

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

THE SUPERINTENDENT OF SCHOOLS SHALL, NO LATER THAN THE SECOND WEEK IN MARCH, OR AS THE SUPERINTENDENT DEEMS NECESSARY, SUBMIT TO THE SCHOOL BOARD RECOMMENDATIONS FOR THE ESTABLISHMENT, ORGANIZATION, AND OPERATION OF EDUCATIONAL FACILITIES. THIS ORGANIZATION OF SCHOOLS, CLASSES AND SERVICES WILL PROVIDE ADEQUATE EDUCATIONAL OPPORTUNITIES FOR ALL CHILDREN IN THE DISTRICT.

AFTER CONSIDERING RECOMMENDATIONS OF THE SUPERINTENDENT OF SCHOOLS, THE SCHOOL BOARD SHALL ADOPT AND PROVIDE FOR THE EXECUTION OF PLANS FOR THE ESTABLISHMENT, ORGANIZATION, AND OPERATION OF THE SCHOOLS OF THE DISTRICT WHICH SHALL INCLUDE:

1. DESIGNATING SCHOOLS AND SCHOOL ATTENDANCE ZONE BOUNDARIES FOR THE ENSUING SCHOOL YEAR(S).
2. PROVIDING ADEQUATE EDUCATIONAL FACILITIES FOR ALL SCHOOL-AGE CHILDREN IN THE DISTRICT.
3. PROVIDING STRATEGIES TO ACCOMMODATE GROWTH.
4. PROVIDING POSITIVE ALTERNATIVE STRATEGIES TO BE IMPLEMENTED WITHIN A DESIGNATED TIMEFRAME FOR THOSE UNDER-ENROLLED SCHOOLS TO INCREASE THEIR ENROLLMENT.
5. PROVIDING FOR THE ELIMINATION OF SCHOOL CENTERS AND FOR THE REPURPOSING/CONSOLIDATION OF SCHOOLS WHENEVER THE NEEDS OF PUPILS CAN BETTER AND MORE ECONOMICALLY BE SERVED.
6. PROVIDING STANDARDS FOR LONG RANGE PLANNING OF EDUCATIONAL FACILITIES.

THE PROVISIONS OF THIS POLICY REGARDING OVERCROWDED SCHOOLS AND CRITERIA SHALL BE CONSISTENT WITH THE PROVISIONS OF ADOPTED SECOND AMENDED INTER-LOCAL AGREEMENT FOR PUBLIC SCHOOL FACILITY PLANNING AND SCHOOL BOARD POLICY 1161.

DEFINITIONS

School Attendance Zone Boundaries: The geographic area that identifies public school assignments as annually approved by the School Board.

Feeder Patterns: 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.

FISH: FISH is an acronym for Florida Inventory of School Houses. FISH capacity represents the Department of Education's measure of occupancy for permanent and relocatable buildings, hence gross FISH capacity.

Permanent FISH Capacity: The Department of Education's measure of occupancy for permanent buildings (does not include relocatables).

Relocatables: The new Florida Building Code and the Florida Inventory of School Houses (FISH) use the word relocatable in reference to temporary buildings. Relocatable buildings are considered as temporary accommodations and are not considered as part of the permanent capacity of an educational facility.

Gross FISH Capacity: Gross FISH capacity is permanent capacity plus relocatable capacity at an educational facility.

Core Capacity: Core Capacity is the number of student stations that can be accommodated by the cafeteria, toilet facilities, media center, and circulation space at a school.

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Class Size Reduction (CSR): Beginning with the 2003-2004 fiscal year, the District was required to reduce the average number of students in each classroom by at least two students per year until the maximum number of students per classroom is achieved:

- The maximum number of students assigned to each teacher who is teaching in public school classrooms for pre-kindergarten through grade 3 shall not exceed 18 students;
- The maximum number of students assigned to each teacher who is teaching in public school classrooms for grades 4 through 8 shall not exceed 22 students; and
- The maximum number of students assigned to each teacher who is teaching in public school classrooms for grades 9 through 12 shall not exceed 25 students.

District Educational Facilities Plan: The comprehensive planning document prepared annually by the District and submitted to the Office of Educational Facilities and Soundly Made, Accountable, Reasonable, and Thrifty (SMART) Schools Clearinghouse and the affected Local Government(s), as defined in Section 1013.5, Florida Statutes, as amended.

Concurrency: In Florida, concurrency refers to a system for providing new public facilities and services to accommodate growth. These facilities and services must be provided at the time of new development. A new development can not cause a facility to exceed an adopted Level of Service (LOS).

Level of Service Standard: A level of service at which a public school facility is expected to operate, as defined in Section 163.3180, Florida Statutes, as amended. An indicator of the extent or degree of service provided by, or proposed to be provided by, a facility based on and related to the operational characteristics of the facility. Level of service shall indicate the capacity per unit of demand for each public facility. The LOS for Broward County Public Schools is 100% gross FISH capacity for each bounded school.

Overcrowded School: Schools shall be deemed overcrowded when enrollment is greater than 100% gross FISH capacity and are projected to have an enrollment greater than 100% gross FISH capacity for the following school year.

Choice Seats: Spaces reserved at schools for either special programs defined in Policy 5004.1 or school capacity reserved for students per the adopted school boundary.

Co-Teaching: Two (or more) educators or other certified staff share instructional responsibility for a single group of students primarily in a single classroom or workspace for specific content (objectives) with mutual ownership, pooled resources, and joint accountability.

Floating Teachers: A roving teacher shares classrooms for classes each day when space is vacated during another teacher's planning period.

RULES

The procedural guidelines to be used in the implementation of this policy shall include the following components:

Objectives

1. The School Board is committed to maintaining a unitary school system and to applying student assignment strategies equally and fairly for all students in a manner that promotes diverse student enrollments.
2. Provide opportunities for equitable instructional services throughout the District.
3. Improvement of instructional services and student learning.
4. Stabilization of school attendance zone boundaries to the greatest extent possible.
5. There shall be a comprehensive review of school attendance zone boundaries annually and changes shall be made, as necessary, at the School Boards' discretion.
6. Equitable impact on groups as defined in the district's diversity definition in School Board Policy 5004.1.

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7. Provide the opportunity for public input.
8. Establishment and maintenance of feeder patterns that permit students to move forward together from elementary school to middle school and from middle school to high school to the maximum extent possible.
9. Involvement of the affected community in the decision-making process regarding recommendations for uses of schools no longer needed by the District.
10. Apply guidelines and standards for adequate educational facilities, designate schools and attendance zone boundaries, provide positive alternative enrollment strategies for accommodating growth, consider alternative strategies for under-enrolled schools and, after due consideration of all factors, eliminate, consolidate or construct new schools.
11. Insure that educational facilities throughout the District are equitable. The ultimate mission of the School District is to provide equal educational opportunity for all students while assuring an equitable distribution and use of resources.

GUIDELINES FOR THE ESTABLISHMENT OF SCHOOL ATTENDANCE ZONE BOUNDARIES

1. Boundary changes are appropriate means to maintain equal educational opportunities.
2. Consideration should be given to the demographic changes of the community and the student populations at each school in order to maintain a unitary school system and to promote diverse student enrollments.
3. Visual inspection of affected school attendance zone boundaries shall be made by District staff before proposing any boundary adjustments, school closings, or establishing attendance zone boundaries for new schools.
4. The assignment of a student to or from a particular facility should be considered if it is continually over utilized or underutilized. The standards for closure or construction of schools shall be considered in the application of this guideline.
5. No later than November of each school year the Superintendent of Schools shall annually present to the School Board the new boundary process with specifically defined steps.
6. As part of the annual boundary process, School Boundaries staff will hold community conferences with stakeholders who will have the opportunity to provide input. Participants 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 School Boundaries staff. The data shall be part of the boundary process record. Community conference participants shall include, but are not limited to, School Principals, School-based Staff, School Advisory Council, School Advisory Forum, PTA, PTO, Diversity Committee members, Community members, Parents, and Students. Area Superintendents, and School Boundaries Department after receiving input from the conferences, 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).
7. Consideration should be given to class size mandates, Level of Service Standard (LOS), feeder patterns, proximity, community/neighborhood integrity, capacity, growth or decline, and natural barriers. The Broward County School District is a county wide school system by state law and attendance zone boundaries are not determined by municipal limits.

STANDARDS FOR SCHOOL CONSTRUCTION AND SCHOOL SITES

1. Planning new school construction, site acquisitions or disposals, building additions, or the location of relocatables shall be done consistent with School Board Policy 7000. Overall financial impact on the District, cost effectiveness,

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(including capital cost,) transportation requirements, core capacity of the facility, instructional programming and enrollment projections for the affected geographical areas should also be carefully considered as relevant factors.

2. Relocatable buildings should be considered as temporary accommodations and not considered as part of the permanent capacity of an educational facility.
3. New plant construction should be considered when long-range enrollment projections clearly indicate the need for construction of additional facilities. The guidelines for establishment of school attendance zone boundaries shall be considered in the application of this standard.
4. A long-range plan for site acquisition and disposal of surplus property must be prepared in conjunction with long-range projections of enrollment and the adopted District Educational Facilities Plan.
5. All plant construction, site acquisition and disposal of surplus property must comply with State Board Rules and Florida Statutes.

STANDARDS FOR OVERCROWDED SCHOOLS

1. After the twentieth day count of each school year, the School Boundaries Department in conjunction with the Area Superintendents, and Area Offices will evaluate the impact of actual student enrollment and determine under-enrolled and overcrowded schools.
2. Schools shall be considered under-enrolled when enrollment is below 90% of permanent FISH capacity and are projected to remain under 90% of permanent FISH capacity for the following school year.
3. Schools shall be considered neutral when enrollment is greater than or equal to 90% of permanent FISH capacity and less than or equal to 100% of gross FISH capacity and are projected to remain as such for the following school year.
4. Schools shall be considered overcrowded when enrollment is greater than 100% gross FISH capacity and are projected to have an enrollment greater than 100% gross FISH capacity for the following school year.
5. All schools shall strive to achieve student enrollments aligning with 100% of permanent FISH capacity enabling non-traditional classrooms to be utilized for the intended purpose.
6. Available capacity at under-enrolled schools may be considered as an option to relieve overcrowded schools during the boundary process.
7. Schools with an enrollment of less than 100% gross FISH capacity may be deemed overcrowded, based upon the criteria of class size reduction requirements, special programs or special circumstances.
8. Schools for which the School Board has approved a boundary change moving students out of an overcrowded school as defined in paragraph 4 above, shall be subject to the provisions of School Board Policy 5004.1.
9. Criteria for determining alternative student enrollment options will include, but not limited to, a review of the following criteria:
 - a. Welfare, health and safety of children and faculty/staff
 - b. Impact on the overall facility (ingress and egress problems)
 - c. Impact on support services, such as cafeteria and library
 - d. Amount of funding dedicated to the classroom through the instructional allocation, including but not limited to, books, equipment, supplies, and educational materials
 - e. Number of floating teachers (see definitions)
 - f. Co-teaching (see definitions)
 - g. Full classroom use of non-traditional classroom spaces (i.e., resource rooms, art, music, stage, skills labs, media center and conference rooms)
 - h. Class size (student to teacher ratio)

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- i. Acreage of site
- j. Playground area/sports/recreation
- k. Planned future renovations or replacement of facility
- l. Parking on campus
- m. Restroom facilities
- n. Impact of changes on diversity of school(s) and District
- o. Impact on community/neighborhood
- p. District Educational Facility Plan
- q. Southern Association of Colleges and Schools (SACS) accrediting standards
- r. The number of reassigned students in the school
- s. All special programs including but not limited to cluster, PEPPER, PLACE and magnet programs
- t. School concurrency Level of Service Standard
- u. Choice seats
- v. Flexible school day/week/month/year

10. As a result of this review process, the School Board will maximize the use of existing space throughout the District, not to exceed capacity required to meet educational requirements.

As a **temporary** solution, the implementation of alternative enrollment options as identified by the Superintendent will be the sole discretion of the School Board to ease overcrowding until permanent capacity becomes available through the building of additional facilities on site, boundary change, or new schools. Options to be considered, but are not limited to, or required include:

- a. Enrollment capping (i.e. school will not accommodate any more students and new students are assigned to designated schools that are less crowded)
- b. Flexible school day/week/month/year
- c. Dual enrollment programs with institutions of higher learning
- d. Other school day/week/month/year models that may be identified through this process
- e. School-Within-A-School (F.S. 1003.02 (4)) such as co-teaching, floating teachers, and re-organization of groups of students.
- f. Choice seats
- g. Reconfigured grades/educational programs and sites, dependent on available capital funds to be provided by the School District and/or other individuals/groups/entities.

11. The Area Superintendent in conjunction with the School Boundaries Department will make a recommendation to the Superintendent of Schools during the annual boundary process.

12. The Superintendent of Schools will make a recommendation to the School Board prior to the Public Hearings.

STANDARDS FOR THE CLOSING OF SCHOOLS

Schools should be considered for closing if they are consistently not educationally effective in relation to other schools in the District, using one or more of the following criteria:

- 1. The overall financial impact on the District, cost effectiveness, (including capital outlay), transportation requirements and enrollment projections for the affected geographical areas should be carefully considered as relevant factors.
- 2. 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.
- 3. General condition of the building is poor and/or design is educationally obsolete and exceptionally large amounts of capital outlay are needed to continue the operation of the school.

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4. 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.

Guidelines for the Development of Positive Alternatives to Keep Schools Open

1. Community conferences, established and facilitated by the School Boundaries Department in conjunction with the Area Offices will identify under-enrolled schools with the potential to increase their enrollment. Implementation plans in this regard will be developed by the Area Superintendents, designated principals, School Advisory Forums and School Advisory Councils.

Guidelines for Implementation

1. The School Boundaries Department in conjunction with Area Superintendents shall submit to the Superintendent of Schools a list of:
 - a. Schools with recommended boundary changes;
 - b. Schools or areas designated for new construction or building additions;
 - c. Schools subject to further review with recommendations for implementation of positive alternative strategies;
 - d. Schools that will be recommended for closing and/or consolidation/ or repurposing;
 - e. And any other policy revisions necessary to ensure the implementation of this policy.
2. When recommendations have been made by the Superintendent of Schools to the School Board for a school closing or major boundary change, the Area Superintendents in conjunction with the School Boundaries 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.
3. When recommendations have been made 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.
4. After final adoption of recommendations by the School Board, the Superintendent of Schools shall immediately designate personnel (Area Superintendents) to plan with the parents, community and staff of the schools involved to ensure a smooth transition process during implementation of the recommendations.

Guidelines for the Use of Closed Schools

1. The Superintendent of Schools shall bring within a reasonable time, recommendations for disposal or alternative uses of schools closed by the School Board.
2. If the District has no further need for a facility, the School Board shall act in accordance with Chapter 1013.28 (1) Florida Statutes, after receiving recommendations for use from a task force of parents, citizens and the local government of the affected community.
3. School sites may not remain vacant unless there is an anticipated need to utilize the site in the near future.

AUTHORITY F.S. 1001.41(1)(2), F.S. 1001.42 (4) (A)(B)(C), F.S. 1013.28 (1), F.S. 1013.36 (1)(2)(3)(4)(5)(6)

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