the <del>twentieth</del> <u>benchmark day count of each school year, which is the first Monday following Labor Day, the School Boundaries Demographics &amp; Student Assignments Department in conjunction with the Area Superintendents, and Area Offices Chief School Performance &amp; Accountability Officer will evaluate the impact of actual student enrollment and determine under-enrolled and overcrowded schools.</u></p>	<p>Date changes reflect changes in boundary process procedures Updated for more expeditious facility and space planning efforts</p> <p>Name changes reflect 2012-13 District organizational chart</p>
5	<p>Standards for Overcrowded Schools</p> <p>2. Schools shall be considered under-enrolled when enrollment is below</p>	Provides a better definition of under-enrolled school.

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	<del>90%</del> 70% of permanent FISH capacity and are projected to remain under <del>90%</del> 70% of permanent FISH capacity for the following school year. <u>Enrollment repurposing strategies and adjacent school capacities will be reviewed.</u>	
5	Standards for Overcrowded Schools Add: <u>3. Schools having an enrollment between 70% and 90% permanent FISH capacity will have program space utilization reviewed.</u>  6. Add " <u>when economically feasible</u> "  Re-number list	Establishes program review thresholds
5	Standards for Overcrowded Schools: Remove 10d <del>Amount of funding dedicated to the classroom through the instructional allocation, including but not limited to, books, equipment, supplies, and educational materials</del>	
5	10. s. Change PEPPER, PLACE to Preschool A,B, and C	Reflects changes in Head Start Programs
5	10. s. add <u>innovative programs</u>	
6	11. <del>The Area Superintendents, Chief School Performance &amp; Accountability Officer</del> in conjunction with the <del>School Boundaries Demographics &amp; Student Assignments</del> Department will make a recommendation to the Superintendent of Schools during the annual boundary process.	Name changes reflect 2012-13 District organizational chart
6	Change STANDARDS <u>GUIDELINES</u> FOR THE CLOSING <u>REPURPOSING AND/OR CLOSING OF SCHOOLS</u>	

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6	Change: Schools should be considered for <del>closing</del> <u>repurposing and/or closing</u> <del>if they are consistently not educationally and/or financially effective and/or efficient in relation to other schools in the District, using one or more of the following criteria:</del>	Section removed because criteria are in the numbered list
6	Guidelines for the Repurposing of Schools: Add <u>adjacent capacity</u>	
6	<p>Standards for the Closing of Schools: Replace 2 and 4. <del>The school's student enrollment is one of the lowest based on permanent capacity in the District and/or the population projections of the school's contiguous attendance zone boundary is predicted to continue declining.</del></p> <p><u>Schools that are 70% or below their permanent FISH capacity which have had a five year trend of having an enrollment below 70% permanent capacity and are projected to continue to be below 70% permanent capacity for the next five years.</u></p> <p>4. <del>A school will not be considered for closing if doing so would have an inequitable impact on groups as defined in the district's diversity definition.</del></p> <p><u>A review will be conducted by the Demographics &amp; Student Assignments Department in conjunction with the Chief School Performance &amp; Accountability Officer to ensure that different diverse student groups will not have a negative impact on their educational programs as a direct result of school closure repurposing and/or closure. The diversity of the impacted school will be reviewed to determine if any diverse group of students has an inequitable educational impact as compared with other</u></p>	Provides for more specific definitions

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	<p><u>student groups. School repurposing and/or closure will not be considered if one diverse group of student has less educational opportunities than another through the repurposing and/or closure process.</u></p> <p>Add 5. <u>Students and families impacted by a school closure will be provided choice for the next school year after the closure for a minimum of one year. Choice will be provided for schools with available seats. Availability and duration of transportation for choice seats will be discussed by the School Board when the school closure is brought forward for discussion.</u></p>	
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7	<p>Guidelines for the Development of Positive Alternatives to Keep Schools Open</p> <ol style="list-style-type: none"><li>1. Community <del>conferences</del> <u>meetings</u>, established and facilitated by the <del>School—Boundaries</del> <u>Demographics &amp; Student Assignments</u> Department in conjunction with the <del>Area—Offices</del> <u>Chief School Performance &amp; Accountability Officer</u> will identify under-enrolled schools with the potential to increase their enrollment. Implementation plans in this regard will be developed by the <del>Area Superintendents</del> <u>Chief School Performance &amp; Accountability Officer</u>, designated principals, School Advisory Forums and School Advisory Councils.</li></ol> <p>Guidelines for Implementation</p> <ol style="list-style-type: none"><li>1. The <del>School—Boundaries</del> <u>Demographics &amp; Student Assignments</u> Department in conjunction with <del>the Area Superintendents</del> <u>Chief School Performance &amp; Accountability Officer</u> shall submit to the Superintendent of Schools a list of:</li><li>2. When recommendations have been made by the Superintendent of Schools to the School Board for a school closing or major boundary change, the <del>Area Superintendents</del> <u>Chief School</u></li></ol>	Name changes reflect 2012-13 District organizational chart
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	<p><u>Performance &amp; Accountability Officer</u> in conjunction with the <del>School Boundaries</del> <u>Demographics &amp; Student Assignments</u> Department and designated staff will meet with the school personnel, School Advisory Council, School Advisory Forum, parents of the students at the affected school(s), the Diversity Committee, local governments and other members of the community, for information on and preparation for a potential change. <u>Information on such school changes will be posted and communicated electronically as well as with traditional methods.</u></p> <p>3. <u>Following a review by the Chief School Performance &amp; Accountability Officer, Chief Portfolio Services Officer, and Demographics &amp; Student Assignments Department, recommendations will be made</u> for strategies to increase enrollment. Designated personnel will work with the staff and parents of that school to begin design and implementation of the plan to effect the same. The School Board shall designate a reasonable timeframe for implementation and for review of the achieved results.</p> <p>4. After final adoption of recommendations by the School Board, the Superintendent of Schools shall immediately designate personnel (<del>Area Superintendents</del> <u>Chief School Performance &amp; Accountability Officer</u>) to plan with the parents, community and staff of the schools involved to ensure a smooth transition process during implementation of the recommendations.</p>	
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7	GUIDELINES FOR THE USE OF CLOSED SCHOOLS Update: 1. <u>Concurrent to the annual Community School Boundary process</u> , the Superintendent of Schools shall bring <del>within a reasonable time</del> , recommendations for disposal or alternative uses of schools closed by the School Board.	Defines the timeframe
7	<u>STATUTORY AUTHORITY:</u> F.S. 1001.41(1) and (2), and F.S. 1001.42 (4) <del>(A)(B)(C)</del> , F.S. 1013.28 (1), F.S. 1013.36 (1)(2)(3)(4)(5)(6) <u>LAWS IMPLEMENTED:</u> F.S. 1013.28, F.S. 1013.35, and F.S. 1013.36	Typographical revision