

SCHOOL BOARD



POLICY PROJECT



INTRODUCTION

Rationale

Following the presentation of Policy 8010 (formerly Policy 5000) to the School Board at a workshop on May 29th, it was submitted to the General Counsel's Office for legal review. During this review process, changes were made to the organization of the policy, and language was clarified and standardized. General Counsel has confirmed that these changes were not substantive. However, as the look and flow of the policy were significantly changed, a detailed review of these changes and the rationale for making them is being presented to District Committees and Advisories at the request of the School Board.

Purpose

- Present changes to Policy 8010 since it was presented on May 29, 2024
- Obtain community input on changes



2022-2027 STRATEGIC PLAN

Guardrail 1 – Equity:

The Superintendent may not allow resources to be allocated without firm evidence of their equitable distribution.

Guardrail 2 – Accountability:

The Superintendent may not allow the District to operate without an accountability system for policy implementation that includes expectations, evaluation, transparency and continuous improvement.



Policy Revisions- Rationale

Policy 8010 is now organized in the following sections:

- I DEFINITIONS
- II OBJECTIVES
- III CRITERIA FOR POSITIVE ALTERNATIVE STUDENT ENROLLMENT OPTIONS
(moved to new section)
- IV THE PROCESS TO ESTABLISH SCHOOL ATTENDANCE ZONE BOUNDARIES AND SCHOOL USAGE (School Usage added)
- V REPURPOSING, CONSOLIDATING, AND CLOSING SCHOOLS (moved to new section)
- VI LONG RANGE PLANNING (moved to new section)



Policy Revisions- Rationale

Page 1: Statement of Purpose

May 29 th Version	July 23 rd Version	Rationale for Change
<p>SECTIONS 1001.41 AND 1001.42, FLORIDA STATUTES, GIVE THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA (SCHOOL BOARD) THE AUTHORITY AND RESPONSIBILITY OF ASSIGNING STUDENTS TO SCHOOLS. THIS POLICY ENUMERATES THE METHODOLOGY AND CONSIDERATIONS BY WHICH THESE ASSIGNMENTS ARE MADE, AS WELL AS CRITERIA FOR EVALUATING SCHOOL CAPACITY USAGE FOR OPERATIONAL EFFICIENCY, STRATEGIES FOR ADDRESSING OVER- AND UNDER-ENROLLMENT, AND FOR REPURPOSING OR CONSOLIDATING REDUNDANT SITES.</p>	<p>Sections 1001.41 and 1001.42, Florida Statutes gives The School Board of Broward County, Florida (School Board) the authority and responsibility of assigning students to schools. This policy enumerates the process and considerations that will be used to evaluate school attendance zone boundary changes, as well as criteria for evaluating school capacity usage for operational efficiency, strategies for addressing over- and under-enrollment, and the criteria for repurposing, consolidating, or closing redundant schools.</p>	<p>“THIS POLICY ENUMERATES THE METHODOLOGY AND CONSIDERATIONS BY WHICH THESE ASSIGNMENTS ARE MADE,” was revised to read “This policy enumerates the process and considerations that will be used to evaluate school attendance zone boundary changes.” The substitution for the word methodology (a system of methods and principles for doing something) with the word process (a series of actions which are carried out in order to achieve a particular result) was done to improve accuracy. This policy lays out a series of actions that will be undertaken to achieve the result of annually assigning all Broward County students to schools.</p> <p>The change in language from “BY WHICH THESE ASSIGNMENTS ARE MADE” to “This policy enumerates the process and considerations that will be used to evaluate school attendance zone boundary changes” is a change from passive to active voice that emphasizes an action step in the process.</p> <p>Throughout the revised version of the policy, wherever practicable, the word “sites” was replaced with “schools” or “school sites” to eliminate confusion, as this policy does not cover administrative or other non-educational facilities in the District.</p>

Policy Revisions- Rationale

Page 5: I. DEFINITIONS

May 29 th Version	July 23 rd Version	Rationale for Change
<p>(Page 8 of 5/29 version, Section III.F.5) Stakeholders shall be understood to include, as practicable, but are not limited to: parents, students, and staff of impacted schools; school-level advisory committees and parent groups; regional and District-level advisories and committees; municipal governments and education advisory boards; neighborhood civic associations, and faith-based or nonprofit groups.</p>	<p>Stakeholders: Stakeholders include, as practicable, but are not limited to include parents, students, and staff of impacted schools; school-level advisory committees and parent groups; regional and District-level advisories and appropriate School Board approved Committee(s); municipal governments and education advisory boards; neighborhood civic associations, and faith-based or nonprofit groups.</p>	<p>Moved to Definitions section as this term is used in other instances throughout the policy and therefore appropriately needs to be defined at the beginning.</p> <p>In both versions “stakeholder” is stated to include, but not be limited to, the listed groups. This list does not preclude any person not belonging to one of these identified groups from participating in the process</p>

Policy Revisions- Rationale

Page 5: I. DEFINITIONS

May 29 th Version	July 23 rd Version	Rationale for Change
<p>Under-Enrolled School: Schools shall be considered under-enrolled when enrollment is below seventy percent (70%) of permanent FISH capacity and are projected to remain under seventy percent (70%) of permanent FISH capacity for the following school year. Enrollment repurposing strategies and adjacent school capacities shall be reviewed.</p>	<p>Under-Enrolled School: Schools shall be considered under-enrolled when enrollment is below seventy percent (70%) of permanent FISH capacity and are projected to remain under seventy percent (70%) of permanent FISH capacity for the following school year. Enrollment repurposing strategies and adjacent school capacities shall be reviewed by Designated District staff.</p>	<p>“Reviewed by Designated District staff” added to identify responsibility. Consistent with both versions of the policy, no reference is made to specific District departments or positions, which are subject to annual organizational changes.</p>

Policy Revisions- Rationale

Page 6: II. OBJECTIVES

May 29 th Version	July 23 rd Version	Rationale for Change
<p>Involving affected communities throughout the decision-making process regarding recommendations for uses of schools no longer needed by the District.</p>	<p>Providing the opportunity for stakeholder input and feedback during the Process to Establish School Attendance Zone Boundaries and Establish School Usage, as specifically stated in this policy.</p>	<p>The bullet “Involving affected communities throughout the decision-making process regarding recommendations for uses of schools no longer needed by the District” in the objectives section of the May 29th version of policy was replaced with “Providing the opportunity for stakeholder input and feedback during the Process to Establish School Attendance Zone Boundaries and Establish School Usage, as specifically stated in this policy.” The change here actually increases stakeholder opportunities, as the former version only referenced involving affected communities of schools no longer needed by the District, whereas the revised version expands this objective to include stakeholder involvement during process not only for determining the uses of surplus schools, but also in establishing attendance zone boundaries and school usage, not limited to schools recommended for repurposing, consolidating, or closure.</p> <p>The replacement of the word “throughout” with the word “during” aligns with the specific opportunities for stakeholder holder participation indicated in the revised policy “ IV. C. Stakeholder Engagement and Scenario Development.” Whereas “throughout” is vague and does not consider that there may be steps in the process where stakeholder participation may not be appropriate, “during” corresponds with the outlined step in the above-mentioned section that will be a feature of any boundary process.</p>

Policy Revisions- Rationale

Page 8: IV. THE PROCESS TO ESTABLISH SCHOOL ATTENDANCE ZONE BOUNDARIES AND SCHOOL USAGE

May 29 th Version	July 23 rd Version	Rationale for Change
<p>A. Each year, in the fall, designated District shall alert the Superintendent of Schools or his/her designee (Superintendent) of any changes to the school attendance zone boundaries that may be needed.</p>	<p>A. Annual Notice. Each year, in the fall, Designated District staff shall notify the Superintendent of Schools or his/her designee (Superintendent) that either 1) changes to the school attendance zone boundaries and/or school usage are needed , 2) alternative strategies to manage over enrollment or under enrollment other than changes to the school attendance zone boundaries and/or school usage are needed, or 3) no changes to the school attendance zone boundaries and/or school usage are needed.</p>	<p>Change clarifies and adds language to specify that the Superintendent will be notified in the event that changes to school attendance areas or usage are needed, that alternative enrollment strategies may be needed to manage enrollment, or that no changes are needed.</p>

Policy Revisions- Rationale

Page 8: IV. THE PROCESS TO ESTABLISH SCHOOL ATTENDANCE ZONE BOUNDARIES AND SCHOOL USAGE :

May 29 th Version	July 23 rd Version	Rationale for Change
<p>Designated District staff, in conjunction with District leadership, shall submit to the Superintendent of Schools a list of:</p> <ol style="list-style-type: none"> 1. Schools with recommended boundary changes; 2. Schools or areas designated for new construction or building additions; 3. Schools subject to further review with recommendations for implementation of positive enrollment strategies; 4. Schools that will be recommended for closing and/or consolidation/ or repurposing; and 5. Any other policy revisions necessary to ensure the implementation of this policy. 	<p>Designated District staff, in conjunction with District leadership, shall notify the Superintendent of the following information:</p> <ol style="list-style-type: none"> 1. All Schools that may need school attendance zone boundary and/or school usage changes; 2. All schools with planned facilities projects that may increase or reduce school facility capacity; 3. All schools that may require alternative strategies to manage over enrollment or under enrollment other than changes to the school attendance zone boundaries and/or school usage; and 4. All Schools that may be recommended for closing and/or consolidation and/or repurposing. 	<p>All changes made to improve clarity and consistency; "school usage" added as something that may be identified as needing changes; policy revisions removed as this is not a normal feature of the annual process to establish school attendance zone boundaries and school usage, but rather follows a separate policy amendment process.</p>

Policy Revisions- Rationale

Page 8: IV. THE PROCESS TO ESTABLISH SCHOOL ATTENDANCE ZONE BOUNDARIES AND SCHOOL USAGE

May 29 th Version	July 23 rd Version	Rationale for Change
<p>F. The Superintendent shall recommend, by way of School Board resolution(s) to the School Board, the process for consideration of proposed school attendance zone boundary or usage changes. The recommended framework shall include:</p> <ol style="list-style-type: none"> 1. The proposed schedule for the school attendance zone boundary change process; 2. Specific considerations by which proposals shall be evaluated; 3. Identification of the schools and communities that may be affected; and 4. A community engagement plan and process to keep affected schools and communities informed, and to provide maximum opportunity for stakeholder involvement throughout the consideration of school attendance zone boundary or usage changes. 5. Stakeholders shall be understood to include, as practicable, but are not limited to: parents, students, and staff of impacted schools; school-level advisory committees and parent groups; regional and District-level advisories and committees; municipal governments and education advisory boards; neighborhood civic associations, and faith-based or nonprofit groups. 	<p>B. Superintendent Recommendation. Should the Superintendent determine that changes to attendance zone boundaries and/or school usage are necessary, the Superintendent shall present a process to the School Board at a Workshop that includes:</p> <ol style="list-style-type: none"> 1. The proposed timeline for the school attendance zone boundary change and/or school usage change process; 2. Specific considerations that will be used to evaluate school attendance zone boundary and/or school usage changes; 3. Identification of the schools and communities that may be affected by the school attendance zone boundary and/or school usage changes; and 4. A stakeholder engagement plan and process to keep affected schools and communities informed, and to provide maximum opportunity for stakeholder involvement throughout the process to change school attendance zone boundaries and/or school usage. 	<p>Changes added to improve process specificity. Venue where Superintendent will identify concerns and seek School Board guidance on the four required elements of a proposed boundary process identified as a School Board workshop.</p> <p>Community engagement plan is replaced with stakeholder engagement plan to be consistent with the remainder of the policy.</p> <p>Stakeholder definition moved to Definitions section.</p>

Policy Revisions- Rationale

Page 17: V. REPURPOSING, CONSOLIDATING, AND CLOSING SCHOOLS

May 29 th Version	July 23 rd Version	Rationale for Change
<p>1. Designated District staff shall ensure access to educational opportunities is maintained for all students in the event of school repurposing or closure. The diversity of the affected schools will be reviewed to determine the impact on individual demographic subgroups.</p>	<p>C. Assigning Students at Closed Schools to New Schools. In the event of school consolidation, repurposing, or closure, Designated District staff shall ensure students will appropriately be assigned to a school through the school attendance zone boundary process. Designated District staff will review the diversity of the affected schools to determine the impact on individual demographic subgroups.</p>	<p>Language changed for clarity and consistency.</p>

Policy Revisions- Rationale

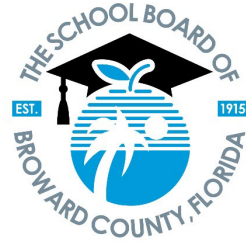
Page 18: VI. LONG RANGE PLANNING

May 29 th Version	July 23 rd Version	Rationale for Change
<p>The School Board shall adopt plans for:</p> <ol style="list-style-type: none"> 1. Providing strategies to accommodate growth or decline of student population. 2. Providing positive alternative strategies to be implemented within a designated timeframe for those under-enrolled schools to increase their enrollment. 3. Providing for the elimination or the repurposing/consolidation of schools whenever the needs of students can better and more equitably be served. 4. Providing standards for long-range planning of educational facilities. 	<p>A. As needed, the Superintendent shall recommend to the School Board long-range plans to optimize Districtwide school facility utilization, that include, but are not limited to the following:</p> <ol style="list-style-type: none"> 1. Strategies to accommodate growth or decline of student population. Such strategies shall include, but not be limited to planning for the opening, closing, and/or repurposing/consolidation of school sites whenever the needs of students can better and more equitably be served. 2. Strategies to increase enrollment at under-enrolled schools. 3. Standards for long-range planning of educational facilities. 4. Courses of action to implement the long-range plans. 	<p>This section has been moved to the responsibilities of the Superintendent to appropriately that it is staff's responsibility to develop strategies and plans to recommend to the School Board, but that the authority to approve, modify, or reject the plans and recommendations rest ultimately with the School Board.</p> <p>The only new bullet is the requirement for a course of action to implement the plans. This acknowledges that any plan is useless without a strategy for actual implementation.</p>

Policy Revisions- Rationale

Page 18: VII. RESPONSIBILITIES OF THE SCHOOL BOARD

May 29 th Version	July 23 rd Version	Rationale for Change
<p>The School Board shall adopt plans for:</p> <ol style="list-style-type: none">1. Providing strategies to accommodate growth or decline of student population.2. Providing positive alternative strategies to be implemented within a designated timeframe for those under-enrolled schools to increase their enrollment.3. Providing for the elimination or the repurposing/consolidation of schools whenever the needs of students can better and more equitably be served.4. Providing standards for long-range planning of educational facilities.	<p>B. Long-Range Plans. After considering recommendations of the Superintendent, the School board, as needed, may approve long-range plans to optimize Districtwide school facility utilization. The School Board's approved long-range plan shall include, but is not limited to the following:</p> <ol style="list-style-type: none">1. Strategies to accommodate growth or decline of student population. Such strategies, include, but not be limited to planning for the opening, closing, and/or repurposing/consolidation of school sites whenever the needs of students can better and more equitably be served.2. Strategies to increase enrollment at under-enrolled schools3. Standards for long-range planning of educational facilities.4. Courses of action to implement the School Board approved long-range plans.	<p>This section is included in both the responsibilities of the Superintendent and the responsibilities of the School Board.</p> <p>It appropriately acknowledges that it is the role of the superintendent to make recommendations to the School Board, and it is the School Board's prerogative to approve, modify, or reject the recommendations.</p>



Lori Alhadeff, Chair
Debra Hixon, Vice Chair
Torey Alston
Brenda Fam, Esq.
Daniel P. Foganholi
Dr. Jeff Holness
Sarah Leonardi
Nora Rupert
Dr. Allen Zeman

Dr. Howard Hepburn
Superintendent of Schools

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