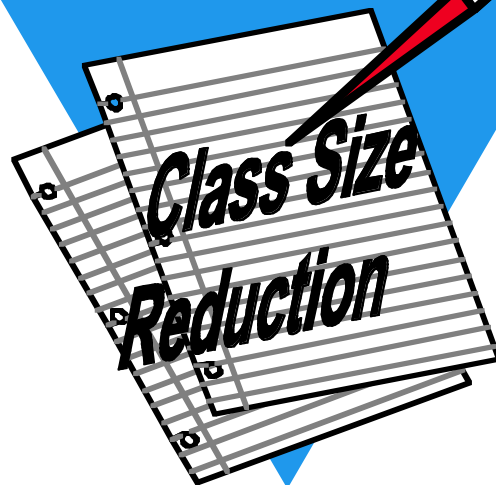


Alternative Student Enrollment Options



Class Size Reduction (CSR) Models

Model: Flexible Attendance - Extended Day

Description:

- Additional periods added to the day
- School day extended with staggered starting and ending times for students and staff
- a 10-period day can increase capacity by up to 42% (based on seven consecutive periods and staggered starting and ending times)
- Reduces the amount of time the entire student population is in the facility
- The length of each period can also be reduced to as low as 45 minutes on a straight period schedule (classes meeting daily throughout the year) to accommodate additional periods

Positives:

- An 8-period day can increase the school's capacity to serve students without going on a double session by up to 50% (based on six consecutive periods and two starting and ending times)
- Can accommodate any scheduling model (block, straight, combination)
- Provides greater flexibility in scheduling staff hours to fit personal needs
- Little or no research to show any negative impact on student achievement
- Limits the need for new construction
- Pupils have a wider choice of subjects and there is less possibility of subject conflicts
- More pupils can share the advantage of the hot lunch program
- The teaching load and the length of the working day for teachers are not increased
- Added flexibility is provided for extracurricular activities

Challenges:

- Additional staff may be necessary (and associated costs)
- Increased transportation needs (two bus runs)
- Most elective offerings grouped in the middle of the school day
- Students participating in certain extracurricular activities will require an early start time
- All students on campus for middle hours of the day
- Faculty members must be able and willing to teach in several subject areas
- Faculty members must share classroom facilities
- Additional space must be provided as working areas for "free-period" teachers
- The public must come to accept a staggered schedule of classes with both pupils and faculty coming and going at various times of the day
- The checking of attendance and control of truancy are likely to be more difficult and require added administrative supervision
- Time must be provided for qualified administrators to prepare and administer the schedule

Class Size Reduction (CSR) Models

Sample Schedule

Extended day

	Periods	Times	
Buses arrive/breakfast		6:30 – 6:55	
First half begin	1	7:00 – 8:00	
	2	8:05 – 9:05	
Buses arrive/breakfast		8:40 – 9:05	
Second half begin	3	9:10 – 10:10	
	4	10:15 – 11:15	
1 st lunch: 11:20-11:50	5/Lunch*	11:20 – 12:50	2 nd Lunch: 12:20-12:50
	6	12:55 – 1:55	First half depart
	7	2:00 – 3:00	
	8	3:05 – 4:05	Second half depart

- **Student day is comprised of Six, 60-minute periods**
- **Maximum credits earned per year is six (opportunities exist for additional credits if the day was extended to ten periods or students could arrive early or stay later)**
- **Core classes are scheduled throughout the day**
- **Potential capacity increase of 50%**
- **Most of non-core elective periods are 3 – 6 to accommodate more than 25:1**
- **Lunch is 30 minutes at the beginning or end of fifth period**
- **Full complement of students are present for only 4 of 8 periods**
- **Teacher day: 6:30 – 2:05 or 8:55 – 4:20**
- **Aligns with both State and SACS time requirements for high school credit**

Class Size Reduction (CSR) Models

Model: **Flexible Attendance – Double Sessions**

Description:

- Student day is cut in half
- School day is split into two distinct sessions with half of the students attending an early session and the rest the later session
- Student day is scheduled as six 50-minute periods (five hours)
- Doubles the capacity of the school
- The length of each period can be reduced to as low as 45 minutes per daily class and meet minimum state time requirements of 135 hours per year
- Instruction in a double-session school or a school utilizing an experimental school calendar approved by the Department of Education, comprising not less than the equivalent of 810 net hours in grades 4 through 12 or not less than 630 net hours in kindergarten through grade 3 (s.1011.62)

Positives:

- Increases the school's capacity by up to 100%
- Can accommodate different scheduling models (block, straight, combination)
- Little or no research to show any negative impact on student achievement
- Limits the need for new construction
- Smaller student-teacher ratio
- Cost efficient operations
- Greater flexibility for students

Challenges:

- Increased transportation costs (Each high school bus would have two high school routes daily)
- Need for additional support personnel or extended hours (clerical, guidance, administration)
- Scheduling of in extracurricular activities will be difficult
- All students may be on campus for an overlapping lunch period(s)
- Students attending school for little more than half a day
- Numbers and variety of elective courses will be impacted
- Difficulty in identifying truancy
- Supervision of children not in session
- School site meetings could be affected
- Early starting or ending times
- Difficulty in offering electives
- Difficulties with child care
- Unstructured time for students
- Could cause family disruptions

Class Size Reduction (CSR) Models

Sample Schedule Double Session

SESSION ONE		SESSION TWO	
Periods	Times	Periods	Times
Teachers arrive	6:15	Teachers arrive	10:40
Buses arrive	6:25	Buses arrive	11:45
Breakfast	6:25 – 6:55	Lunch	11:55 – 12:25
1	7:00 – 7:50	1	12:30 – 1:20
2	7:55 – 8:45	2	1:25 – 2:15
3	8:50 – 9:40	3	2:20 – 3:10
4	9:45 – 10:35	4	3:15 – 4:05
5	10:40 – 11:30	5	4:10 – 5:00
6	11:35 – 12:25	6	5:05 – 5:55
Lunch	12:30 – 1:00	Buses depart	6:00
Buses depart	1:00	Teachers depart	6:10
Teachers depart	1:45		

- **Student day is comprised of Six, 50-minute periods**
- **Maximum credits earned per year is six**
- **There are two distinct groups of students and teachers**
- **Lunch is 30 minutes at the beginning or end of the student day**
- **Aligns with both State and SACS time requirements for high school credit**

Class Size Reduction (CSR) Models

Model: **Multi-track Year Round School**

Description:

- Only a portion of the school's population attends at any given time throughout the year
- The school facility may be utilized for more than the 180 days
- The typical year round calendar is made up of five tracks with students attending for 45 days followed by 15 days off (one track representing about 25% of the remaining population is off at any given time)
- Other variations are highlighted on the next page
- The length of the student day remains the same
- In 1995-96 more than 1.7 million students were attending year round schools

Positives:

- The 5-track model increases the school's capacity by up to 25%
- Can accommodate different scheduling models (block, straight, combination)
- Improved student and teacher attendance
- Avoids learning summer learning loss especially for at-risk students
- Greater utilization of existing facility
- Some positive research on academic gains
- Limits the need for new construction
- Better use of equipment
- Cost effective
- Greater flexibility for families
- More opportunities for review
- More refreshed students and teachers

Challenges:

- Possible increase in transportation costs
- Need for additional teachers and support personnel (clerical, guidance, administration)
- Participation in extracurricular activities for off track students
- Scheduling of certain courses on a fixed track (AP, Dual Enrollment)
- Numbers and variety of elective courses on all tracks may be impacted
- Alignment of school schedules at different levels (siblings on different tracks)
- Impact on daycare or youth programs for off-track students
- Storage space for off-track teacher materials
- Shortened life expectancy of facilities
- Little time for further education of teachers at colleges and universities

Class Size Reduction (CSR) Models

	Traditional Calendar	4 Track 45-15	5 Track 45-15	60-15
Number of terms	2 terms	4 terms	4 terms	3 terms
Length of terms	18 weeks	9 weeks	9 weeks	12 weeks
Time between terms	12 weeks	3 weeks	3 weeks	3 weeks
Number of Tracks	One	Four	Five	Five
Total time in school per year	36 weeks	36 weeks	36 weeks	36-39 weeks
Increase in building capacity	None	33 percent	25 percent	25 percent

- **Align with both State and SACS time requirements for high school credit**

(Please refer to Appendix: A – Sample (5 – Track Calendar)

Class Size Reduction (CSR) Models

Model: **Evening High School (Collegiate School)**

Description: The Collegiate School Model uses day and evening courses to meet the needs of students, parents, teachers and school administrators as they collectively determine the various strategies to be implemented at each school to reduce class size in 2004-05. The goals of the Collegiate School Model are threefold:

- To provide an option for schools that would move a cohort of students off the school campus during peak day school hours.
- To develop a non-traditional educational program that is research-based and dedicated to helping students achieve personal and academic success through performance-based individualized instruction.
- To implement a model program of study that addresses school reform, implements research-based best practices, incorporates technology and non-traditional athletics, and delivers a rigorous and relevant curriculum. As a result, the District would have opportunities to secure additional financial resources to help finance the model through specific grants and foundation funding.

Positives:

- Increases parental choice among school programs and scheduling options
- Increased opportunities for students to gain meaningful employment or non-paid internship/externship experiences. This scheduling option would also give some students the opportunity to earn money to contribute to the family income or be self sufficient
- Maximize the use of the school building during day and evening hours
- Flexible schedule for students and teachers may reduce absenteeism and discipline problems for students
- Additional positions available for teachers with desire a schedule different from that of day school teachers to meet family needs
- Provides an alternative instructional delivery model that may increase opportunities to develop a technologically based curriculum, team teaching, workplace transition, and individualized instruction

Challenges:

- No transportation
- Students moving on and off campus at various times during the afternoon and evening could be viewed as a security issue
- Extra-curricular activities, including but not limited to sports, clubs, co-curricular youth organizations, and social events may be limited in the Collegiate/Evening School Model
- Support services, such as guidance, media, and others will need to be devised to support the instructional program

(Please refer to Appendix: A for additional information)

Class Size Reduction (CSR) Models

Sample Schedule Evening High School

PM	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
3:15 – 4:15	1	1	1	1	Self-directed Learning Virtual Classes Dual Enrollment Internships Externships	
4:15 – 5:15	2	2	2	2		
5:15 – 6:15	3	3	3	3		
6:15 – 6:30	Break	Break	Break	Break		
6:30 – 7:30	4	4	4	4		
7:30 – 8:30	5	5	5	5		
8:30 – 9:30	6	6	6	6		

- **Student schedule is comprised of Six, 60-minute periods (can be as low as 57 minutes and meet 135 hour requirement)**
- **Maximum credits earned per year is six (opportunities exist for additional credits via Friday/Saturday independent work)**
- **Aligns with both State and SACS time requirements for high school credit**

Class Size Reduction (CSR) Models

Model: **Half-Day Kindergarten**

Description:

- Student day is cut in half
- School day is split into two distinct sessions with half of the students attending an early session and the rest the later session
- All children who have attained the age of 6 years or who will have attained the age of 6 years by February 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years, except as otherwise provided, are required to attend school regularly during the entire school term (s. 1003.21)
- Children who will have attained the age of 5 years on or before September 1 of the school year are eligible for admission to public kindergartens during that school year under rules adopted by the district school board (s.1003.21)
- A "full-time student" is one student on the membership roll of one school program or a combination of school programs listed in s. 1011.62(1)(c) for the school year or the equivalent for: Instruction in a standard school, comprising not less than 900 net hours for a student in or at the grade level of 4 through 12, or not less than 720 net hours for a student in or at the grade level of kindergarten through grade 3 or in an authorized prekindergarten exceptional program
- Instruction in a double-session school or a school utilizing an experimental school calendar approved by the Department of Education, comprising not less than the equivalent of 810 net hours in grades 4 through 12 or not less than 630 net hours in kindergarten through grade 3 (s.1011.62)

Positives:

- Increases the school's capacity (cut number of K classes in half)
- Reduces Kindergarten staffing needs
- Children in half-day kindergarten classes exhibited higher scores on classroom behaviors that facilitate learning and lower scores on negative behaviors
- Full day kindergarten classes are developmentally appropriate when the purpose to cram more curriculum into the day

Challenges:

- Limits the children's experiences
- Although quality research is limited, most studies have shown that full-day kindergarten students maintain an academic advantage in later grades with positive differences observed as late as the fourth grade
- Less time for language development
- Less time for individual and small-group interaction with the teacher
- Increased childcare costs for parents
- Reduced opportunities for lower-income families to take advantage of early educational programs
- Less time to assess student needs
- Parents reported a closer relationship with the full-day kindergarten teacher
- Teacher may serve twice as many students

Class Size Reduction (CSR) Models

Sample Schedule

Half-day Kindergarten

SESSION ONE		SESSION TWO	
Activities	Times	Activities	Times
Teachers arrive	7:20		
Buses arrive	7:25	Buses arrive	10:35
Breakfast	7:25 – 7:55	Lunch	10:40 – 11:10
Student Day	8:00 – 10:45	Student Day	11:15 – 2:00
Lunch	10:50 – 11:20	Buses depart	2:10
Buses depart	11:30	Teachers depart	2:50

- Student day is comprised of 2 hours and 45 minutes (inclusive of a 30-minute special as applicable)
- Lunch is 30 minutes at the beginning or end of the student day
- There are two distinct groups of students served by one teacher
- There are 495 hours spent in this program for the school year (this does not meet the State criteria for a full-time student)
- If Pre-K/Kindergarten centers were established, the length of the school day could be extended (3.5 hours per session) to meet the full-time status of 630 hours per year.

**COLLEGIATE SCHOOL CLASS SIZE
REDUCTION MODEL**

**A FLEXIBLE SCHEDULE OPTION
FOR DELIVERING AN EVENING
HIGH SCHOOL INSTRUCTIONAL
PROGRAM**

Collegiate School Class Size Reduction Model

A Flexible Schedule Option for Delivering an Evening High School Instructional Program

Overview

The Collegiate School Model uses day and evening courses to meet the needs of students, parents, teachers and school administrators as they collectively determine the various strategies to be implemented at each school to reduce class size in 2004-05. The goals of the Collegiate School Model are threefold:

- To provide an option for schools that would move a cohort of students off the school campus during peak day school hours.
- To develop a non-traditional educational program that is research-based and dedicated to helping students achieve personal and academic success through performance-based individualized instruction.
- To implement a model program of study that addresses school reform, implements research-based best practices, incorporates technology and non-traditional athletics, and delivers a rigorous and relevant curriculum. As a result, the District would have opportunities to secure additional financial resources to help finance the model through specific grants and foundation funding.

Section One: Curriculum

The programs implemented at the Collegiate School will contain the following characteristics:

- Rigorous and Relevant Curriculum
- Integrated Technology

- Research-Based instructional strategies
- Real-life learning through internships/externships, job shadowing, and on-the-job training
- Interdisciplinary Thematic Units
- Project-Based Learning
- Fixed-Entry/Open Exit format
- Non-Traditional Athletics
- Competency-Based and Authentic Assessments
- Smaller Learning Communities
- Credit-By-Exam
- Distance Learning/Virtual Education
- Career Pathways
- Self-Directed Independent Study

Section Two: Scheduling

The instructional program will include 25 hours per week. The hours of operation will vary by school site. Scheduling recommendations will provide for a start time that begins 45 minutes after the end of the regular school day. As an example, at a high school where the day school ends at 2:45 p.m. the evening schedule would begin at 3:30 p.m. and end at 9:30 p.m. The Collegiate School Program would operate Monday through Thursday. The Friday daytime (or Saturday) schedule would include off-campus instruction, under the supervision of a teacher, utilizing multiple strategies including, but not limited to:

- Self-Directed Independent Study
- Virtual Education
- Dual Enrollment
- Internships/Externships, job shadowing, and paid on-the-job training
- Academic Coaching/Remediation
- Test Preparation and Test Taking Strategies aligned to the FCAT, ACT, and SAT

As an option to a straight evening schedule at the home school site, students will have the opportunity to take day classes on a space available basis at the home high school or at another high school in the county.

Section Three: Learning Outcomes and Assessments

The Collegiate School Programs will use a myriad of assessments for accountability purposes, including but not limited to:

- Individualized Learning Plans
- Performance Assessments and Demonstration of Mastery
- Portfolio Reviews
- Standardized Assessments
- Industry Certifications
- Authentic Projects
- Exhibitions
- Licensure Examinations

Section Four: Staffing and Support Services

- Student-Teacher Ratio = 1:25
- 24 teachers to serve the projected 600 students
- Appropriate number of administrative and other support staff as deemed appropriate for a high school with the number of students enrolled
- Support services shall include:
 - Food Service
 - Guidance
 - Media
 - Security
 - ESE Specialists

- Department Heads
- Reading Coaches
- And Others

Section Five: Student Eligibility Criteria

- Third Year High School Student or a status of Junior or Senior
- Parental Consent
- Ability to Provide Own Transportation
- Priority to students assigned to the school's day program
- Identified Career Pathway aligned to Collegiate School Programs

Section Six: Transportation

- Transportation provided by the student or parent
- Public Transportation using Bus or Tri-rail Passes at free or reduced rates
- Private Transportation contracted with the school/district

Section Seven: Teacher and Support Staff Compensation

- Full-time contracts
- Part-time hourly rate for various categories of staff
- Evening shift differential pay (To be negotiated)

Section Eight: Staff Development

Implementation of the Collegiate School Model will require extensive staff development in the areas of:

- Curriculum Planning and Development

- Communicating to Stakeholders
- Support Staff Training
- Training Learning Teams
- Team Teaching
- Virtual Instruction
- Implementing/Monitoring Self-Directed/Independent Study

Section Nine: Required Community Resources

- Development of business/community partners
- Post-secondary Institutions
- Paid and Non-Paid Employment Opportunities for students
- Mentors and volunteers
- Funding from Grants and Foundations
- Broward County Public Transportation

Section Ten: Marketing

A comprehensive marketing plan will be necessary to communicate to all community stakeholders. The purpose of the marketing effort will be to:

- Share the vision with the various community stakeholders (school administrators, students, parents, teachers and the business community).
- Communicate research-based best practices that will be incorporated into the instructional program
- Seek additional financial resources to help fund the program
- Help the community understand the benefits of the collegiate school model
- Explain how the model will work to positively affect the class size reduction target

OPPORTUNITIES AND CHALLENGES

OPPORTUNITIES	CHALLENGES
<i>Prepares students for college type scheduling and classes that meet during a non-traditional timeframe</i>	<i>Students moving on and off campus at various times during the day and evening could be viewed as a security issue</i>
<i>Collegiate type scheduling may meet the needs of students who have outgrown high school in maturity; thus, a college type schedule may help reduce the drop out rate</i>	<i>School administrators may be reluctant to support the transfer of students to another school on a full or shared-time basis, as a move of high performing or low performing students may positively or negatively impact the school grade.</i>
<i>Increases parental choice among school programs and scheduling options</i>	<i>Implementing a Collegiate/Evening School program would have a financial impact on the District's Operating Budget</i>
<i>Increased opportunities for students to gain meaningful employment or non-paid internship/externship experiences. This scheduling option would also give some students the opportunity to earn money to contribute to the family income or be self sufficient</i>	<i>The lack of school bus transportation may be a detriment for some students who do not have the ability to provide his/her own transportation to the school(s) where the Collegiate/Evening School program is available. This may be considered unequal access</i>
<i>School/district athletic program could better serve some students through a non-traditional approach based upon the award winning McFatter Technical High School Athletic Program Model.</i>	<i>Extra-curricular activities, including but not limited to sports, clubs, co-curricular youth organizations, and social events may be limited in the Collegiate/Evening School Model</i>
<i>Maximize the use of the school building during day and evening hours</i>	<i>Higher stress/increased responsibility for school administrators responsible for day and evening schools</i>

<p><i>Provides a student-centered quality instructional program that utilizes individualized instruction, competency-based assessments, flexible schedules, and smaller classes to increase student achievement</i></p>	<p><i>Collegiate/evening school may initially be perceived as a program of lesser quality and/or lower standards simply by the nature of the schedule. Nationwide, and here in Broward evening school programs have been implemented as a drop out prevention strategy for lower performing students.</i></p>
<p><i>Flexible schedule for students and teachers may reduce absenteeism and discipline problems for students</i></p>	<p><i>Increased facility maintenance and faster depreciation of equipment will have a fiscal impact on the school/district operating budget</i></p>
<p><i>Provides an alternative instructional delivery model that may increase opportunities to develop a technologically based curriculum, team teaching, workplace transition, and individualized instruction</i></p>	<p><i>Support services, such as food service, guidance, media, and others will need to be devised to support the instructional program.</i></p>
<p><i>Additional positions available for teachers with desire a schedule different from that of day school teachers to meet family needs.</i></p>	<p><i>It may be more difficult to attract teachers to work an evening schedule unless some form of financial compensation /evening differential pay is provided.</i></p>

Year Round Five Track Calendar 2003-2004

July

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August

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September

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October

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November

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December

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Year Round Five Track Calendar 2003-2004

January

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February

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	95	96	97	98	99			100	101	102	103	104				105	106	107	108				109	110	111	112	113	
	95	96	97	98	99			100	101	102	103	104				105	106	107	108				109	110	111	112	113	
	95	96	97	98	99			100	101	102	103	104				105	106	107	108				109	110	111	112	113	

March

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
■	■	■	■	■				■	■	121	122	123			124	125	126	127	128				129	130	131	ER	133		134	135	136
114	115	116	117	118			119	R	121	122	123			124	125	126	127	128				129	130	131	ER	133		134	135	136	
114	115	116	117	118			119	R	121	122	123			124	125	126	127	128				129	130	131	ER	133		134	135	136	
114	115	116	117	118			119	R	121	122	123			124	125	126	127	128				129	130	131	ER	133		134	135		
114	115	116	117	118			119	R						◆	■	■	■					■	■	■	ER	■		■	■	121	

April

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
137	138			139	140	141	142					143	144	145	146	147			148	149	I	ER	152			153	154	155	156	157
137	138			139	140	141	142					143	144	145	146	147			148	149	I	ER	152			153	154	155	156	157
137	138			139	140	141	142					143	144	145	146	147			148	149	I						◆	■	■	
				◆	■	■						■	■	■	■	■			■	■	■	ER	137			138	139	140	141	142
122	123			124	125	126	127					128	129	130	131	132			133	134	135	ER	137			138	139	140	141	142

May

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
		158	159	160	161	162				163	164	165	166	167			168	169	170	171	172			173	174	175	176	177		
		158	159	160	161	162				163	164	165						◆	■	■				■	■	■	■	■		
		■	■	■	■	■				■	■	■	151	152				153	154	155	156	157			158	159	160	161	162	
		143	144	145	146	147				148	149	150	I	152				153	154	155	156	157			158	159	160	161	162	
		143	144	145	146	147				148	149	150	I	152				153	154	155	156	157			158	159	160	161	162	

June

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
178	179	R	TP						◆	■			■	■	■	■	■			■	■	■	■						
■	■	■	166			167	168	169	ER	171			172	173	174	175	176			177	178	179	R	TP					
163	164	165	166			167	168	169	ER	171			172	173	174	175	176			177	178	179	R	TP					
163	164	165	166			167	168	169	ER	171			172	173	174	175	176			177	178	179	R	TP					
163	164	165	166			167	168	169	ER	171			172	173	174	175	176			177	178	179	R	TP					

- R Report card day
- I Interim report
- Supersession day
- ◆ Supersession planning
- Holiday
- ER Early Release Day
- TP Teacher planning

**Broward County Public Schools
Summary Of Estimated Financial Impact *
Class Size Reduction Models
2003-2004**

Model: Flexible Attendance - Extended Day and Double Sessions

Estimated Financial Impact: \$43,388

Many of the existing staff schedules would be realigned with the student day. However, the following positions may not be easily realigned: Brace Advisor, Security Specialist, Campus Monitor, SRO and Clerical.

Estimated impact based upon extending the above positions by 2 hours per day for 180 days.

Model: Multi-track Year Round Schedule

Estimated Financial Impact: \$105,164

Based upon Hallandale Elementary 2002-2003 expenditures. Several positions will need to work "cross tracks" to ensure all student needs are met. These positions include, but are not limited to the following: Assistant Principal, Office Clerk, Computer Technician, Speech Pathologist, Art, Music, PE, Spanish and ESE teachers, Guidance, Media and ESE Specialist.

The positions will vary based upon type of school.

Model: Evening High School

Estimated Financial Impact: \$285,887

Due to the fact this program will be serving students from multiple high schools, reconfiguring existing personnel may not be feasible.

* Based upon 2003-04 Standard Salaries and Fringe. Does not include the cost of transportation or capital.

**Broward County Public Schools
Estimated Financial Impact *
Class Size Reduction Models
2003-2004**

Planning Document

Extended Day/Double Sessions

Position **	Number Of Positions	Std Hrly Rate	Number Of Days	Hours/Day 2	Fringe 19%	Total
BRACE Advisor	1	19.26	180	\$6,934	\$1,317	\$8,251
Campus Monitor	1	11.33	180	4,079	775	4,854
Secretary	2	14.34	180	5,162	981	6,143
Security Specialist	1	21.48	180	7,733	1,469	9,202
SRO	1	34.87	180	12,553	2,385	14,938
Total				\$36,461	\$6,927	\$43,388

* Based upon 2003-04 Standard Salaries and Fringe. Does not include the cost of transportation or capital.

** Positions may vary depending on type of school.

BROWARD COUNTY PUBLIC SCHOOLS
Cross Track Expense - Hallandale Elementary School
2002-2003

Planning Document

Position**	2002-2003 Actual Expense*
Assistant Principal	\$4,205.18
Computer Tech	7,395.58
Curriculum Facilitator	5,771.34
ESE Specialist	11,538.75
Guidance	4,137.37
Media Specialist	10,578.81
Office Clerk	1,585.66
Teacher - ESE	1,481.36
Teacher - ESE	7,798.00
Teacher - ESE	2,804.60
Teacher - ESE	3,840.98
Teacher - Music	9,400.04
Teacher - P.E.	5,873.61
Teacher - Spanish	8,553.62
Teacher- Art	4,841.96
Total Salaries	89,806.86
Total Fringe	15,356.97
Grand Total	\$105,163.83

* Per the 2002-03 LBR 231-2 Report for Hallandale Elementary - Non-Primary Positions.

** Positions may vary depending on type of school.

Prepared by the Budget Office.

**Broward County Public Schools
Estimated Financial Impact *
Evening High School
2003-2004**

Planning Document

Position **	Number Of Positions	Std Hrly Rate	Number Of Days	Hours Per Day	Salary	Fringe 19%	Total
Assistant Principal	1	\$45.87	216	7.5	\$74,310	\$18,819	\$93,129
Guidance	1	35.99	196	7.5	52,906	14,752	67,658
Media Specialist	1	35.77	196	7.5	52,583	14,691	67,274
Registrar	1	18.16	196	7	24,888	9,429	34,317
School Campus Monitor	1	11.33	186	7.5	15,806	7,703	23,509
Total					\$220,493	\$65,394	\$285,887

* Based upon 2003-04 Standard Salaries and Fringe.

** Positions may vary depending on size of school and programs offered.

Prepared by the Budget Office.