

**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 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 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 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.

**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.

**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):**

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.

**District Educational Facilities Plan:**

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.

The District Educational Facilities Plan is used to keep the School Board 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."

**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:** 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 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. 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. 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 facilities.
2. 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.

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3. Stabilization of school attendance zone boundaries to the greatest extent possible.
4. There shall be a comprehensive review of school attendance zone boundaries annually and changes shall be made, as necessary, at the School Boards' discretion.
5. Equitable impact on groups as defined in the district's diversity definition in School Board Policy 5004.1.
6. Provide the opportunity for public input and feedback.
7. 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.
8. Involvement of the affected community in the decision-making process regarding recommendations for uses of schools no longer needed by the District.
9. Apply guidelines and standards for 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.

**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. As part of the annual boundary process, Demographics & Student Assignments Department staff will hold community meetings 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 Demographics & Student Assignments Department staff. The data shall be part of the boundary process record. IZone Meeting participants shall include, but are not limited to, committee representatives as created by the annual school boundary process resolution, school principals, school-based staff, School Advisory Council, School Advisory Forum, PTA, PTO, Diversity Committee members, community members, parents, and students.

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 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.

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Community members may submit boundary proposals to the Demographics & Student Assignments Department no later than October of each school year in compliance with the School Board annual approved boundary timeline. The Chief School Performance & Accountability Officer and Demographics & Student Assignments Department after receiving input from the 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 Demographics & Student Assignments Department website.

6. No later than October of each school year the Superintendent of Schools shall annually present to the School Board the new boundary process with specifically defined steps.
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 & Student Assignments website and will be open for committee discussion and community comment.
8. 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, (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 benchmark day count of each school year, which is the first Monday following Labor Day, the Demographics & Student Assignments Department in conjunction with the Chief School Performance & Accountability Officer 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 70% of permanent FISH capacity and are projected to remain under 70% of permanent FISH capacity for the following school year. Enrollment repurposing strategies and adjacent school capacities will be reviewed.

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3. Schools having an enrollment between 70% and 90% permanent FISH capacity will have program space utilization reviewed.
4. 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.
5. 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.
6. 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.
7. Available capacity at under-enrolled schools may be considered when economically feasible as an option to relieve overcrowded schools during the boundary process.
8. 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.
9. 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.
10. 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. Number of floating teachers (see definitions)
  - e. Co-teaching (see definitions)
  - f. Full classroom use of non-traditional classroom spaces (i.e., resource rooms, art, music, stage, skills labs, media center and conference rooms)
  - g. Class size (student to teacher ratio)
  - h. Acreage of site
  - i. Playground area/sports/recreation
  - j. Planned future renovations or replacement of facility
  - k. Parking on campus
  - l. Restroom facilities
  - m. Impact of changes on diversity of school(s) and District
  - n. Impact on community/neighborhood
  - o. District Educational Facility Plan
  - p. Southern Association of Colleges and Schools (SACS) accrediting standards
  - q. The number of reassigned students in the school
  - r. All special programs including but not limited to cluster, Preschool A, B, and C, CTACE, magnet programs, and innovative programs
  - s. School concurrency Level of Service Standard
  - t. Choice seats
  - u. Flexible school day/week/month/year
11. 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:

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- 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.
12. The Chief School Performance & Accountability Officer in conjunction with the Demographics & Student Assignments Department will make a recommendation to the Superintendent of Schools during the annual boundary process.
  13. The Superintendent of Schools will make a recommendation to the School Board prior to the Public Hearings.

**GUIDELINES FOR THE REPURPOSING AND/OR CLOSING OF SCHOOLS**

Schools should be considered for repurposing and/or closing using one or more of the following criteria:

1. The overall financial impact on the District, cost effectiveness, (including capital outlay), adjacent capacity, transportation requirements and enrollment projections for the affected geographical areas should be carefully considered as relevant factors.
2. 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.
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.
4. A review will be conducted by the Demographics & Student Assignments Department in conjunction with the Chief School Performance & 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 repurposing and/or closure. The diversity of the impacted school will be reviewed to determine if any diverse group of student has an inequitable educational impact as compared with other 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.
5. 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.

**GUIDELINES FOR THE DEVELOPMENT OF POSITIVE ALTERNATIVES TO KEEP SCHOOLS OPEN**

1. Community meetings, established and facilitated by the Demographics & Student Assignments Department in conjunction with the Chief School Performance & Accountability Officer will identify under-enrolled schools with the potential to increase their enrollment. Implementation plans in this regard will be developed by the Chief School Performance & Accountability Officer, designated principals, School Advisory Forums and School Advisory Councils.

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GUIDELINES FOR IMPLEMENTATION

1. The Demographics & Student Assignments Department in conjunction with the Chief School Performance & Accountability Officer 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 Chief School Performance & Accountability Officer in conjunction with the Demographics & Student Assignments 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. Information on such school changes will be posted and communicated electronically as well as with traditional methods.
3. Following a review by the Chief School Performance & Accountability Officer, Chief Portfolio Services Officer, and Demographics & Student Assignments Department, recommendations will be 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 (Chief School Performance & Accountability Officer) 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. Concurrent to the annual Community School Boundary process, the Superintendent of Schools shall bring 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.

STATUTORY AUTHORITY: F.S. 1001.41(1) and (2), and F.S. 1001.42 (4)

LAWS IMPLEMENTED: F.S. 1013.28, F.S. 1013.35, and F.S. 1013.36

POLICY ADOPTED: 11/13/69

POLICY READOPTED: 9/5/74

POLICY AMENDED: 3/7/83; 1/24/85; 7/7/88; 8/2/94; 7/18/95; 6/17/97

AMENDED POLICY APPROVED: 8/17/99; 11/13/01; 12/10/02; 9/21/04; 05/19/09; 03/04/14

RULES ADOPTED: 3/7/83

EMERGENCY RULE #83-3: 8/18/73; 9/15/83; 1/24/85; 10/1/87; 7/7/88; 6/2/94; 7/18/95; 6/17/97; 10/06/09

AMENDED RULES APPROVED: 8/17/99, 7/18/2000; 11/13/01; 12/10/02; 9/21/04; 05/19/09; 12/07/10