THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE SUPERINTENDENT

TUESDAY, MARCH 4, 2025 9:00 AM
Kathleen C. Wright Building
600 Southeast Third Avenue, Board Room
Fort Lauderdale, Florida 33301

AGENDA FOR BOARD WORKSHOP

BOARD WORKSHOP CAN BE VIEWED VIA LIVE STREAM OVER THE INTERNET ON THE DISTRICT'S WEBSITE (www.browardschools.com).

Third Revision 3/3/25 - Second Revision 2/28/25 - Revised 2/21/25

Public speakers will be permitted three minutes each to address a topic prior to Board Members' discussion on the topic. The times for items on the agenda are only estimates. The actual start times for these topics may vary up to an hour or more depending on the nature of the items and the length of the Board discussions and public comments. The meeting will also be live streamed. **Public Written Agenda Comments- Members of the public may submit public written comments by visiting the District's webpage at www.browardschools.com/ publicparticipation. Public Written Agenda Comments must be submitted no later than 1:00 p.m. the day before the published date of the School Board Meeting or Workshop. Anonymous comments will not be accepted; therefore, written comments must include the person's name, city of residence, and zip code. Written agenda comments may not exceed a maximum of twenty-two hundred and fifty (2250) characters.** Pursuant to School Board Policy 1020, the public may speak a total of twelve (12) minutes during any single meeting, not including committee reports. Additionally, in the event a large group of individuals (ten (10) or more) sign-up to speak on any one agenda item, the Board Chair has the authority to adjust the time limit for each speaker to speak less than the three (3) minutes usually permitted or limit the overall time speakers will be heard on that item.

Free guest parking is available at the southeast 3rd Avenue parking lot on all School Board meeting dates.

TOPICS

1. **9:00 A.M. - 10:00 A.M. – Student Performance, Winter 2024-2025**

   Presentation.pdf

2. **10:00 A.M. - 10:30 A.M. COMMITTEE REPORTS**
   Audit Committee
   Broward County Association of Student Councils and Student Advisor to the Board
   Broward County Council PTAs/PTSAs
   Broward Education Foundation
   District Advisory Council

Diversity Committee
Employee Unions/Groups
ESE Advisory Council
ESOL Leadership Council
Facilities Task Force
Gifted Advisory Council
Human Relations Committee
Multilingual Advisory Committee
Parent Community Involvement Task Force
Small Business Advisory Committee
Technology Advisory Committee

3. **10:30 A.M. - 12:30 P.M. – Quarterly Joint School Board and Advisory Committee Groups Discussion**

4. **12:30 P.M. - 2:00 P.M. – District Committees and Their Membership**
SECOND REVISION / ADDED EXHIBITS / REVISED

Presentation.pdf
Policy 1070 Redline.pdf
Committees, Policies, and Scope of Review.pdf
Appendix - Advisory Groups and Committee Policies.pdf
Presentation REVISED.pdf
Policy 1070 Community Meeting Sign In Sheet ADDED.pdf
Policy 1070 Recommendations and Feedback ADDED.pdf
Presentation SECOND REVISION.pdf

5. **2:00 P.M. - 3:00 P.M. – SMART Bond Program - Transition Plan**
REVISED / ADDED EXHIBIT

Capital Program Update.pdf
Capital Program Update - REVISED.pdf

ADJOURNMENT

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department & District's Equity Coordinator/Title IX Coordinator at 754-321-2150 or email eeo@browardschools.com.

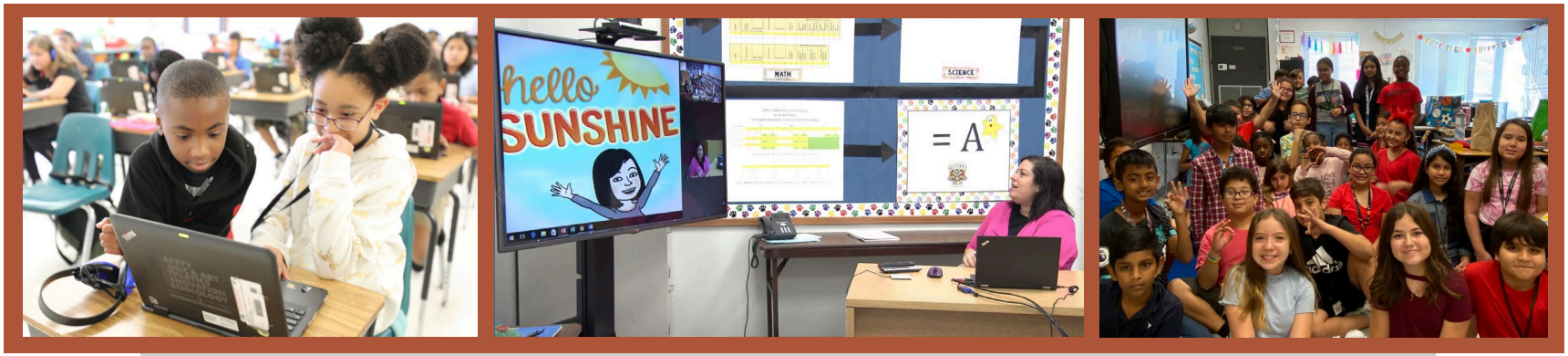
Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or email eeo@browardschools.com. Language Interpretation/Translation Services are available for the public upon request to the Bilingual/ESOL Department by emailing ESOLRequests@browardschools.com.

Any person who decides to appeal any decision made at a meeting(s) announced by this Notice with respect to any matter considered at such meeting(s) will need a record of the proceedings and

for such purpose may need that a verbatim record of the proceeding is made, which records testimony and evidence upon which the appeal is to be based.

Telephone conferencing or other telecommunications technology may be used in conducting this public meeting to permit absent Board Members to participate in discussions, to be heard by other School Board Members and the public, and to hear discussions taking place during the meeting.

Notice is hereby given that two or more Board Members of The School Board of Broward County, Florida, may be participating.



Teaching and Learning

STUDENT PERFORMANCE, WINTER 2024-2025

Middle of Year Review
Tuesday, March 4th, 2025

Established 1915
BROWARD
County Public Schools

INTRODUCTION

2022-2027 STRATEGIC PLAN

Goal 1: The percent of grade 3 students who demonstrate grade-level performance or above on the state English Language Arts (ELA) assessment will grow from 52% in June 2022 to 65% by June 2027.

Goal 2: The percent of students who met the Algebra graduation testing requirement by the end of grade 9 will grow from 53% in June 2022 to 63% by June 2027.

Goal 3: The percent of grade 8 students who demonstrate grade-level performance or above on the Florida Statewide Science Assessment or Biology EOC will grow from 47% in June 2022 to 55% by June 2027.

Goal 4: The percent of graduates who earned any combination of two from the following list: College credit on an AP exam, IB exam, AICE exam, or dual enrollment course; Industry certification; CTACE internship; will grow from 41% in June 2022 to 51% by June 2027.

Purpose

To present student performance results to all School Board members on the Winter (PM2) statewide assessments and capture the Board's feedback.

Section 1008.25(8), Florida Statutes

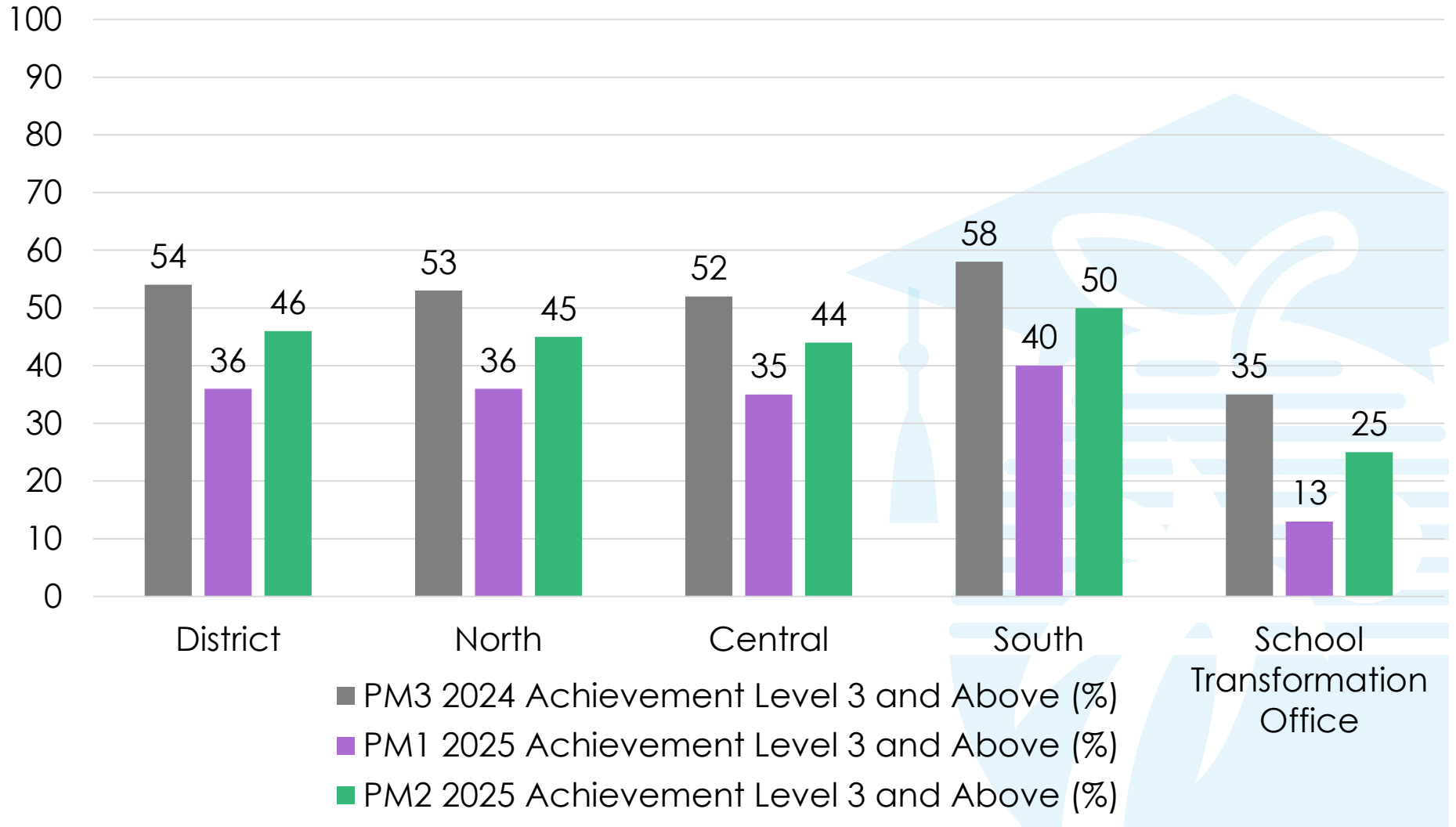
The Florida Assessment of Student Thinking (FAST), which includes VPK through grade 10 English Language Arts (ELA) Reading and VPK through grade 8 Mathematics assessments, is administered as a progress monitoring assessment three times per year: once at the beginning of the year (PM1), once in the middle of the year (PM2), and once at the end of the year (PM3).

Request of School Board

Please review the middle of year performance results presented in this presentation and provide feedback to the Superintendent.

Financial Impact: There is no financial impact.

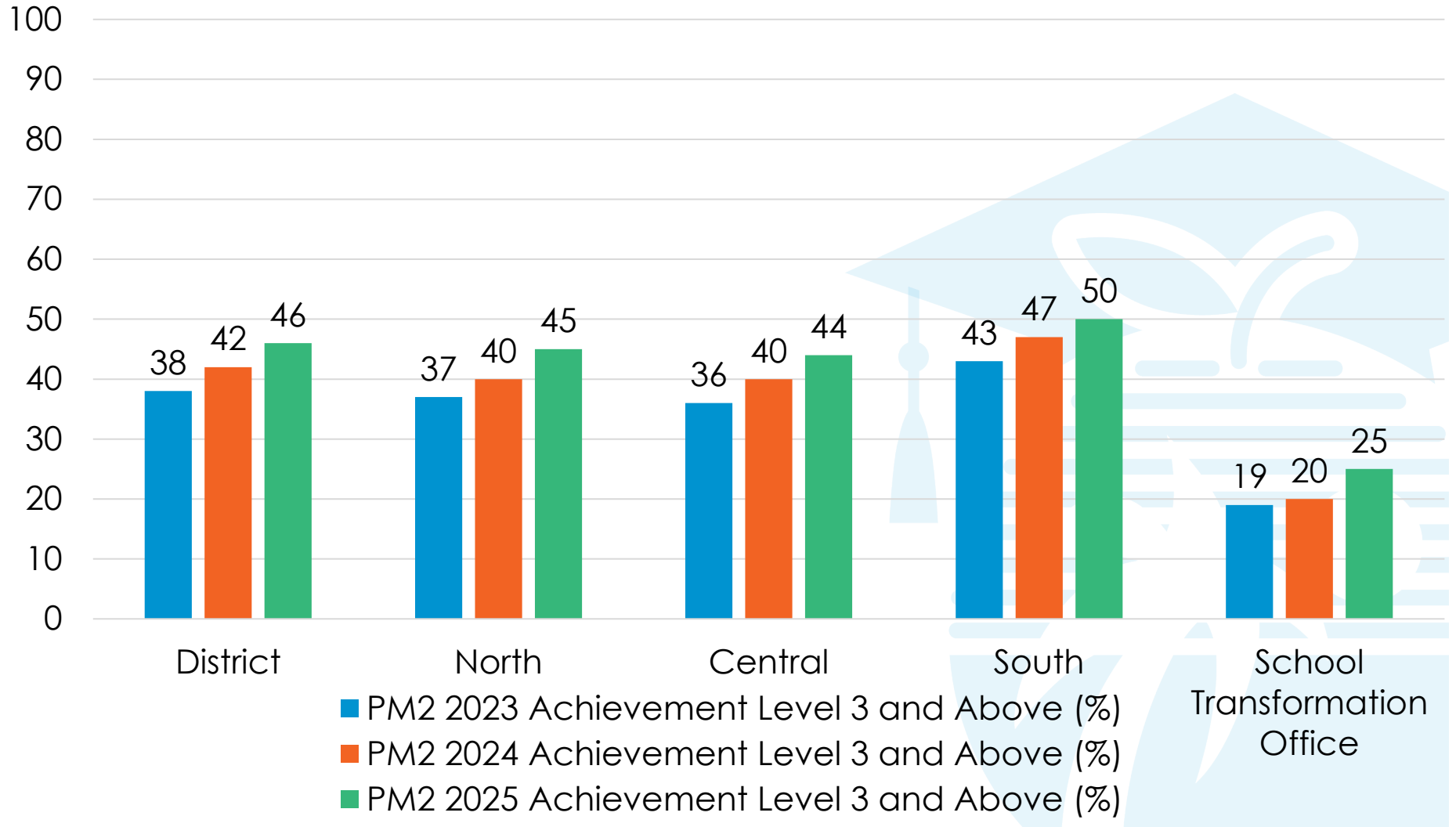
Overall FAST Performance in ELA for Past Three Administrations



*Note. Data does not include charter schools.

Source EAAR FAST Dashboard - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/FAST-PM-Participation.aspx

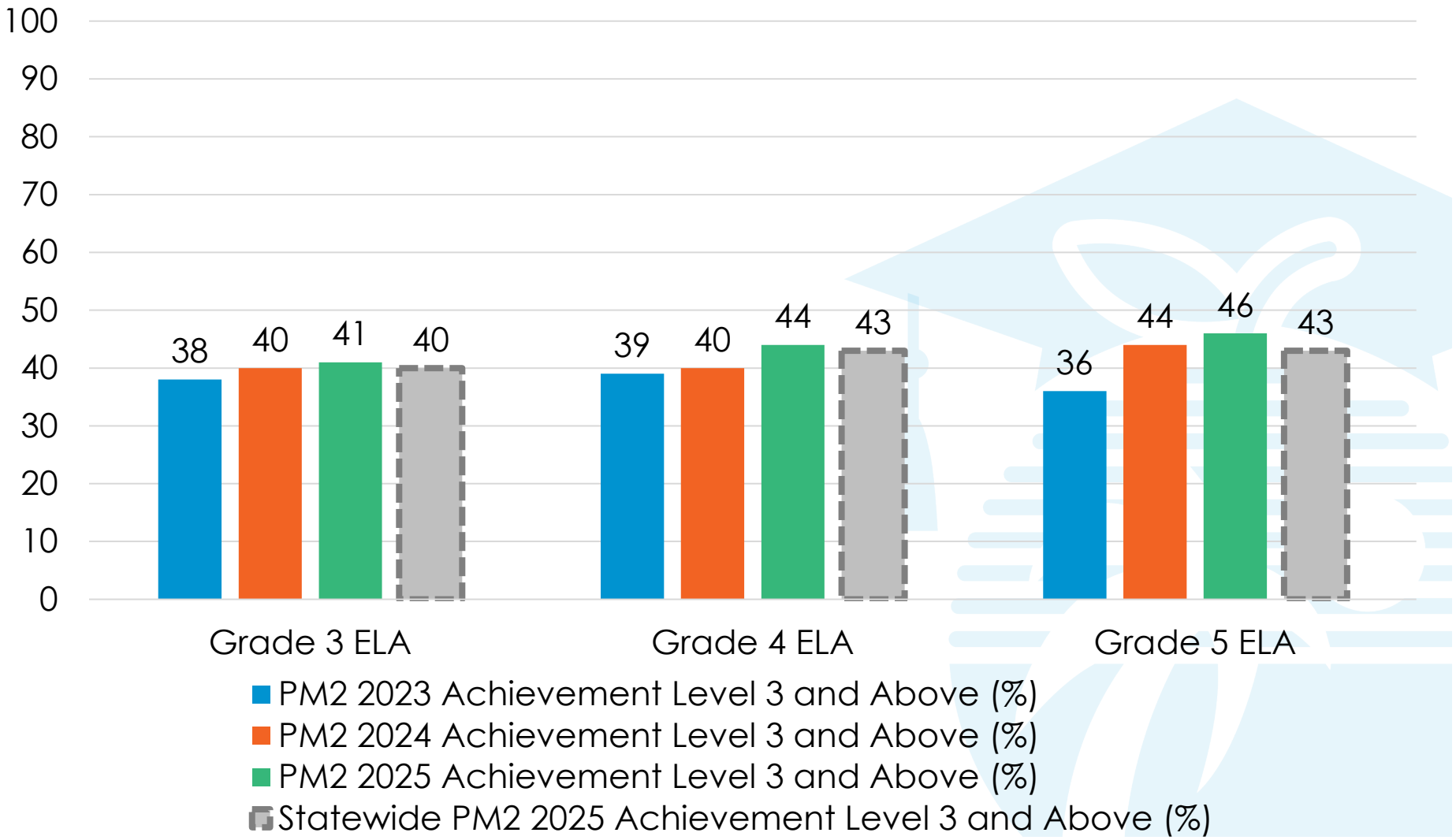
Three-Year Trend in Overall FAST PM2 Performance in ELA by Region



*Note. Data does not include charter schools.

Source EAAR FAST Dashboard - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/FAST-PM-Participation.aspx

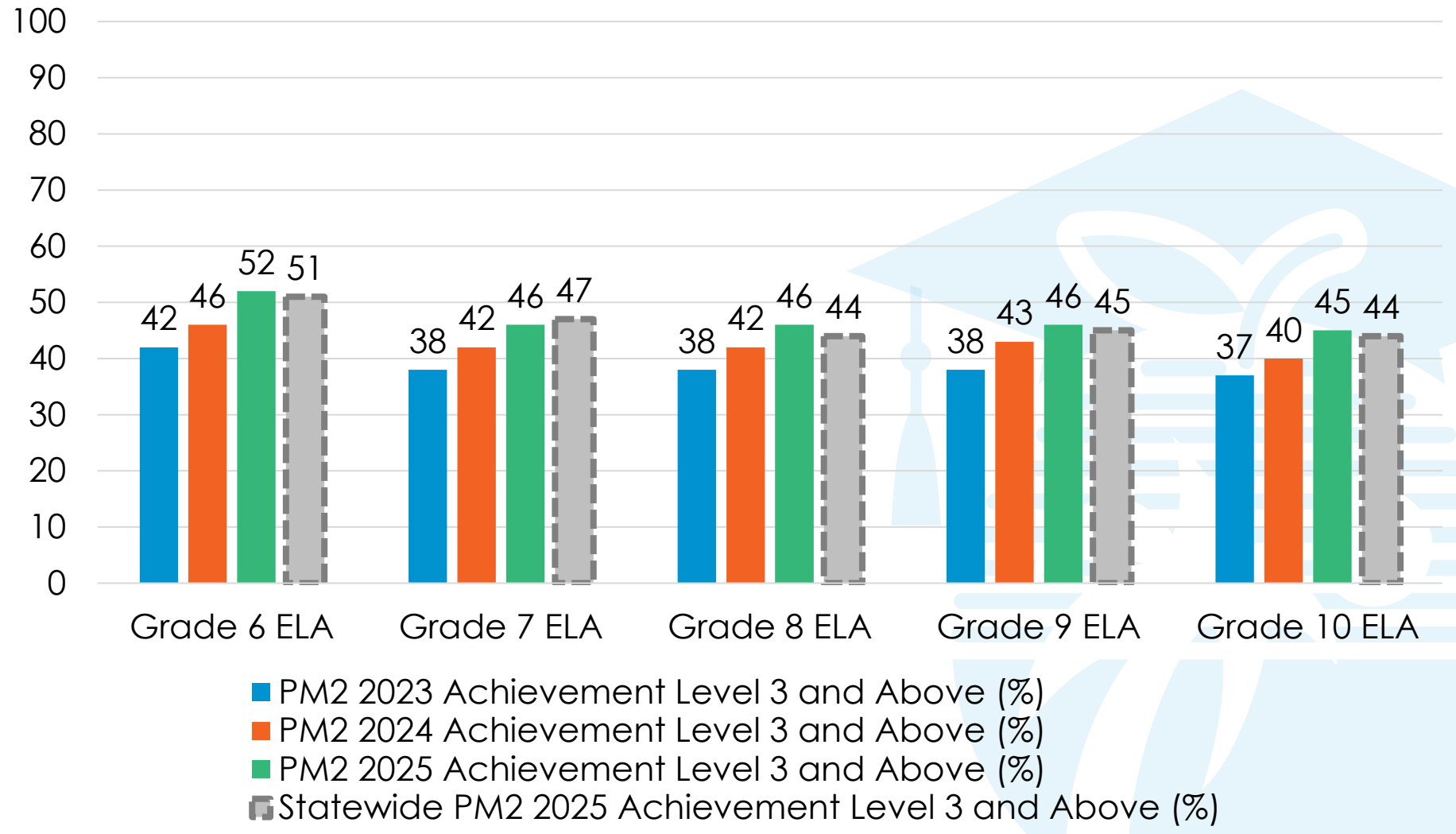
District Three-Year Trend in Overall FAST PM2 Performance in ELA by Grade Level



*Note. Broward data does not include charter schools. Grade level breakdown represents the enrolled grade of the students. Statewide is inclusive of charter school data.

Source EAAR FAST Dashboard - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/FAST-PM-Participation.aspx

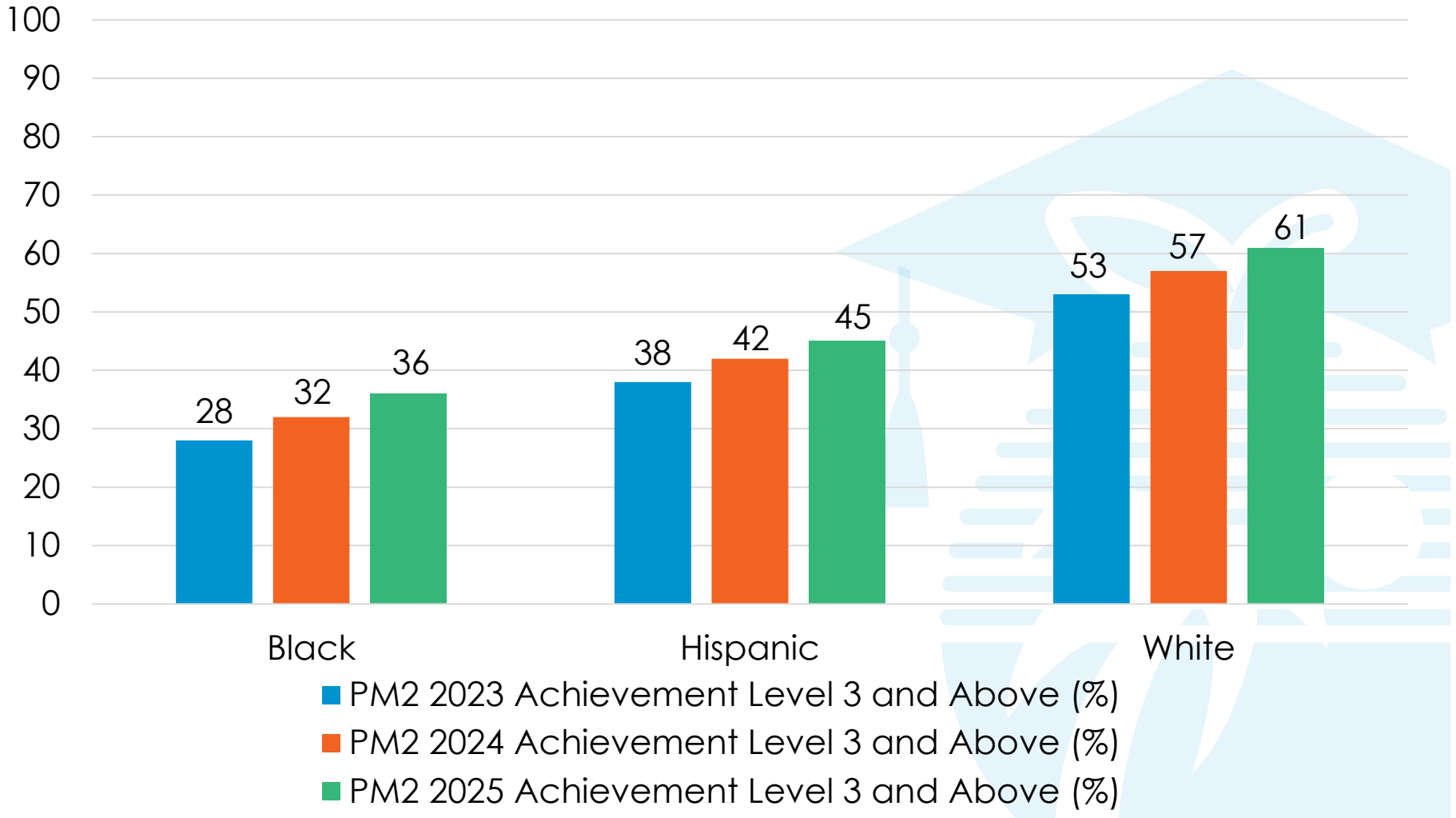
District Three-Year Trend in Overall FAST PM2 Performance in ELA by Grade Level



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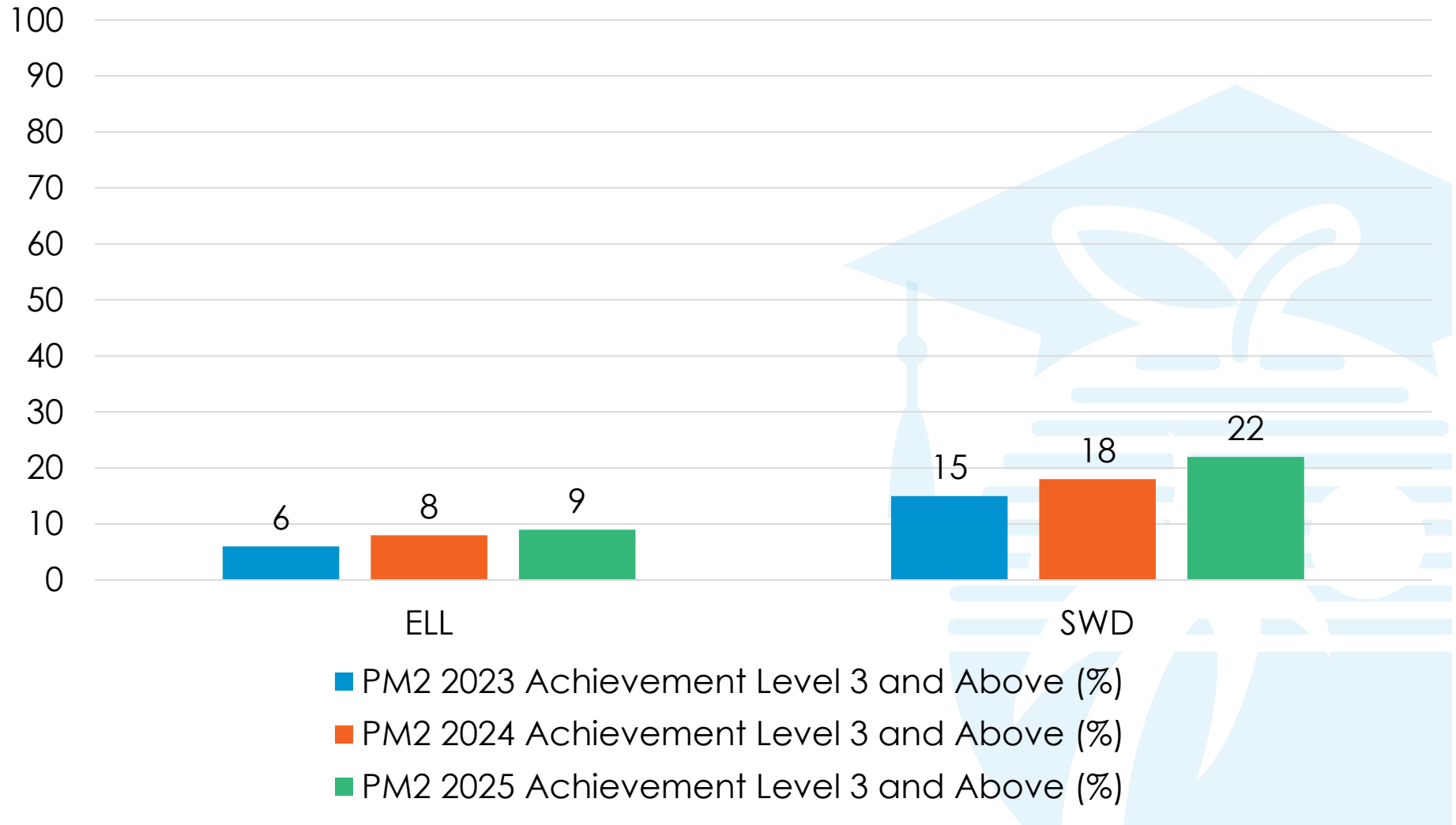
Three-Year Trend in Overall FAST PM2 Performance in ELA by Race/Ethnicity



*Note. Data does not include charter schools.

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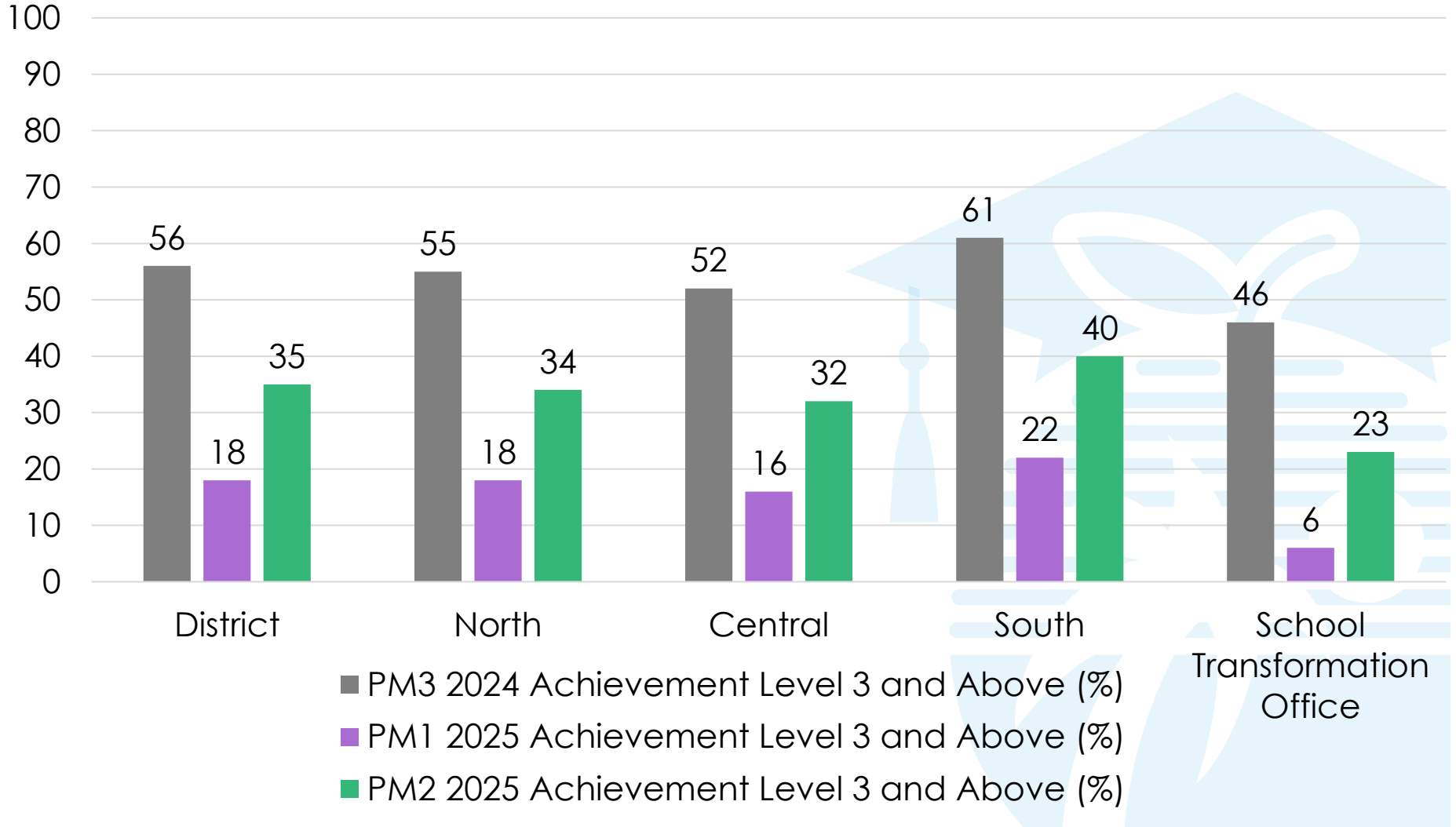
Three-Year Trend in Overall FAST PM2 Performance in ELA by ELL and SWD



*Note. Data does not include charter schools.

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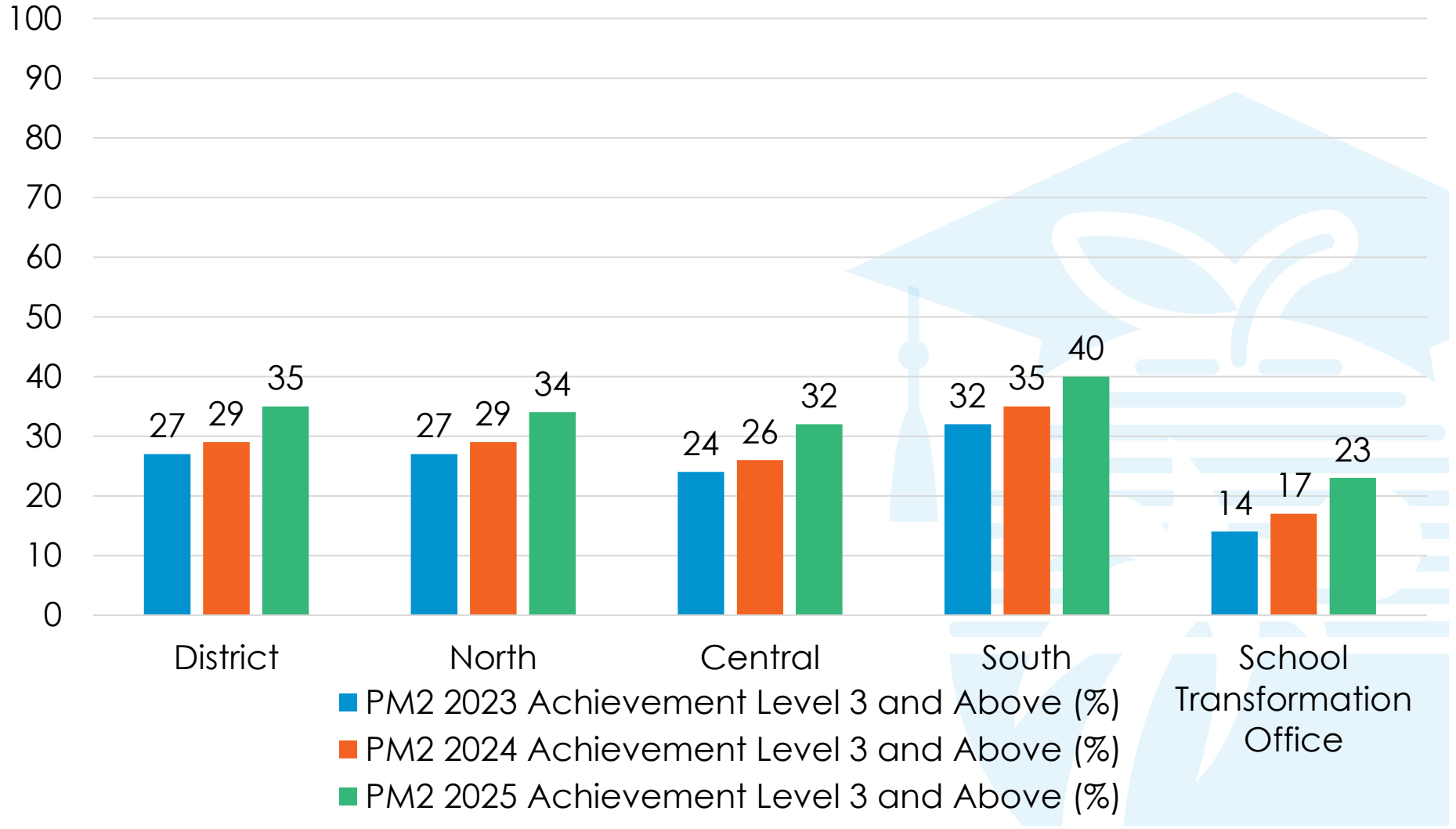
Overall FAST Performance in Math for Past Three Administrations



*Note. Data does not include charter schools.

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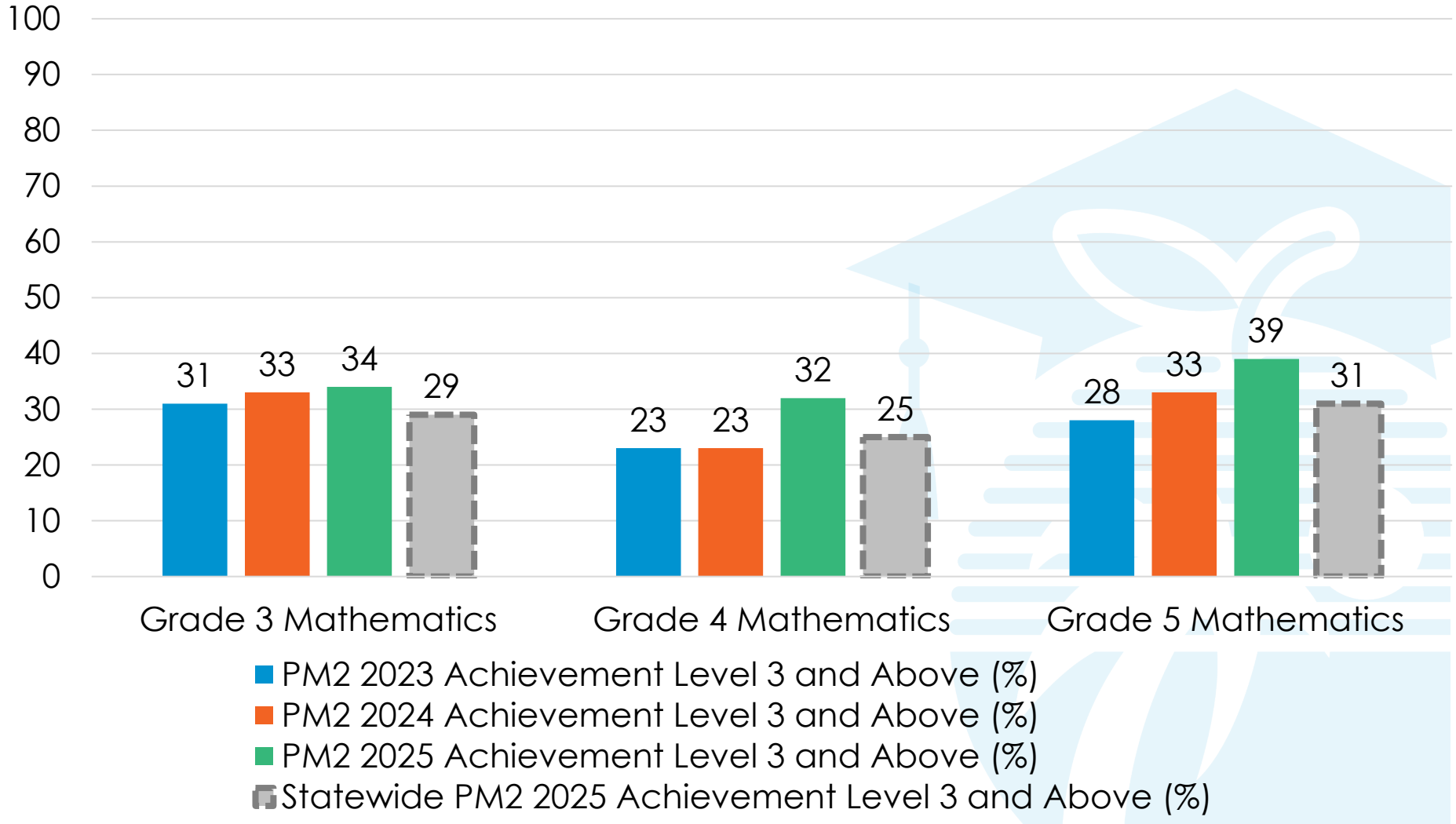
Three-Year Trend in Overall FAST PM2 Performance in Math by Region



*Note. Data does not include charter schools.

Source EAAR FAST Dashboard - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/FAST-PM-Participation.aspx

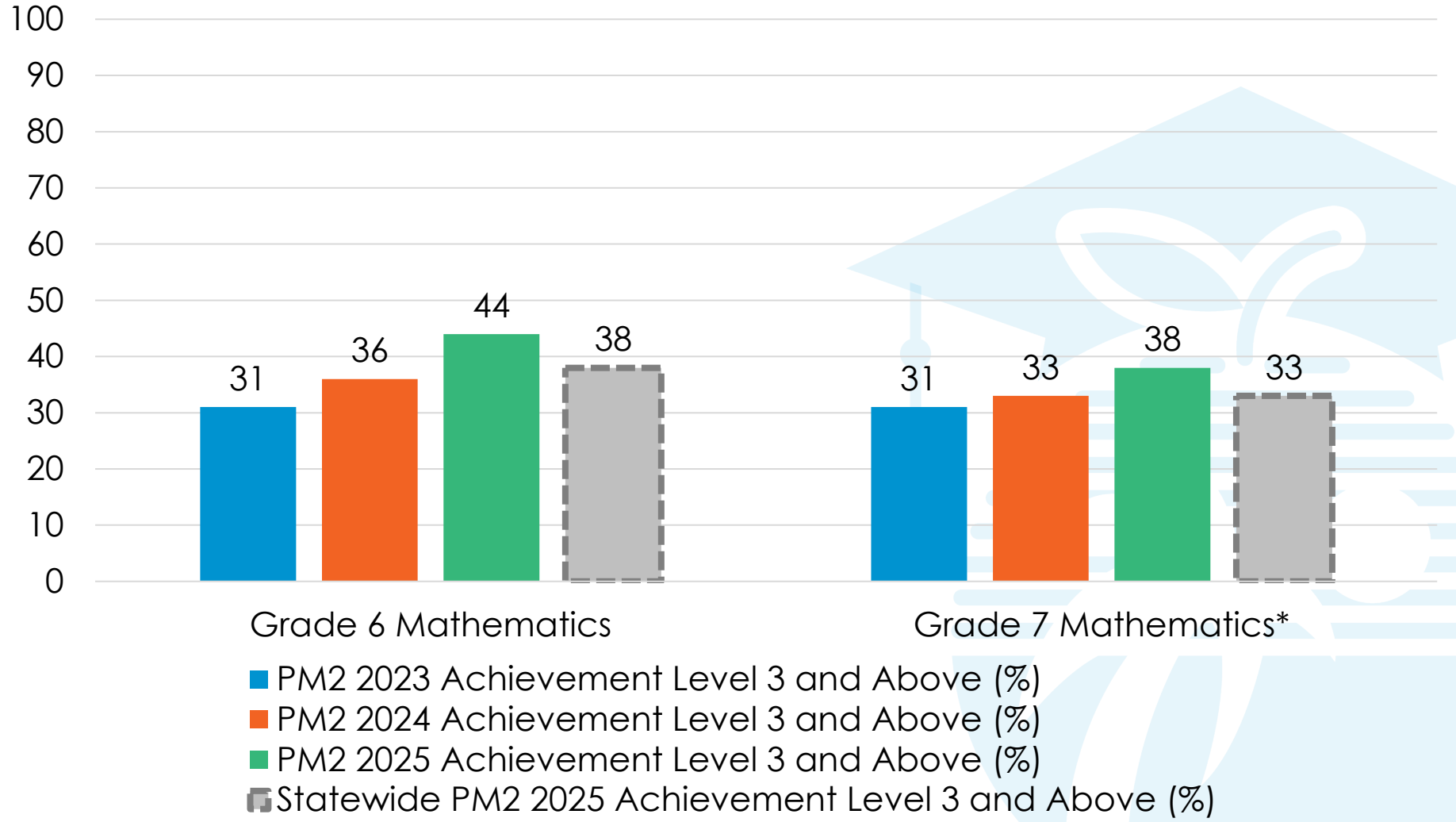
District Three-Year Trend in Overall FAST PM2 Performance in Math by Grade Level



*Note. Broward data does not include charter schools. Grade level breakdown represents the enrolled grade of the students. Statewide is inclusive of charter school data.

Source EAAR FAST Dashboard - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/FAST-PM-Participation.aspx

District Three-Year Trend in Overall FAST PM2 Performance in Math by Grade Level

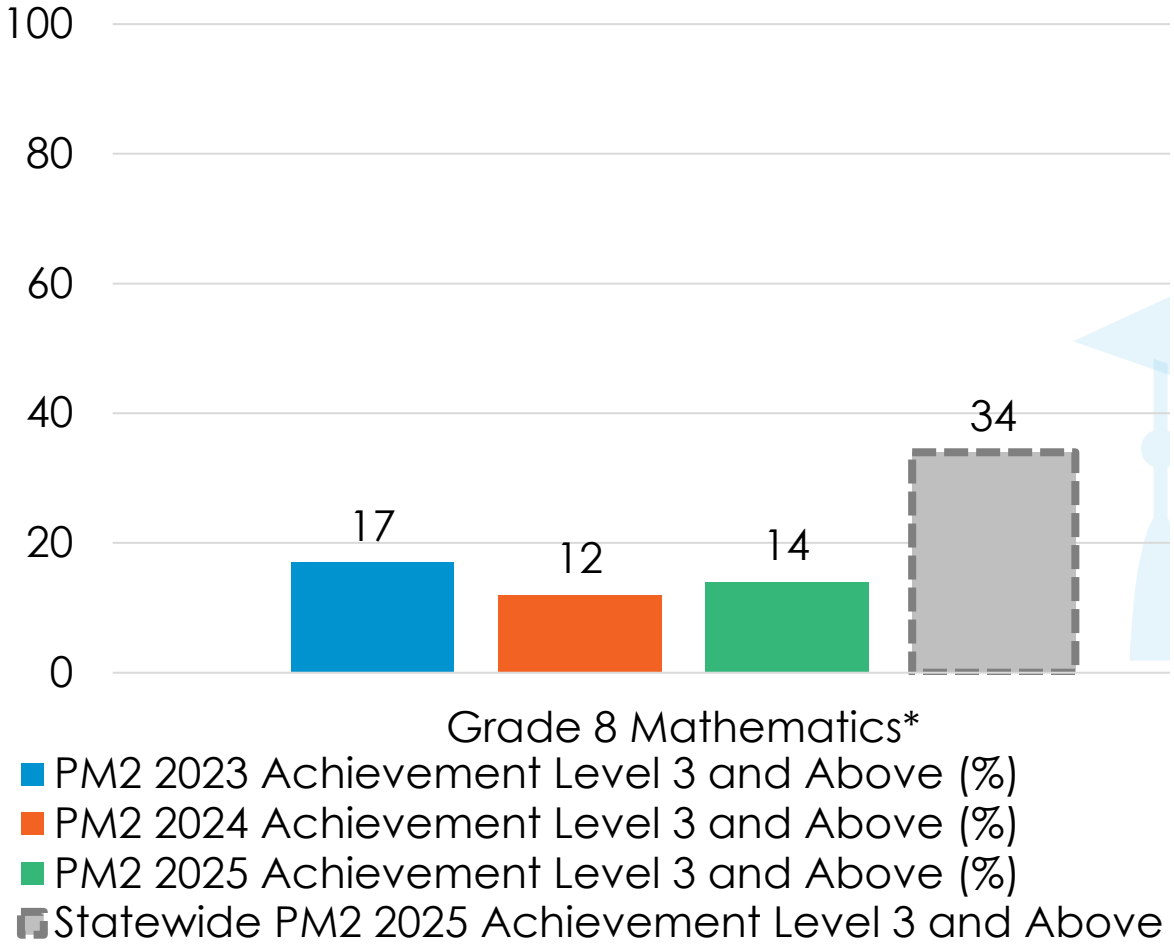


*Note. Broward data does not include charter schools. Grade level breakdown represents the enrolled grade of the students.

*Note. Grade 7 and Grade 8 performance does not include students enrolled in Algebra and Geometry. Statewide is inclusive of charter school data.

Source EAAR FAST Dashboard - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/FAST-PM-Participation.aspx

District Three-Year Trend in Overall FAST PM2 Performance in Math by Grade 8



Broward's Strategy

- High-achieving 8th graders in Broward do not take the FAST Math Grade 8 assessment.
- Instead, they are enrolled in Algebra 1 and Geometry, which have separate end-of-course (EOC) assessments.
- As a result, only 50% of Broward's 8th graders take the FAST Math Grade 8 test, compared to 75% statewide.

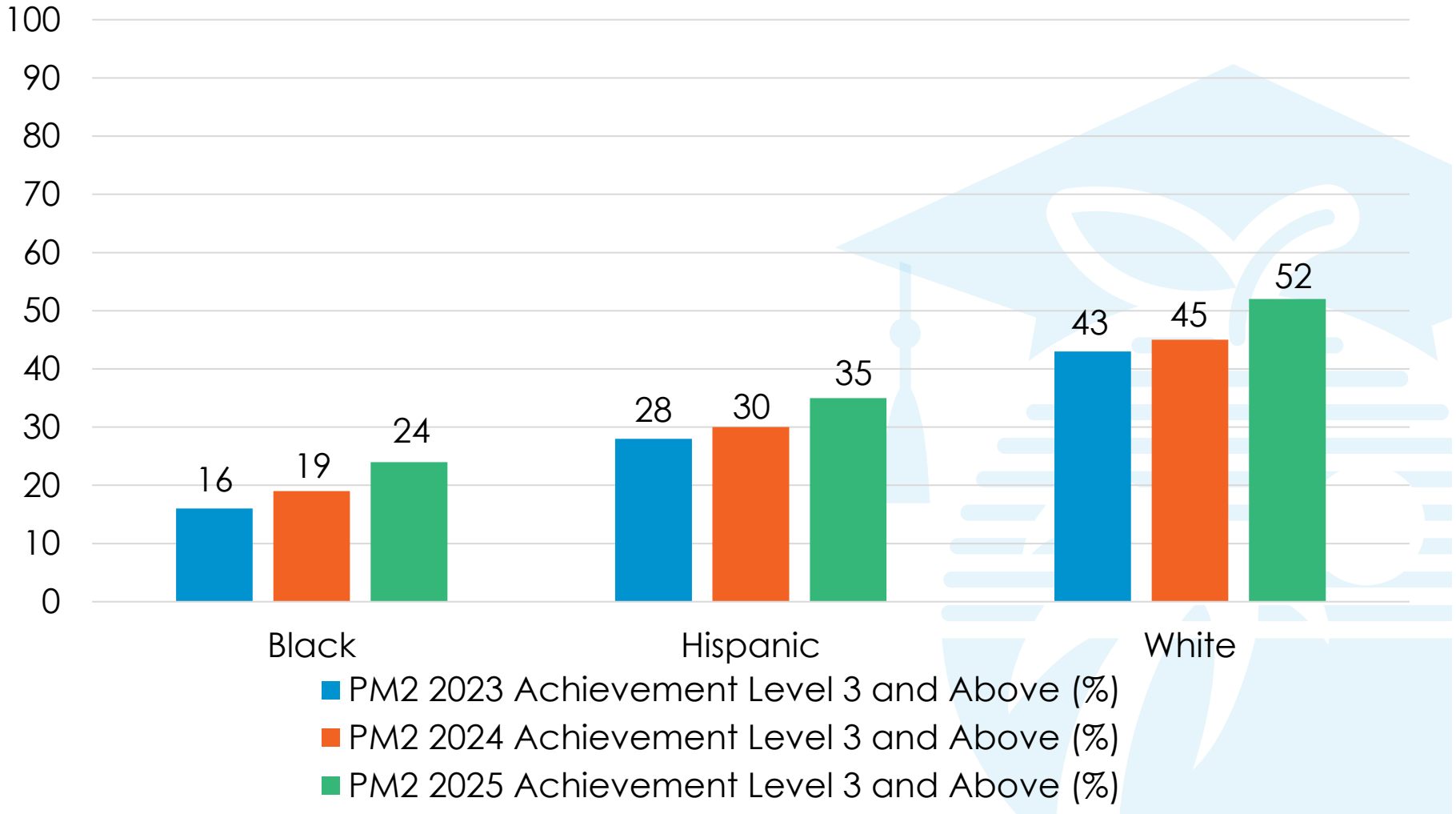
*Note. Broward data does not include charter schools. Grade level breakdown represents the enrolled grade of the students.

*Note. Grade 7 and Grade 8 performance does not include students enrolled in Algebra and Geometry. Statewide is inclusive of charter school data.

Note. Percent of tested population in grade 8 determined by the number of grade 8 tested in ELA (denominator) and grade 8 tested in Math (numerator)

Source EAAR FAST Dashboard - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/FAST-PM-Participation.aspx

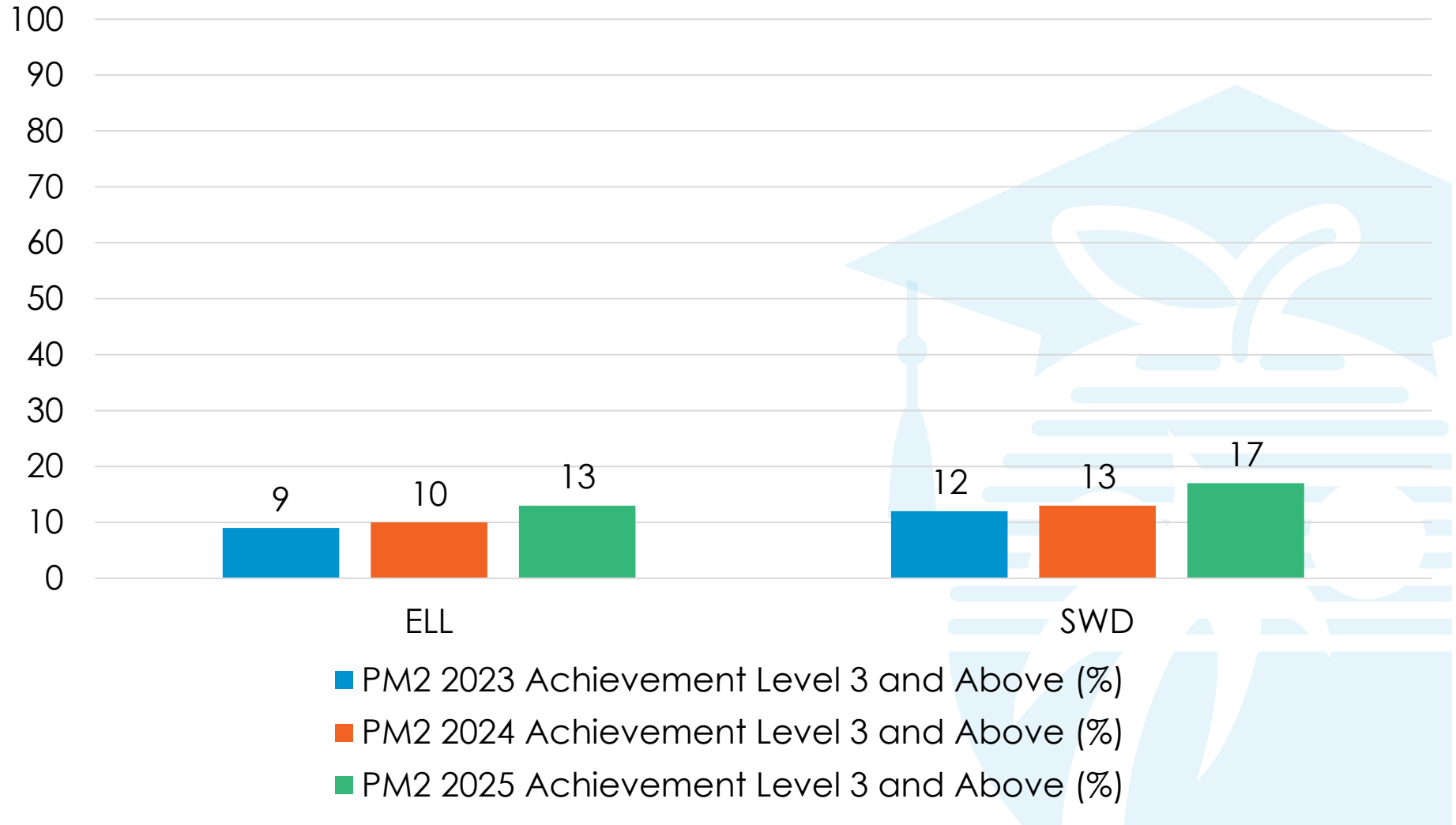
Three-Year Trend in Overall FAST PM2 Performance in Math by Race/Ethnicity



*Note. Data does not include charter schools.

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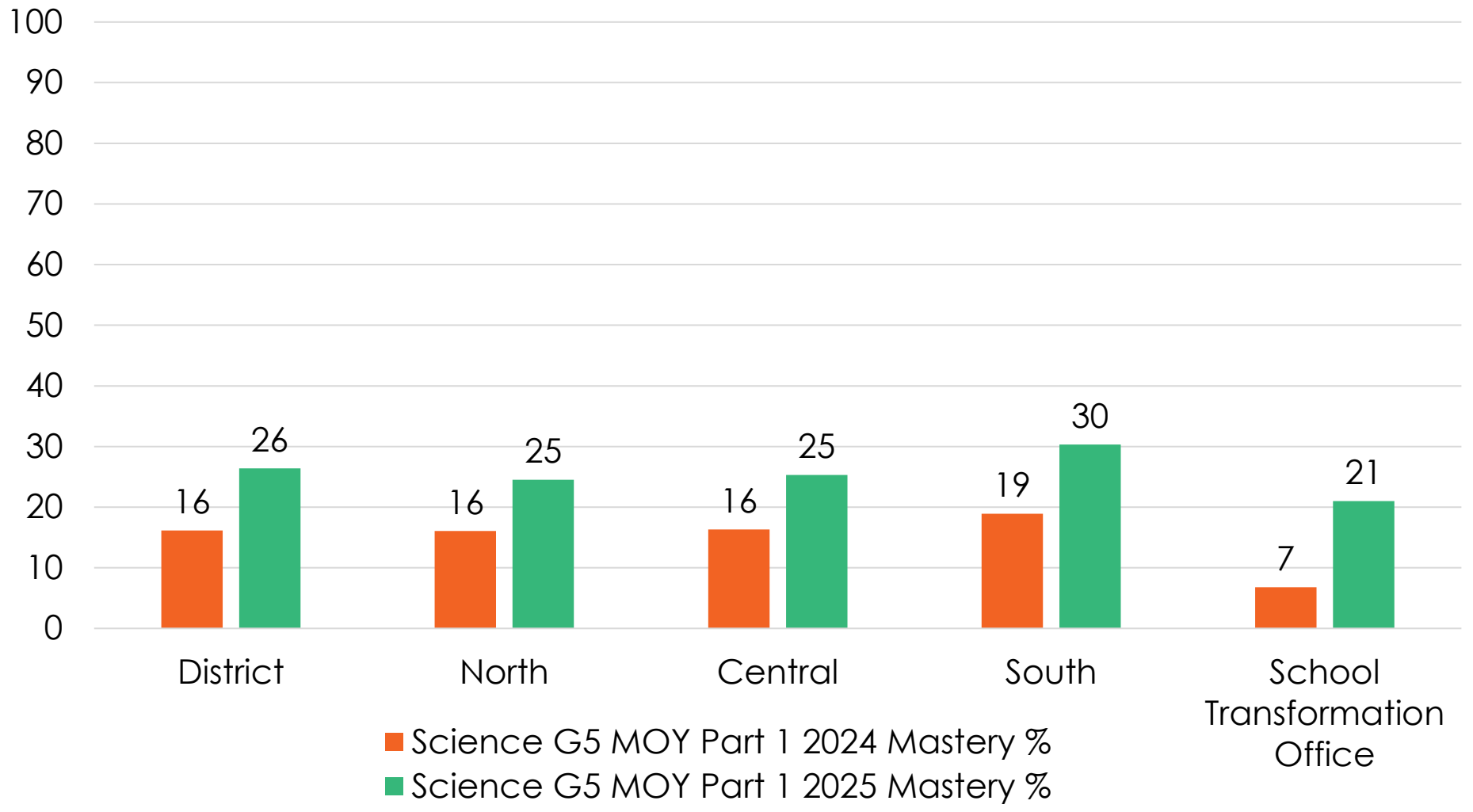
Three-Year Trend in Overall FAST PM2 Performance in Math by ELL and SWD



*Note. Data does not include charter schools.

Source EAAR FAST Dashboard - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/FAST-PM-Participation.aspx

Two-Year Grade 5 Performance in Science MOY Part 1 by Region



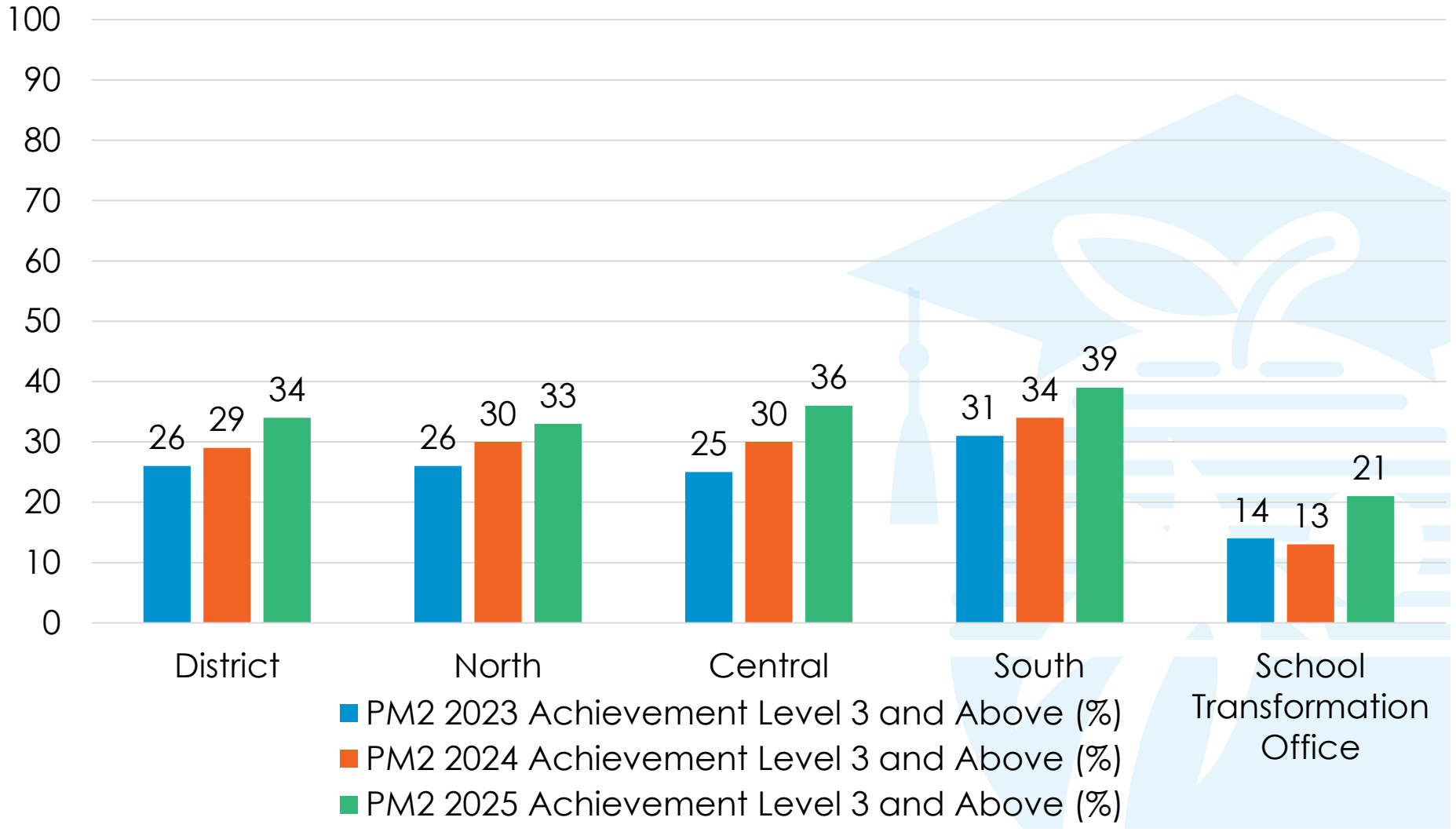
*Note. Data does not include charter schools.

Source EAAR Strategic Plan Goals Dashboard- https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/Strategic-Plan-Goals-Dashboard.aspx



Renaissance
Star Assessments

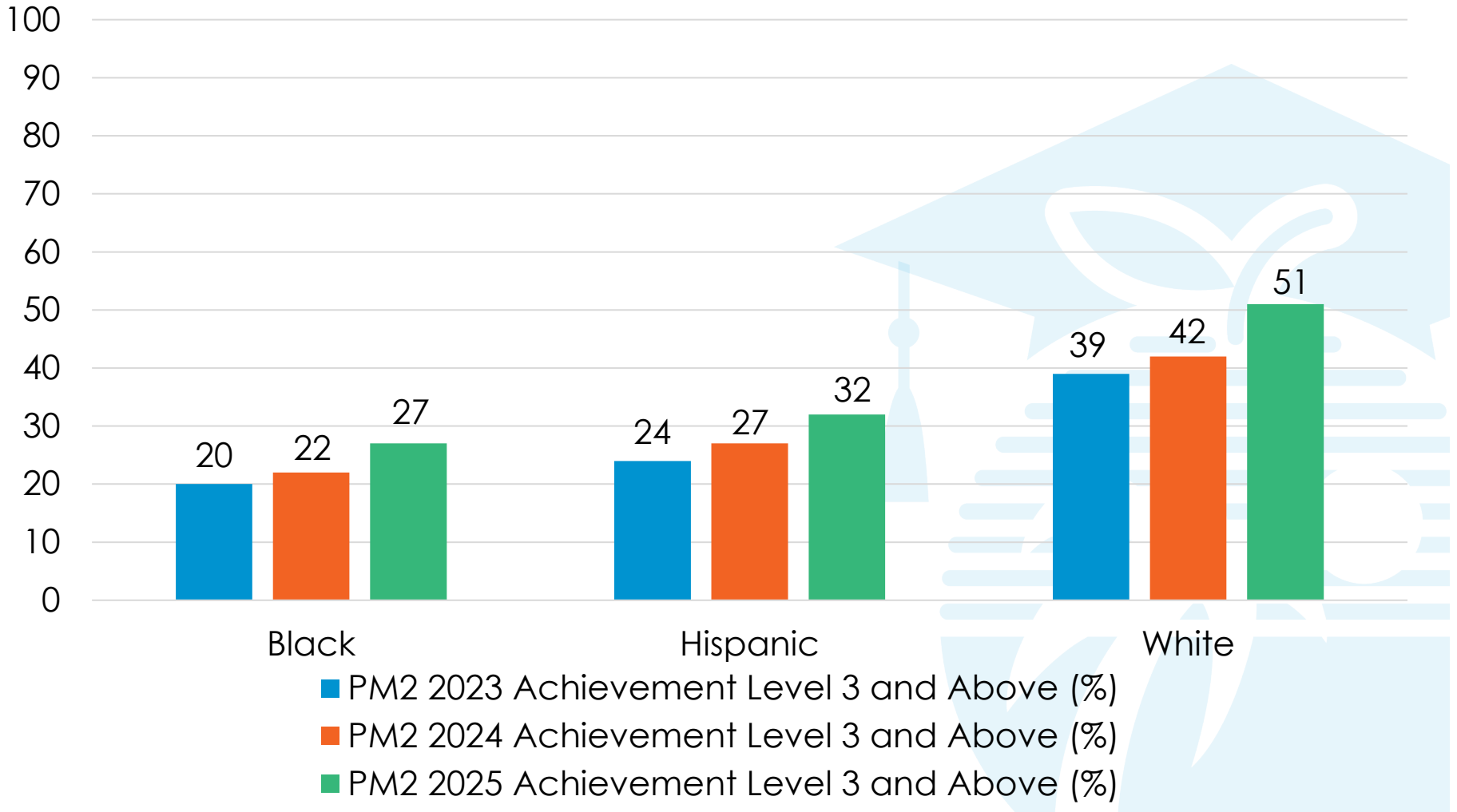
Three-Year Trend in Kindergarten FAST Star Early Literacy PM2 Performance by Region



*Note. Data does not include charter schools.

Source EAAR Star Dashboard - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/STAR-Performance.aspx

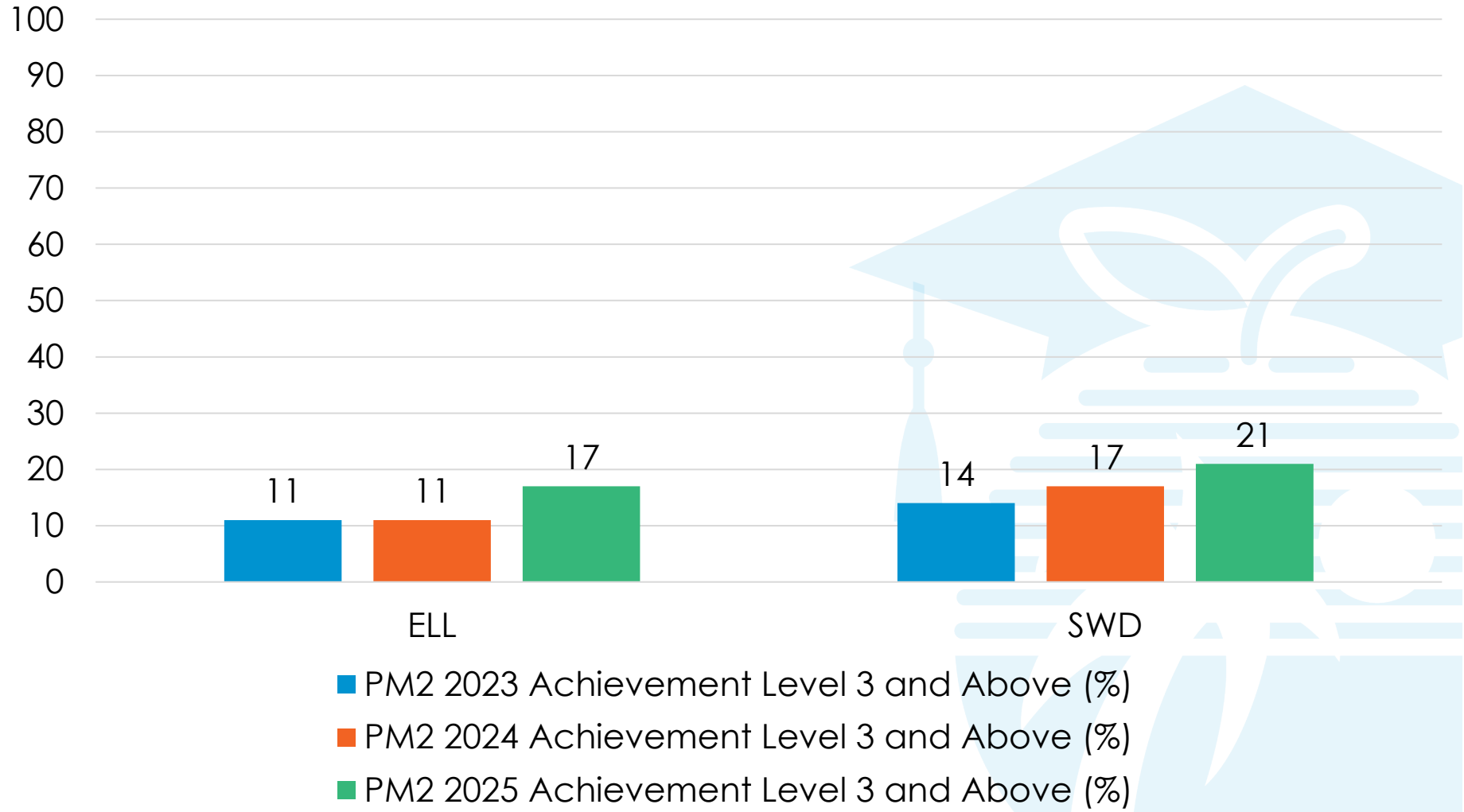
Three-Year Trend in Kindergarten FAST Star Early Literacy PM2 Performance by Race/Ethnicity



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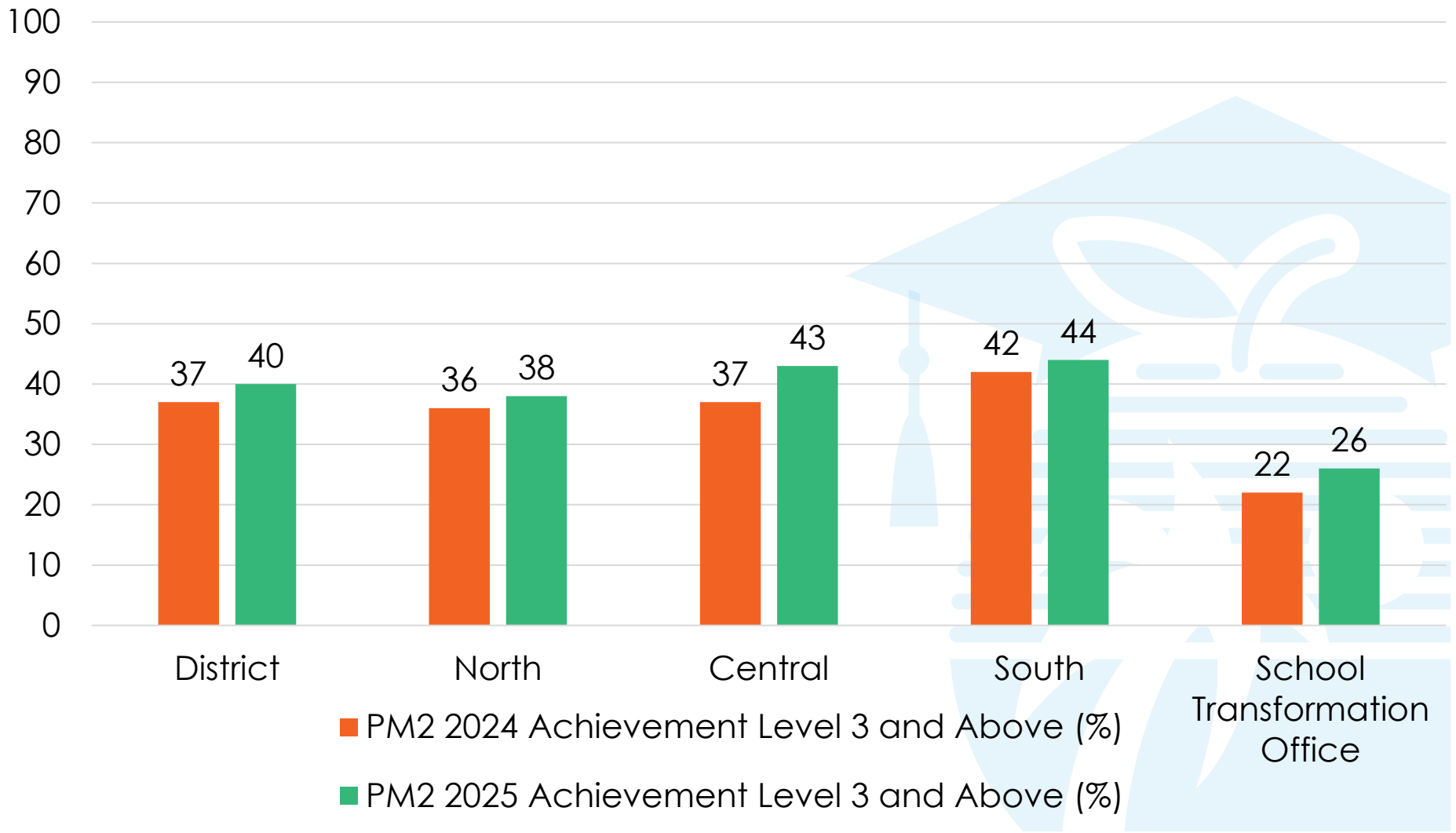
Three-Year Trend in Kindergarten FAST Star Early Literacy PM2 Performance by ELL and SWD



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Source EAAR FAST Dashboard - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/FAST-PM-Participation.aspx

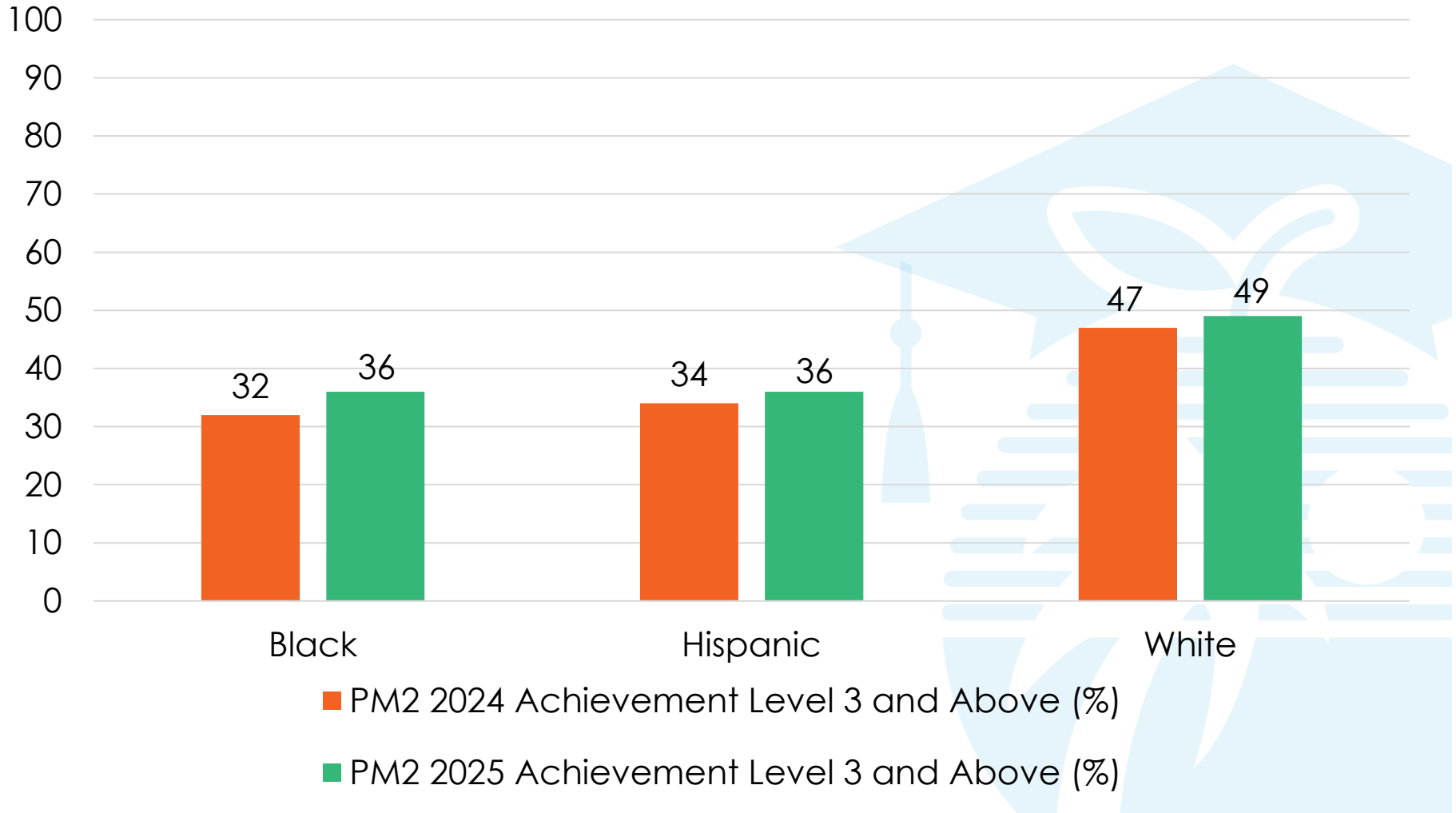
Two-Year Grade 1 FAST Star Reading PM2 Performance by Region



*Note. Data does not include charter schools. In 2023, Grade 1 students were administered Star Early Lit for PM2. In 2024 and 2025 school years, Grade 1 students were administered Star Reading for PM2.

Source EAAR Star Dashboard - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/STAR-Performance.aspx

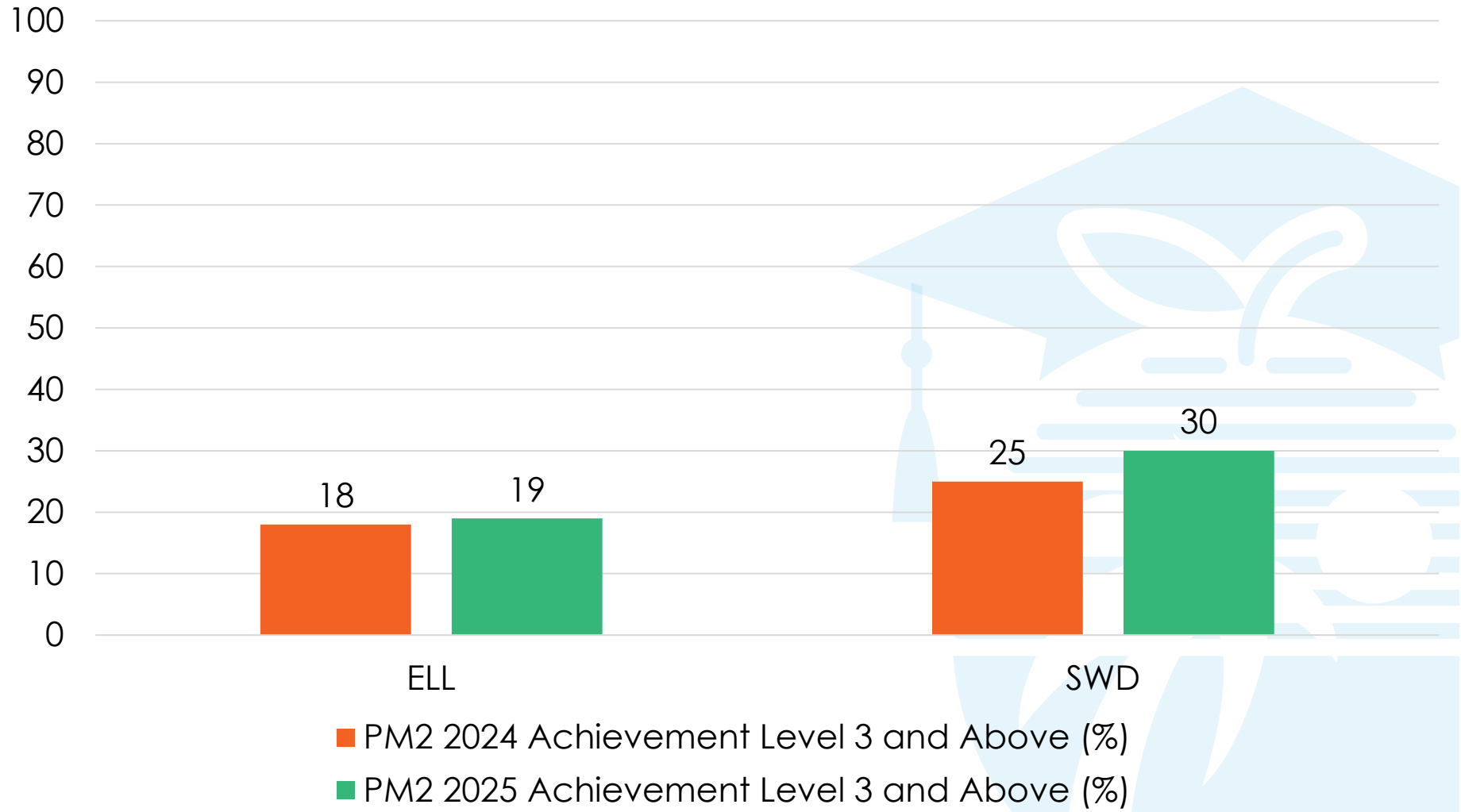
Two-Year Grade 1 FAST Star Reading PM2 Performance by Race/Ethnicity



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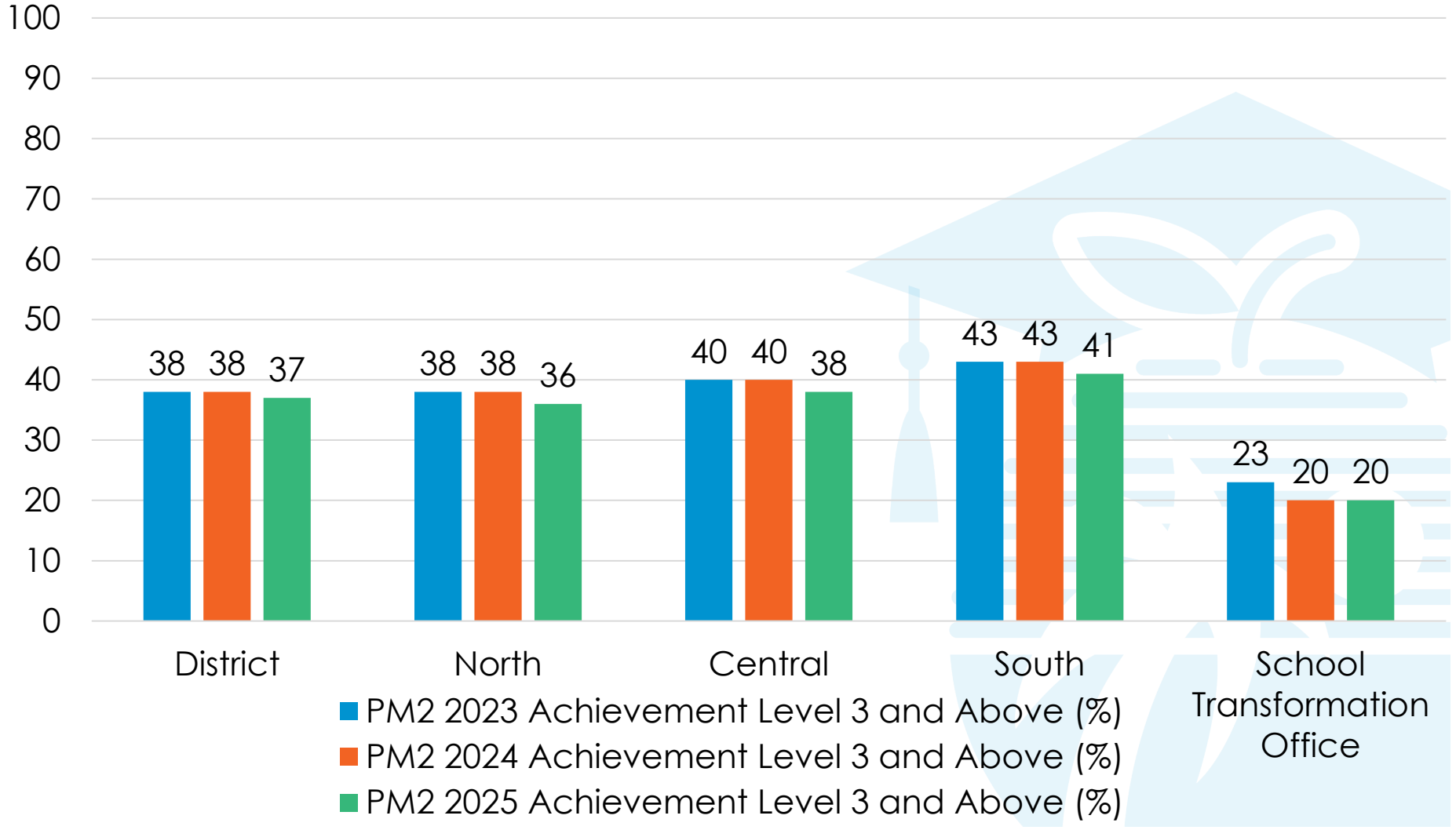
Two-Year Grade 1 FAST Star Reading PM2 Performance by ELL and SWD



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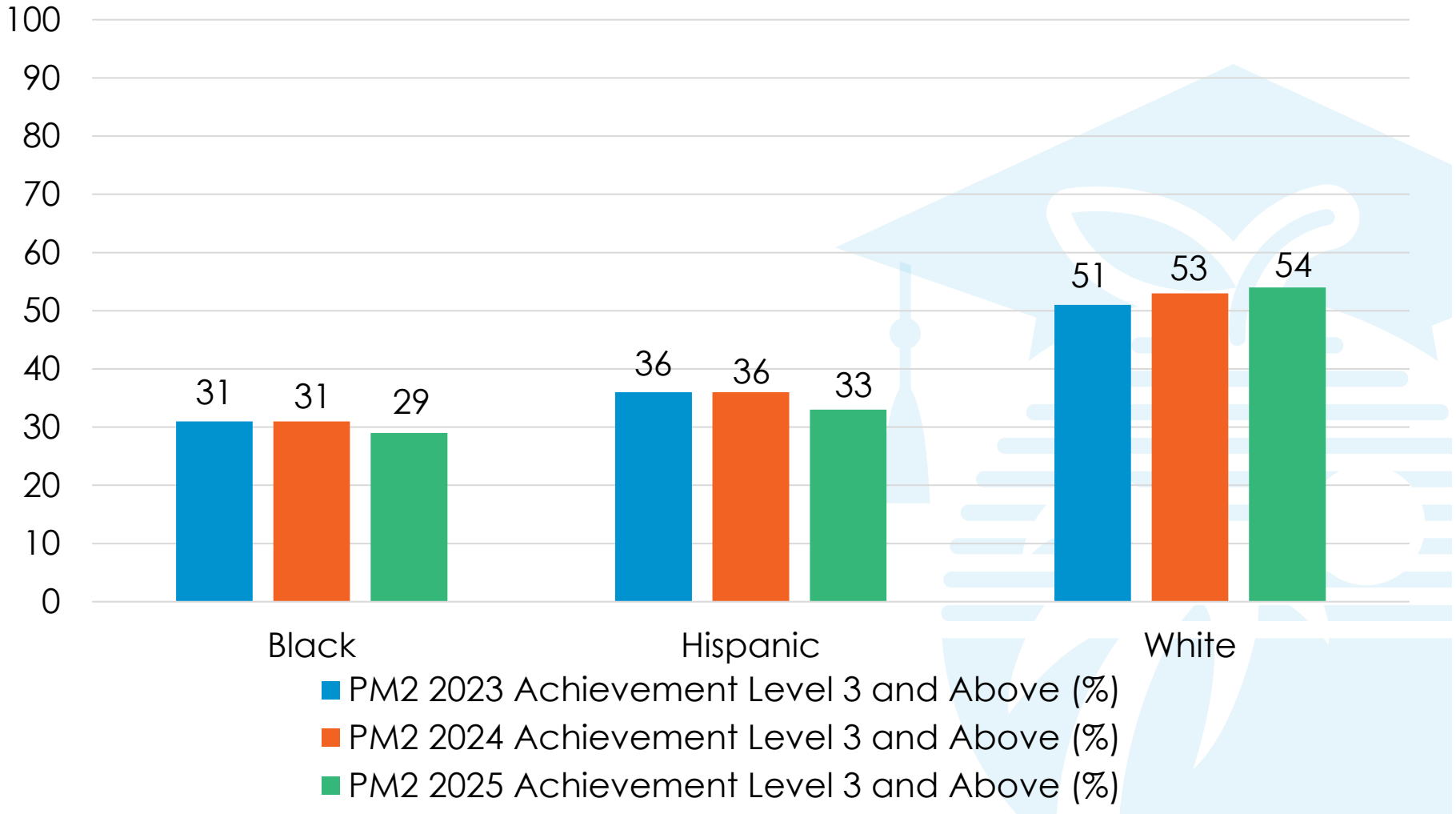
Three-Year Trend in Grade 2 FAST Star Reading PM2 Performance by Region



*Note. Data does not include charter schools.

Source EAAR Star Dashboard - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/STAR-Performance.aspx

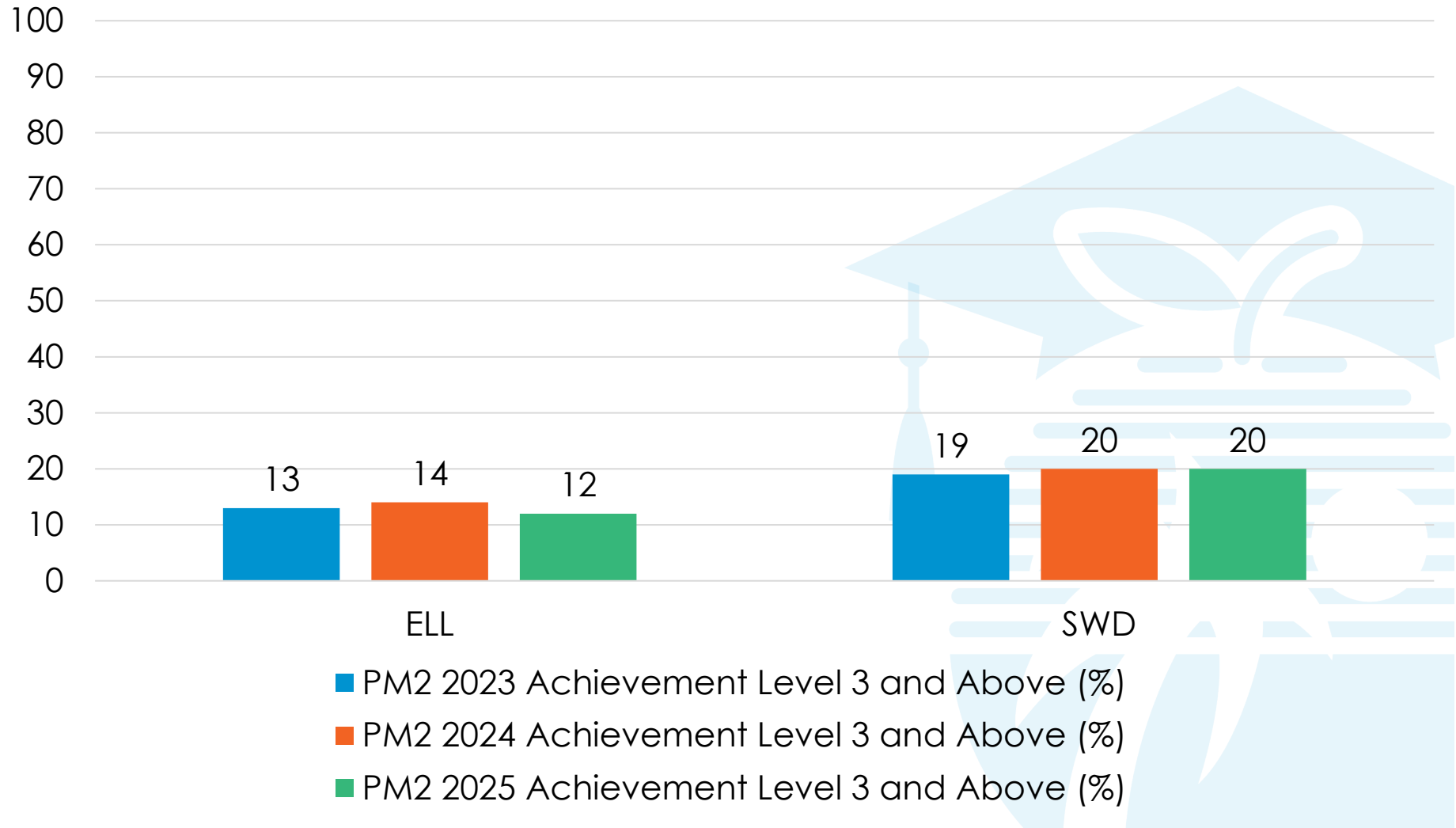
Three-Year Trend in Grade 2 FAST Star Reading PM2 Performance by Race/Ethnicity



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Source EAAR FAST Dashboard - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/FAST-PM-Participation.aspx

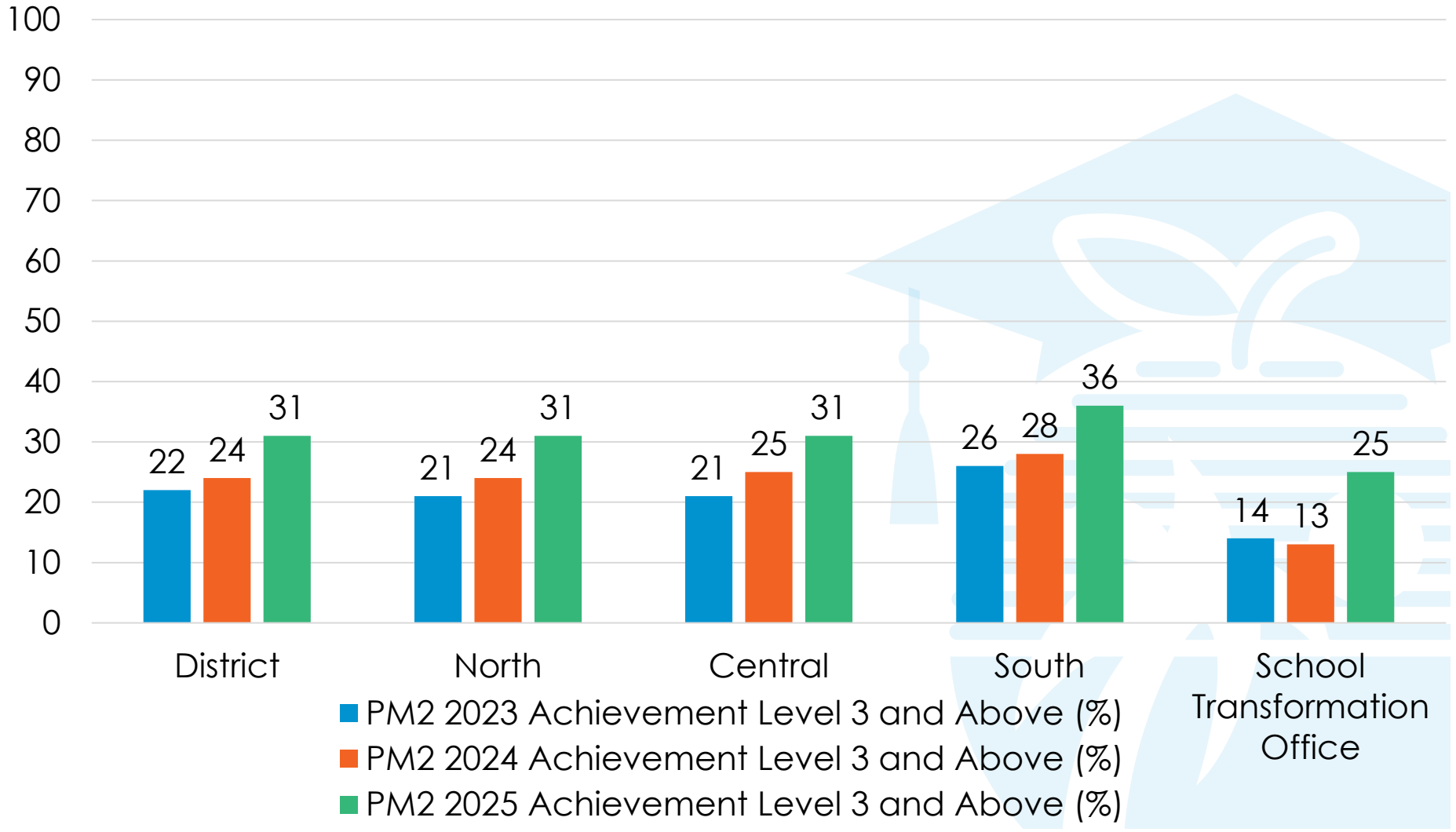
Three-Year Trend in Grade 2 FAST Star Reading PM2 Performance by ELL and SWD



*Note. Data does not include charter schools.

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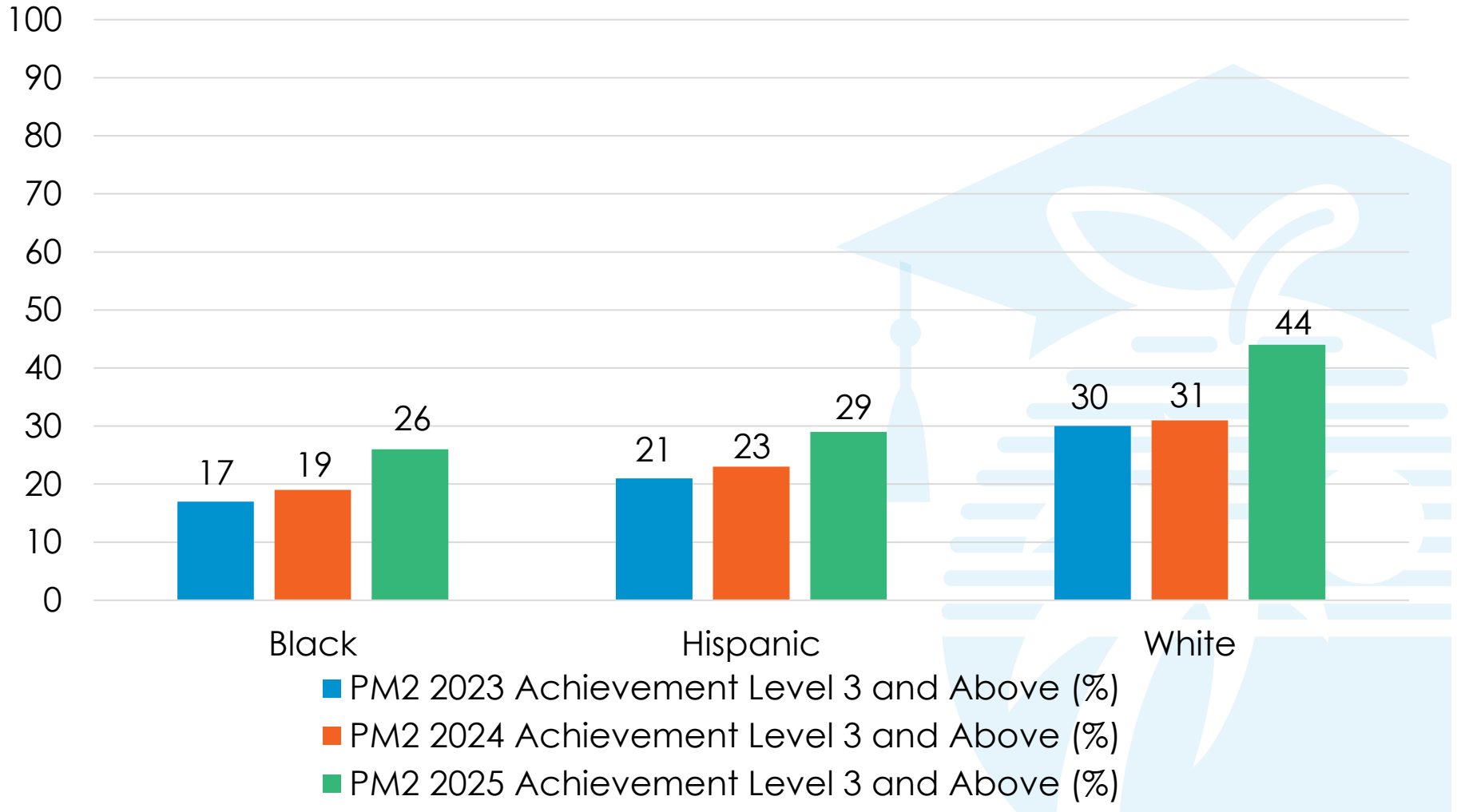
Three-Year Trend in Kindergarten FAST Star Math PM2 Performance by Region



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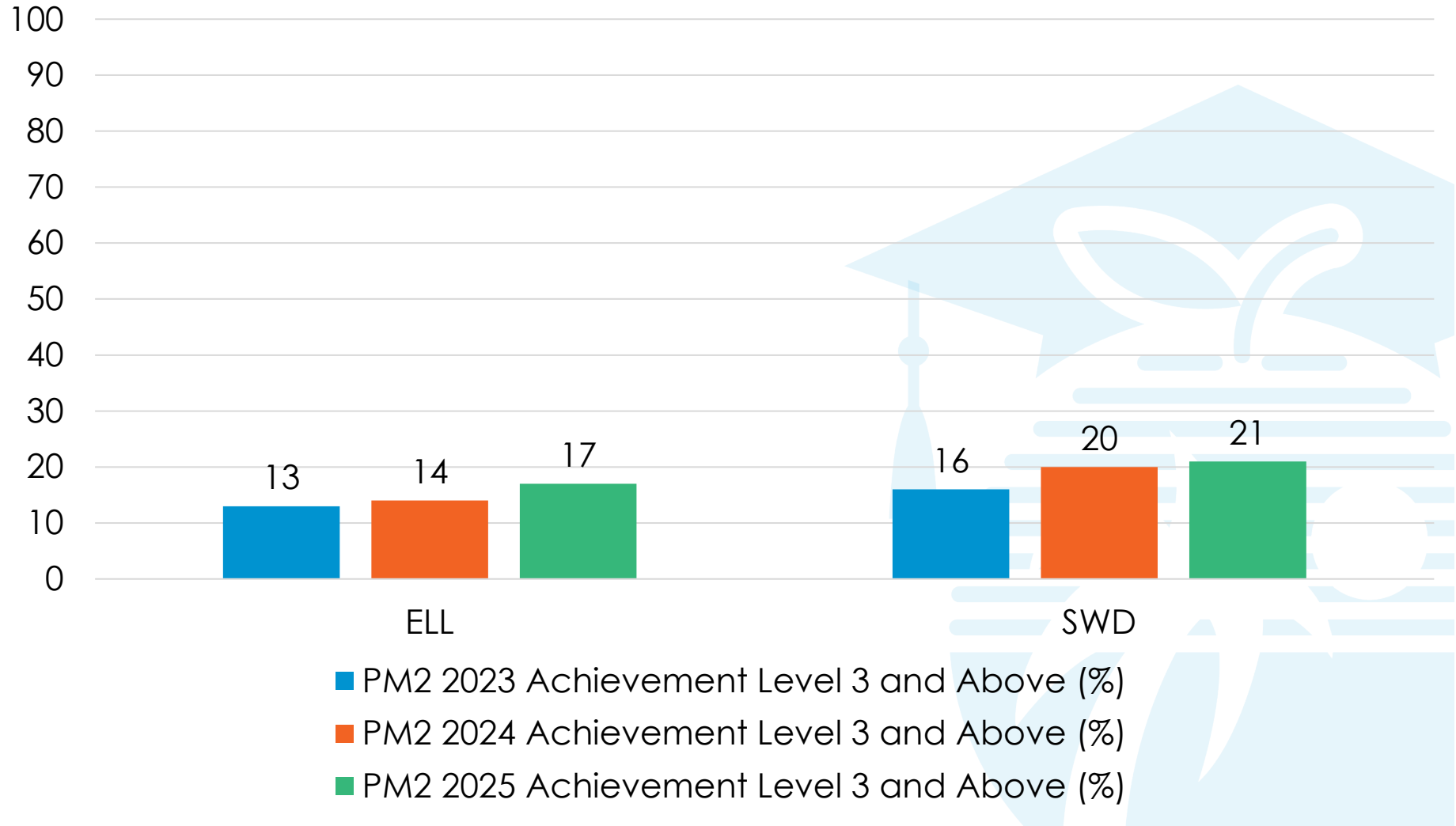
Three-Year Trend in Kindergarten FAST Star Math PM2 Performance by Race/Ethnicity



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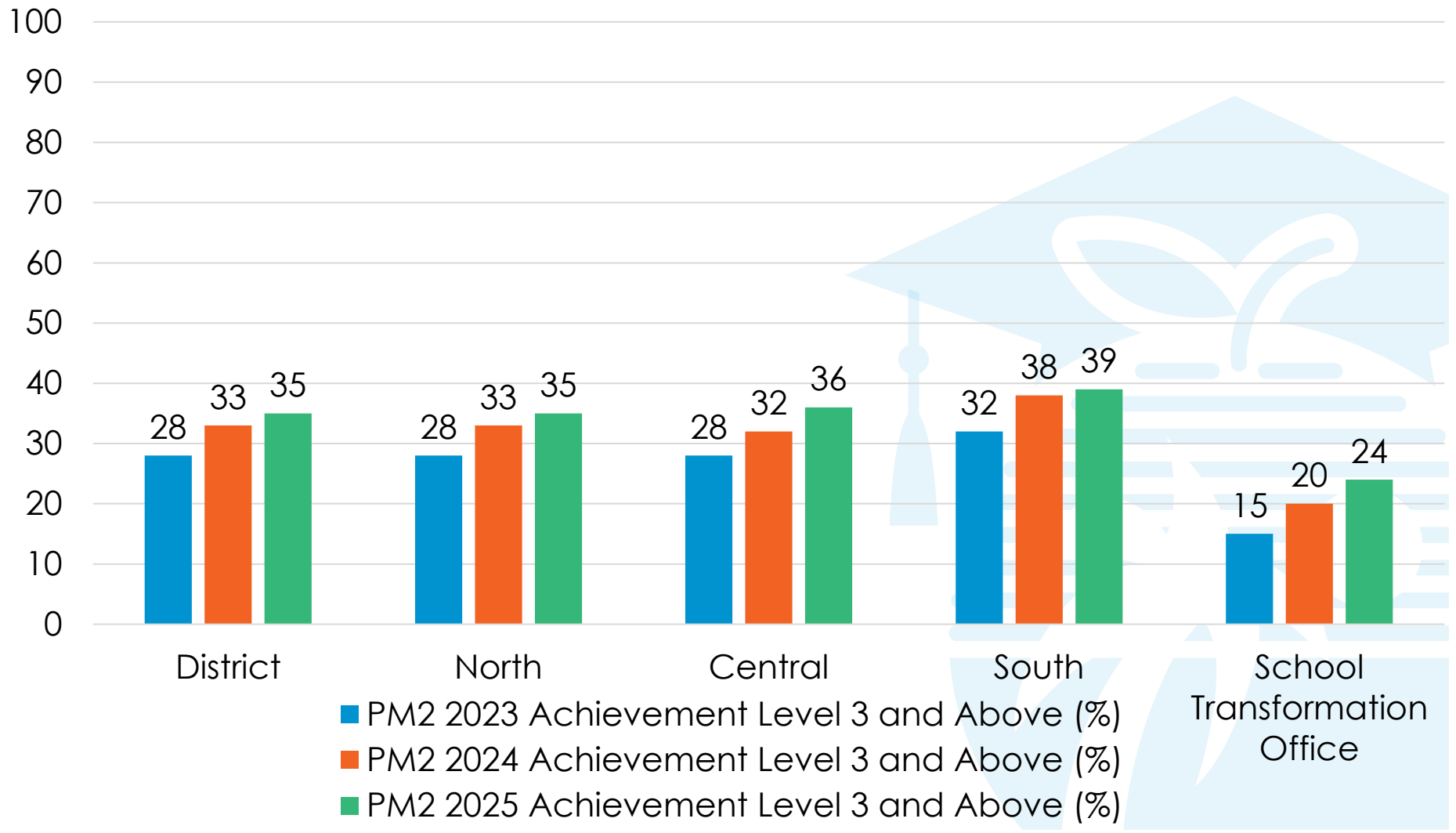
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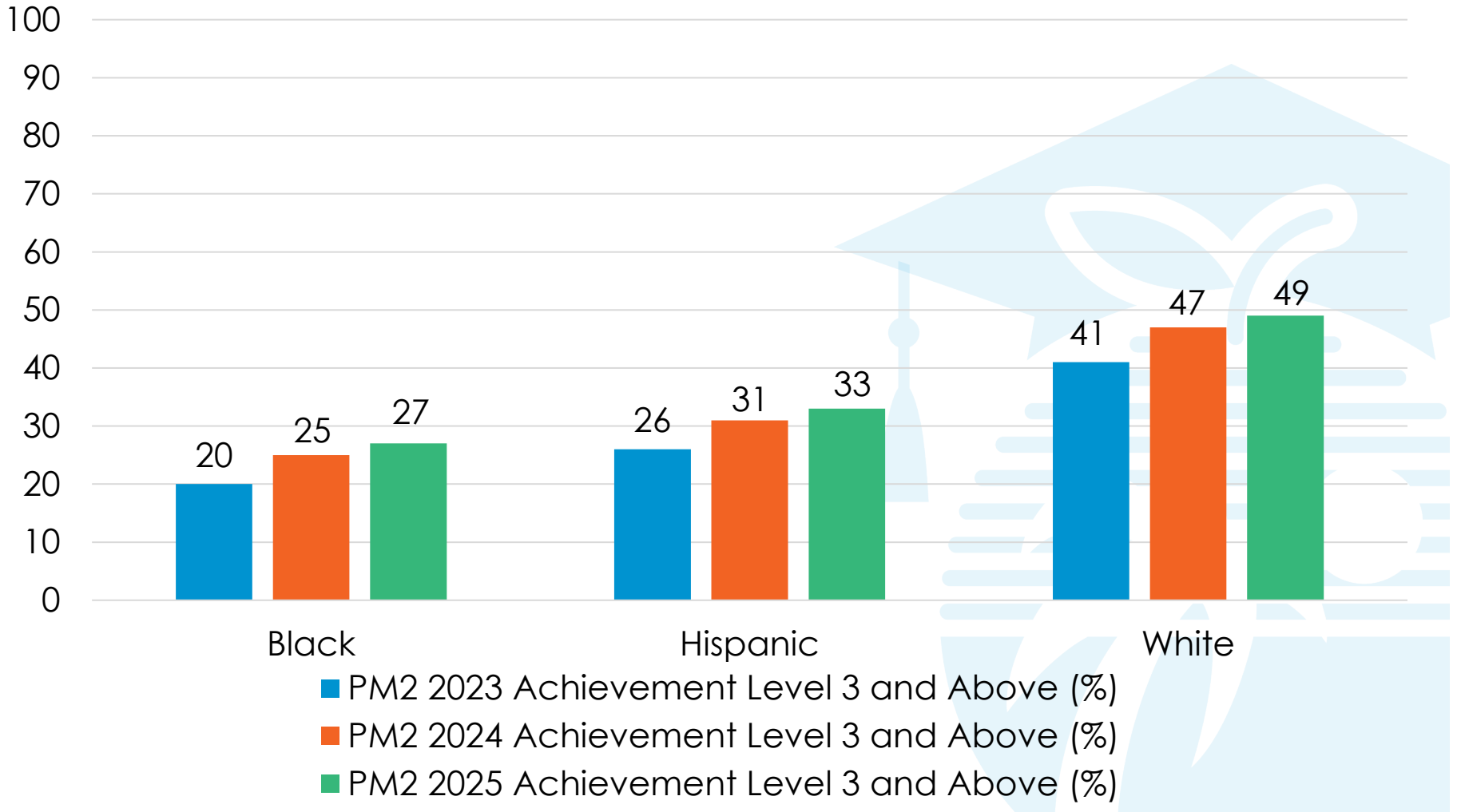
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*Note. Data does not include charter schools.

Source EAAR Star Dashboard - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/STAR-Performance.aspx

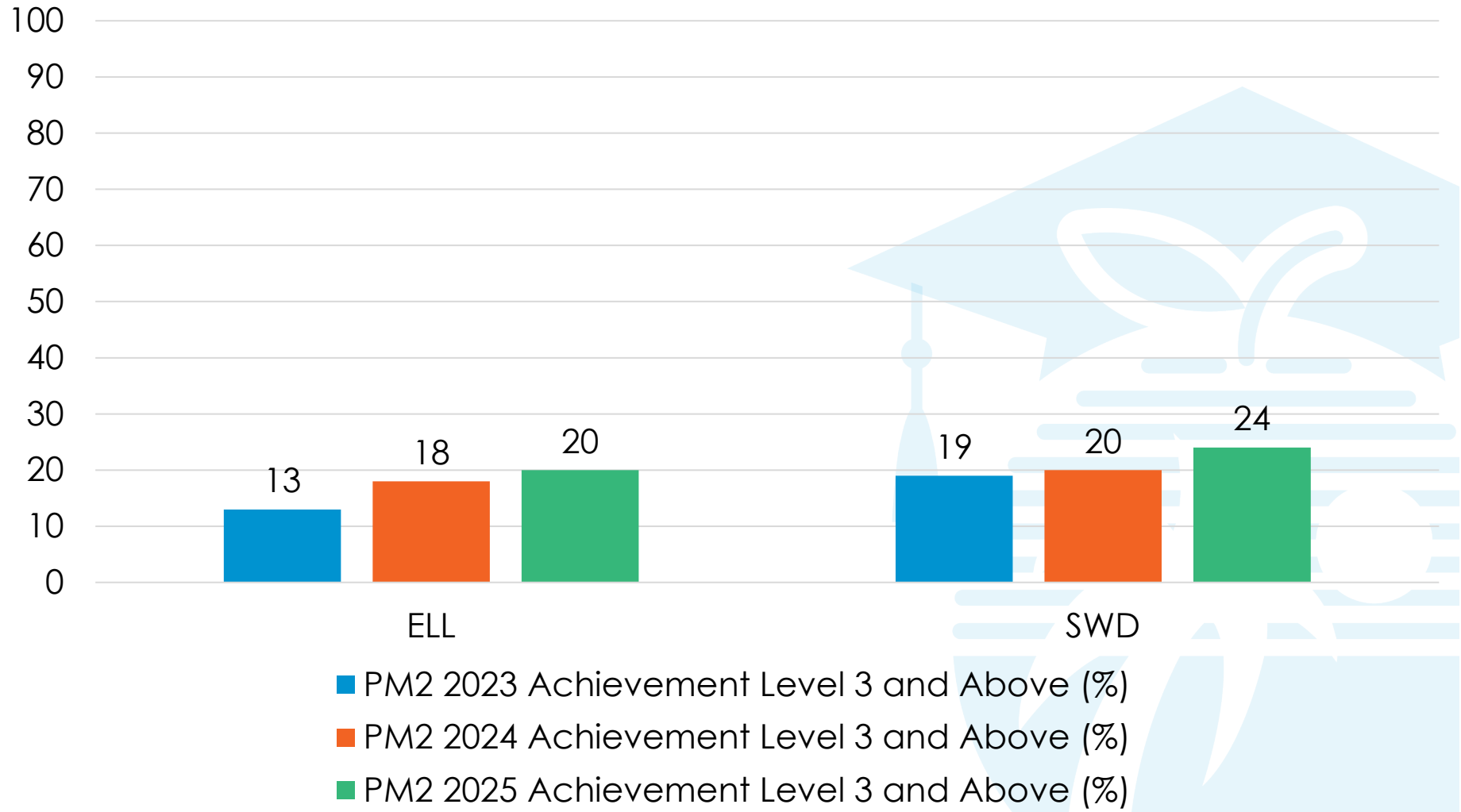
Three-Year Trend in Grade 1 FAST Star Math PM2 Performance by Race/Ethnicity



*Note. Data does not include charter schools.

Source EAAR FAST Dashboard - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/FAST-PM-Participation.aspx

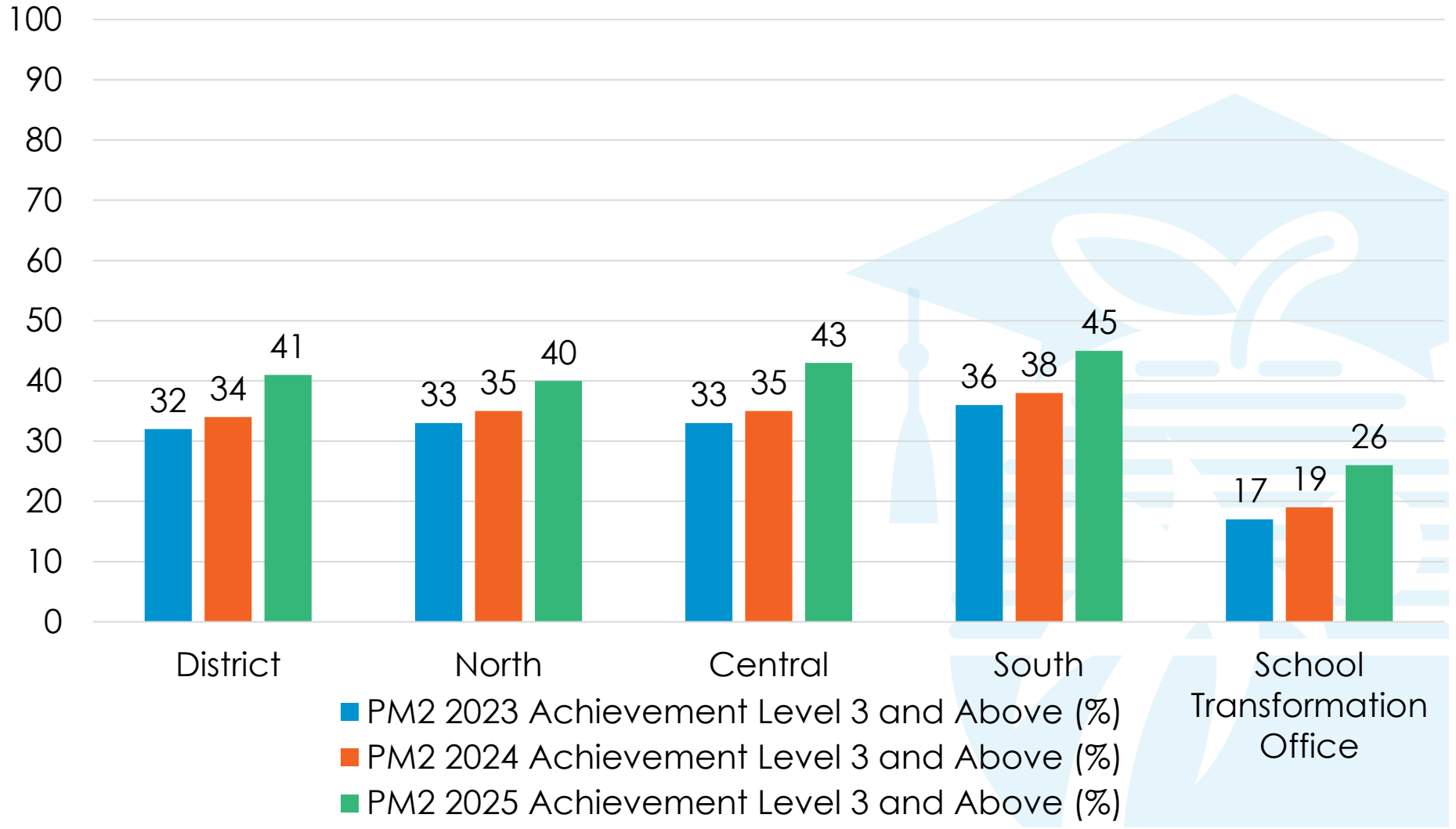
Three-Year Trend in Grade 1 FAST Star Math PM2 Performance by ELL and SWD



*Note. Data does not include charter schools.

Source EAAR FAST Dashboard - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/FAST-PM-Participation.aspx

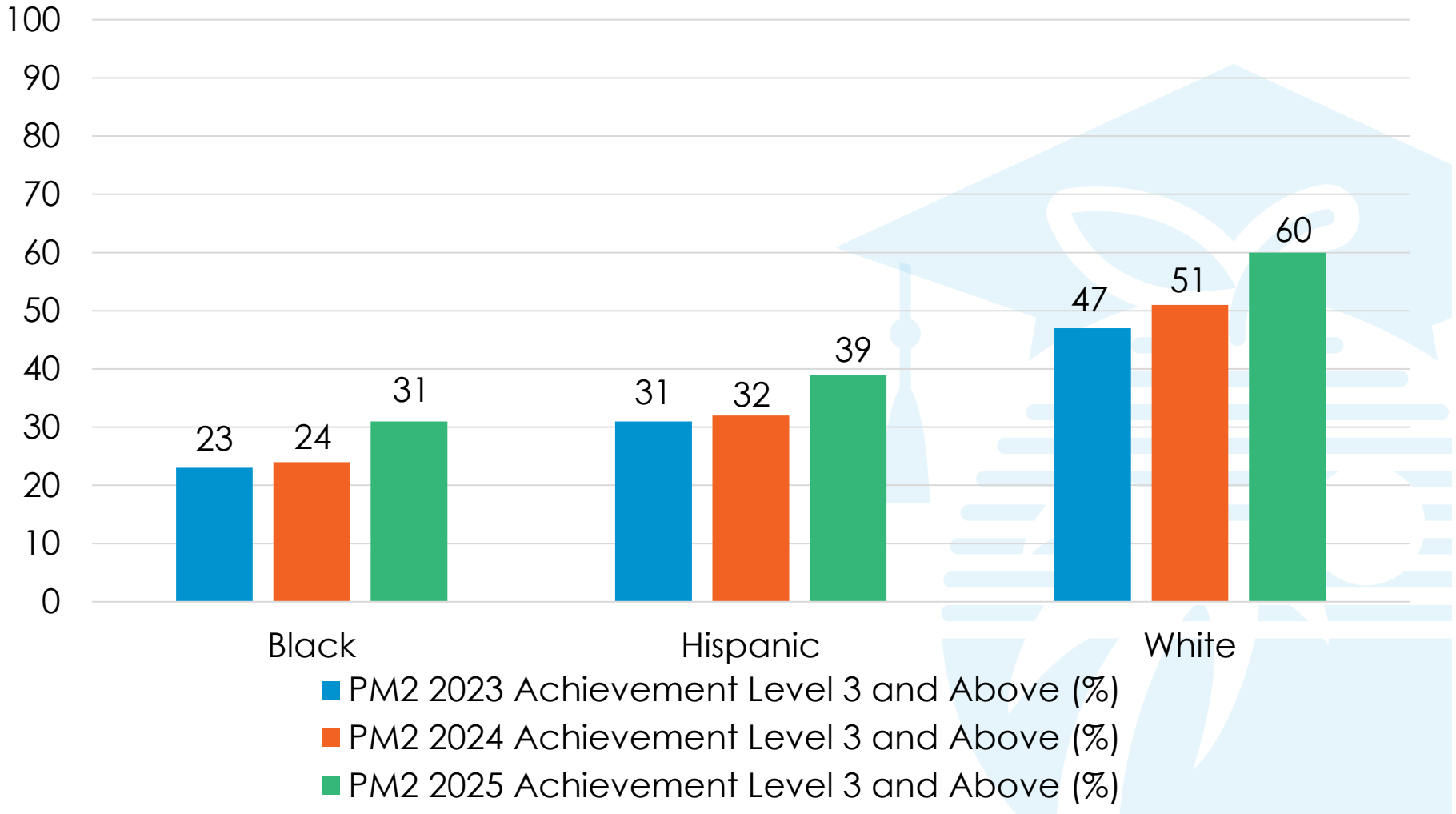
Three-Year Trend in Grade 2 FAST Star Math PM2 Performance by Region



*Note. Data does not include charter schools.

Source EAAR Star Dashboard - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/STAR-Performance.aspx

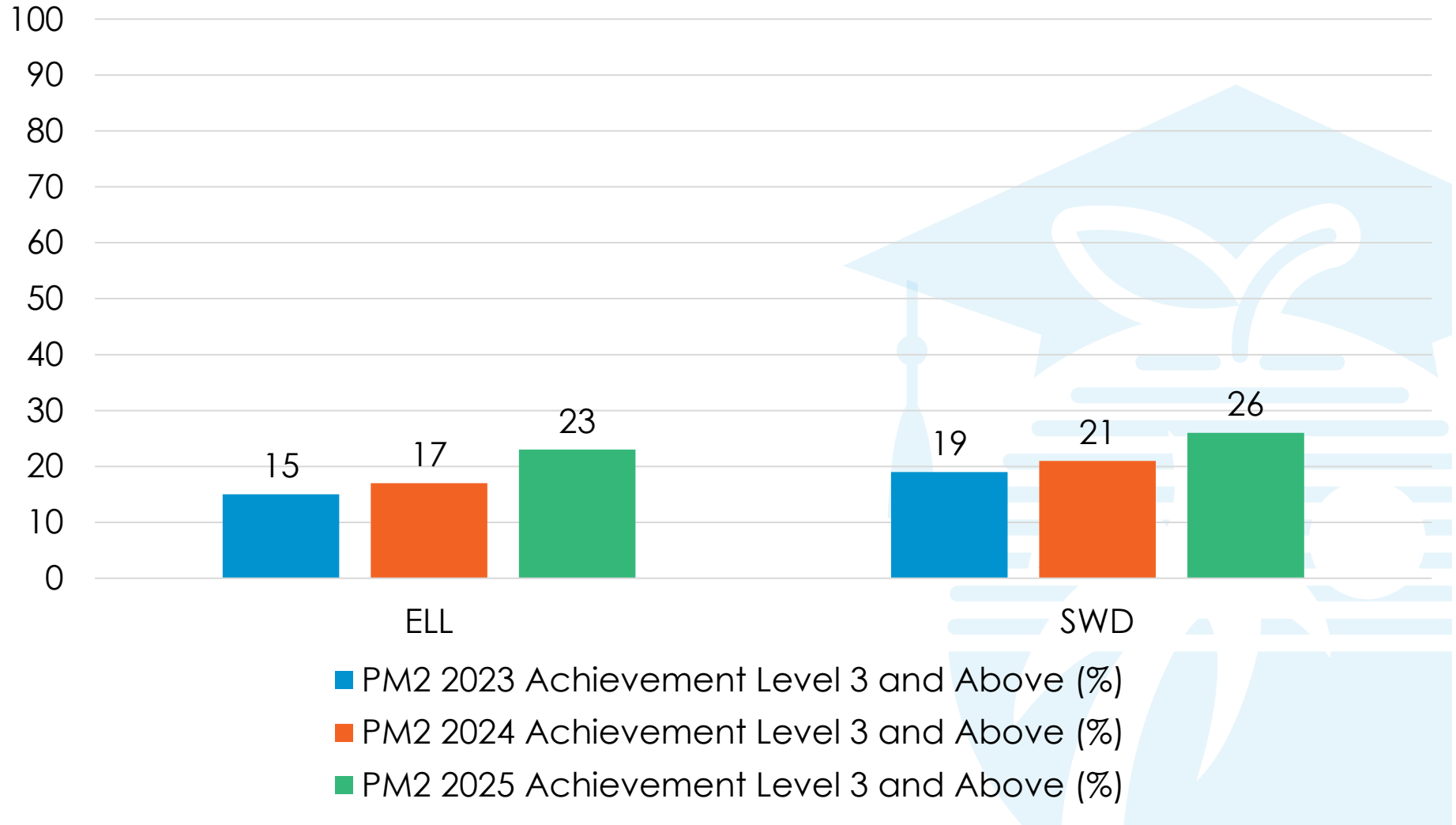
Three-Year Trend in Grade 2 FAST Star Math PM2 Performance by Race/Ethnicity



*Note. Data does not include charter schools.

Source EAAR FAST Dashboard - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/FAST-PM-Participation.aspx

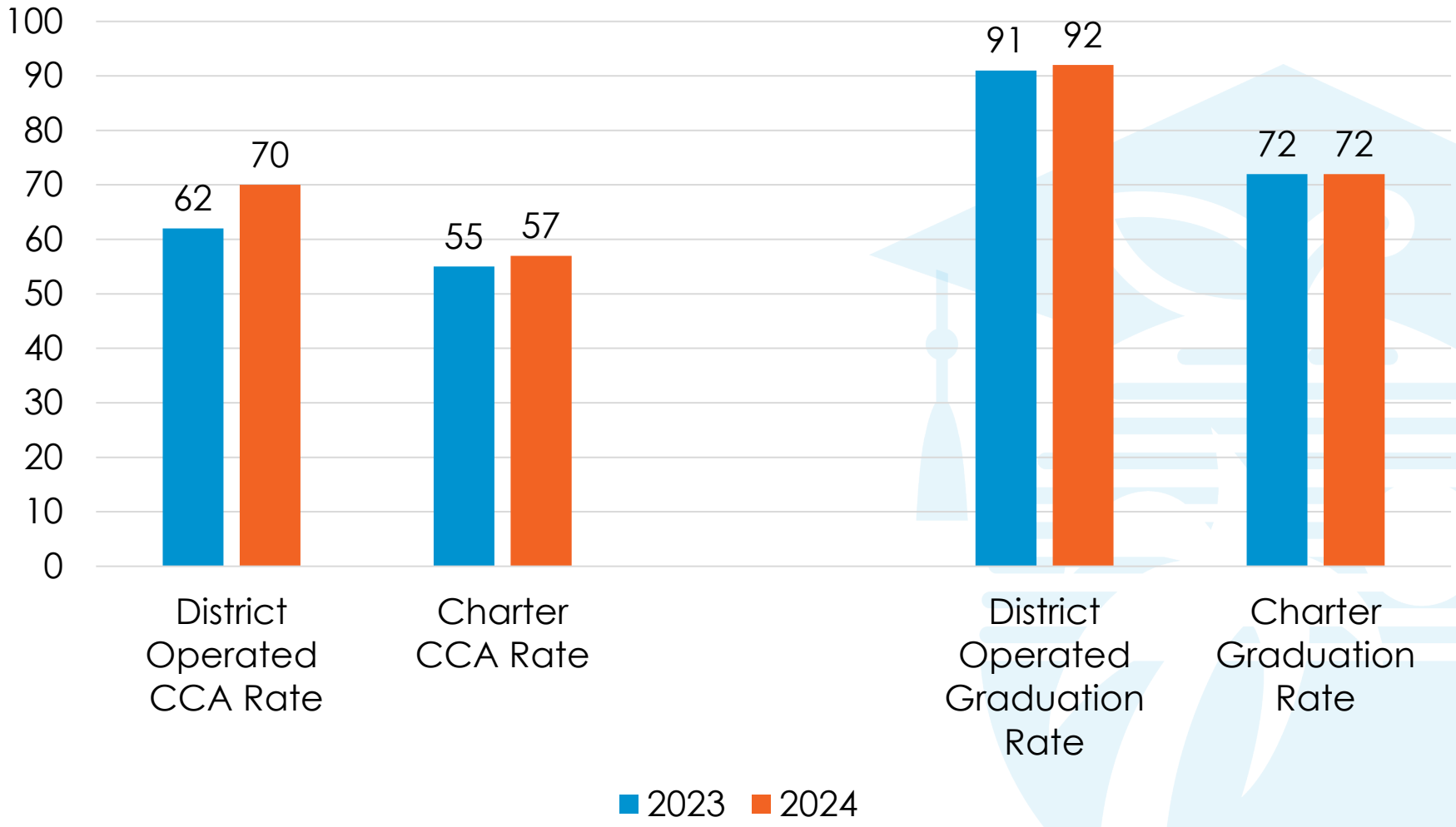
Three-Year Trend in Grade 2 FAST Star Math PM2 Performance by ELL and SWD



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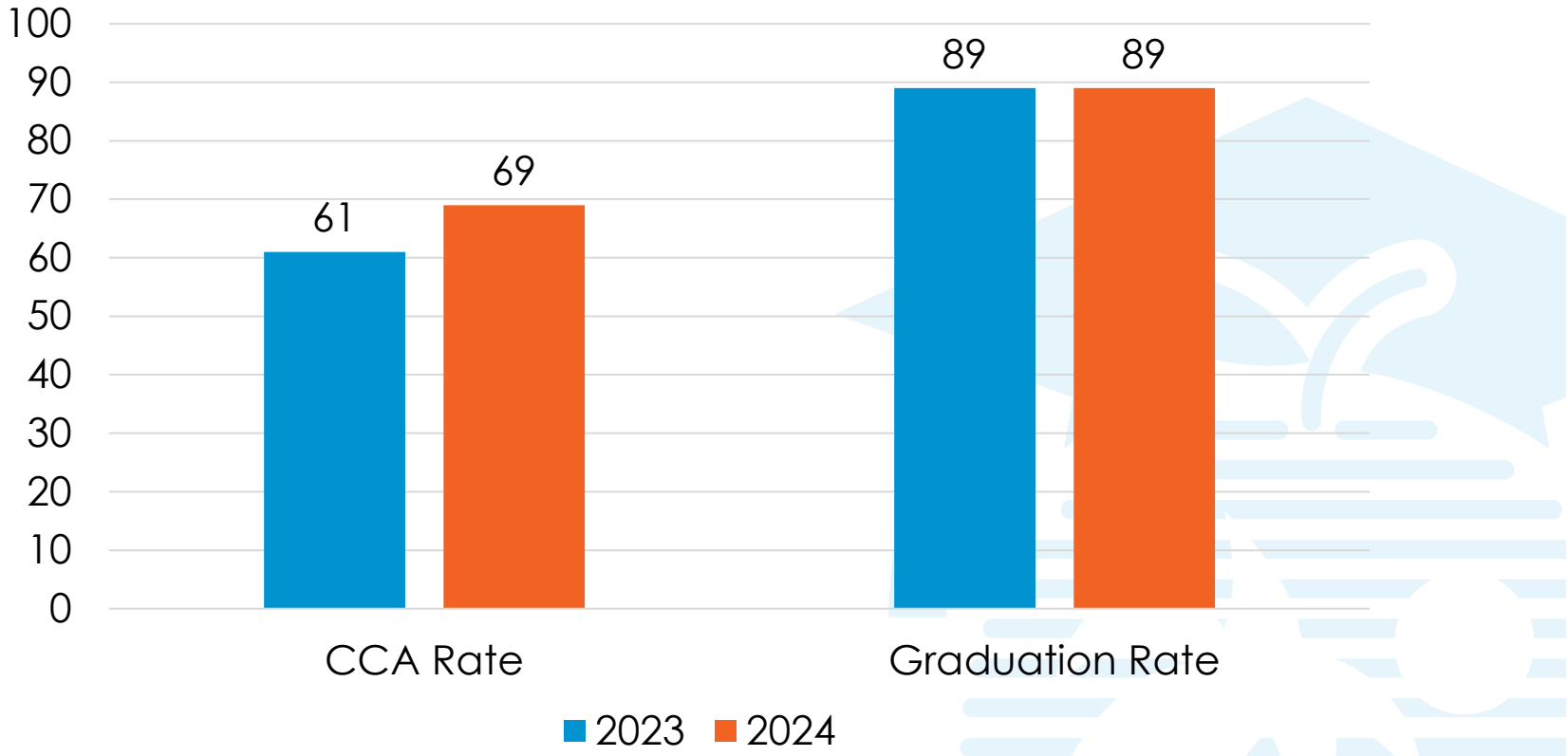
Source EAAR FAST Dashboard - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/FAST-PM-Participation.aspx

District Operated vs. Charter Schools Graduation Rate and College and Career Acceleration (CCA) Rates



Note. District Operated includes traditional high schools and alternative and ESE center schools.

District Grade 2025, Graduation Rate and College and Career Acceleration (CCA) Rate Components



- 12 high schools now have CCA rates of 80% or higher.
- 15 high schools experienced an acceleration rate increase of 10% or more.

Note. Data reflects District Grade measures and includes charter schools.

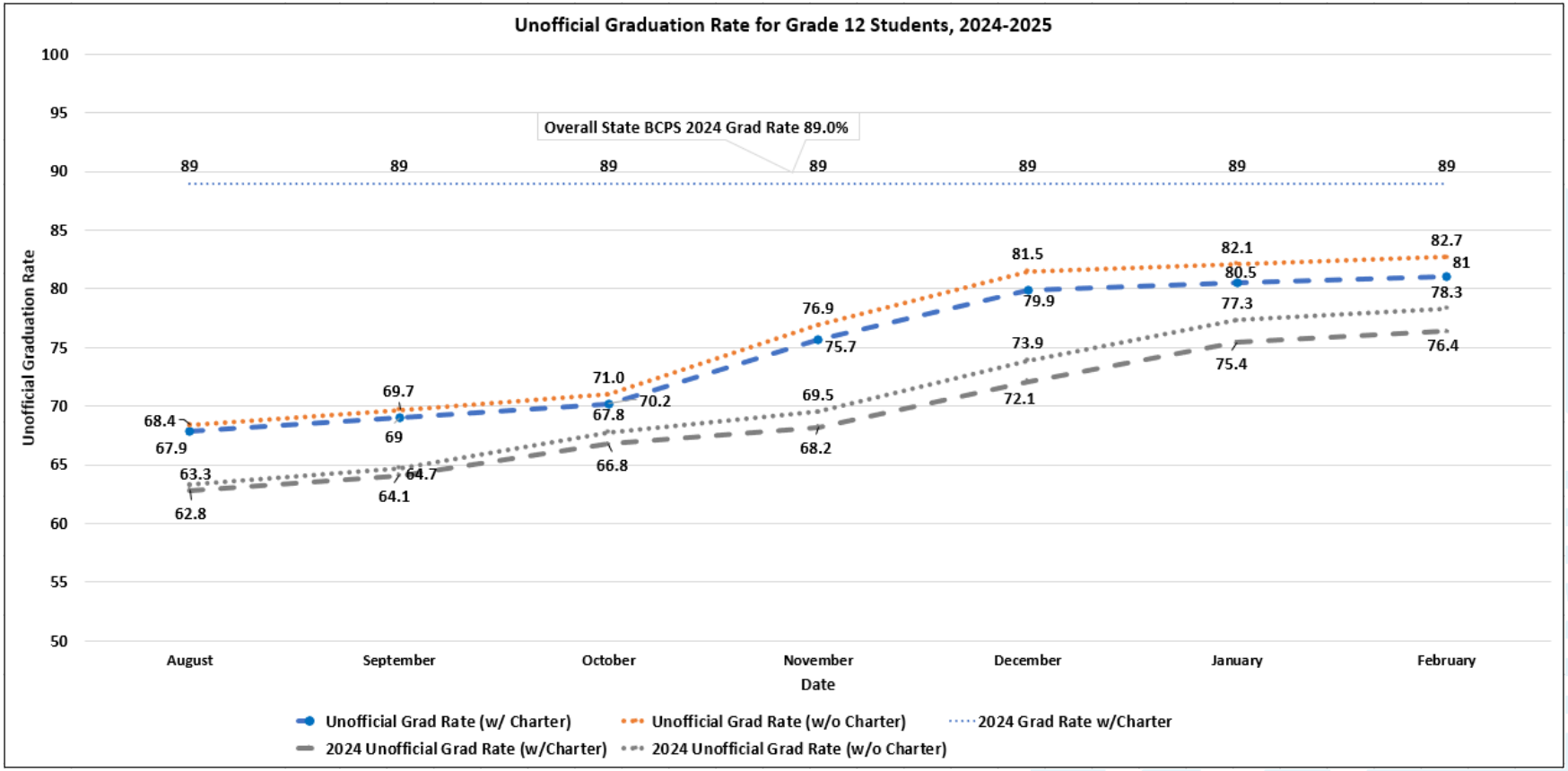
Acceleration & Strategic Planning Initiatives

- Currently, all high schools have 90% or more of their seniors scheduled for acceleration.
- Acceleration efforts did not begin until October 2023 (7 months), yet principals implemented rapid, strategic changes to drive improvement.
- All high school teams (principal, assistant principal, scheduler, etc.) attended an acceleration session at Miramar High School in October 2023.
- Each high school was provided with a $3,000 “acceleration coach” supplement. Acceleration coaches were provided with professional development and on-going support from the CTACE Department.
- Acceleration visit conducted by the CTACE Department, including high schools and feeder middle schools.
- Industry certification & advanced academics audit conducted at each school.
- Programs offered were reviewed to align middle schools with high schools.
- Developed an acceleration plan for the second semester and the 2024-2025 school year.
- Second-semester visit included a Strategic Planning session and targeted support.

Support & Accountability Measures

- Acceleration Coaches reported acceleration participation and progress at the student level.
- Professional Development (PD) Sessions offered for:
  - Industry certification training- ESB, PMI, HTML/CSS, etc.
  - New Career & Technical Education (CTE) PD & teacher support
  - CTE PD for school counseling directors, counselors and brace advisors
- Monitoring & Accountability efforts include:
  - Progress tracking: Focus reports to monitor student & teacher progress
  - Regular check-ins: Scheduled visits for push-in support by CTE pathway.

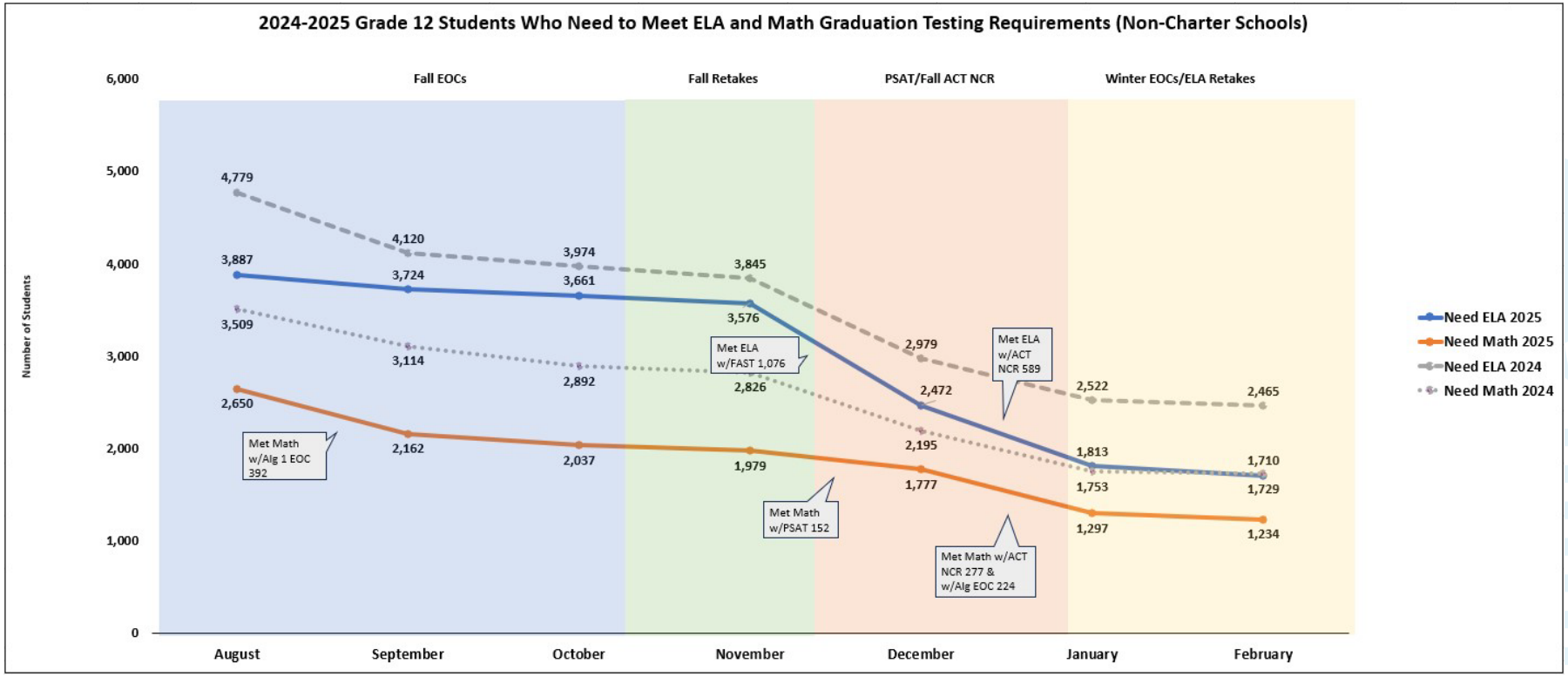
Graduation Rate Tracking for the 2025 Cohort



- As of February, the Unofficial Graduation Rates are tracking higher than February of the prior year.

* Unofficial Graduation Rate is calculated using the number of students who have met the graduation testing requirements in ELA and Math and the GPA requirement.

Grade 12 Graduation Tracking ELA and Math Cohort



- As of February, 1,710 students still need to meet ELA testing requirements (decrease of 755 students from the prior year in February)
- As of February, 1,234 students still need to meet Math testing requirements (decrease of 495 students from the prior year in February)

Debra Hixon, Chair
Sarah Leonardi, Vice Chair

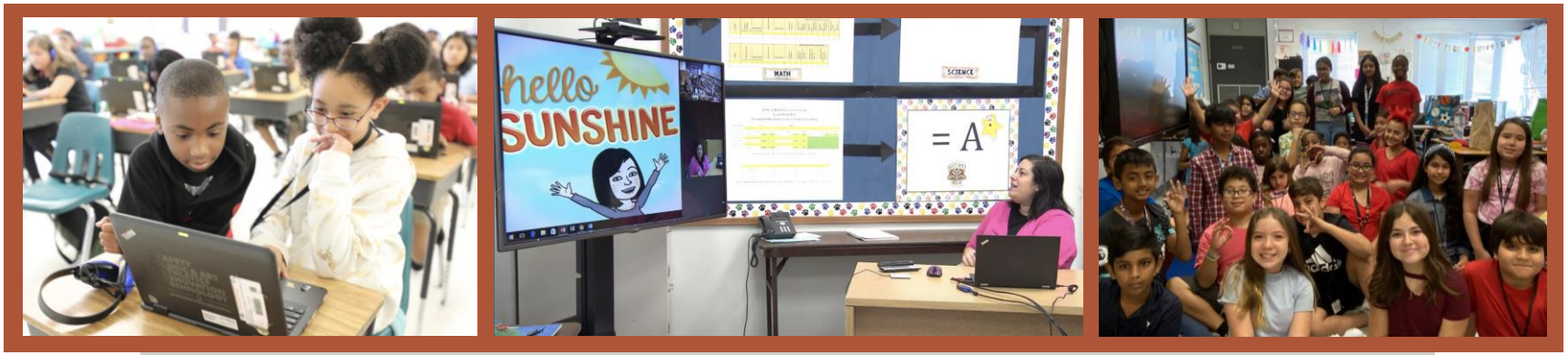
Lori Alhadeff
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Dr. Jeff Holness
Nora Rupert
Rebecca Thompson
Dr. Allen Zeman

Dr. Howard Hepburn
Superintendent of Schools

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Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or email eeo@browardschools.com.

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Communications and Legislative Affairs

School Board Advisory Committees and Their Memberships

Rule Development: School Board Workshop
March 4, 2025

Established 1915
BROWARD
County Public Schools

Introduction

At the December 17, 2024, Regular School Board Meeting, agenda item B-2. **Initiate Rulemaking for Policy 1070 District Committees and Their Membership**, a motion was made by Ms. Thompson, seconded by Dr. Zeman and carried, to move to add language to the Requested Action to read as follows: Direct the Superintendent of Schools to initiate rulemaking for revisions to Policy 1070, and their membership and all policies that create any and all committees currently in existence.

Purpose

To orient all School Board members on the current structure, district comparisons, reporting and operational challenges, and recommendations as it relates to School Board Appointed Committees and Public Stakeholders.

2022-2027 STRATEGIC PLAN

GUARDRAIL: ACCOUNTABILITY

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

Request of School Board

Please review the various policies and Recommended Advisory Committee Model presented in this presentation and provide guidance and direction to the Superintendent for Rulemaking at a subsequent Board meeting.

Financial Impact: None

Full List of SBBC Advisories and Committees (19)

Advisory Committees Established by Policy	Establishing Policy	Mandate/Requirement
District Committees and Their Memberships	School Board Policy 1070	N/A
1-3. Area Advisory Council *(North, Central, South)*	School Board Policy 1.21	Optional
4. Audit Committee	School Board Policy 1700	Optional
5. District Advisory Council	School Board Policy 1.2	Optional
6. Diversity Committee	School Board Policy 1240	CCC Settlement Agreement
7. ESE Advisory Council	School Board Policy 1.22	Optional
8. ESOL Leadership Council	School Board Policy 1.23	Optional
9. Facilities Task Force	School Board Policy 7012	Optional
10. Gifted Advisory Council	School Board Policy 1.24	Optional
11. Green Advisory Committee	School Board Policy 4210	Optional
12. Human Relations Committee	School Board Policy 1.51	Optional
13. Multilingual Advisory Committee	School Board Policy 1440	Optional
14. Parent Community Involvement Task Force	School Board Policy 1140	Optional
15. Qualifications Selection and Evaluation Committee	School Board Policy 7003	Optional
16. Small Business Advisory Committee	School Board Policy 3330	Optional
17. Superintendent's School Site Review Committee	School Board Policy 1270	Optional
18. Technology Advisory Committee	School Board Policy 5306.1	Optional
19. Wellness & Learning Support Committee	School Board Policy 6830	Optional

List does not include the Bond Oversight Committee as it will sunset following the conclusion of the Final Report for the SMART Bond

Broward County	Miami-Dade	Orange	Palm Beach	Duval	Polk	Lee	Pinellas
Enrollment 247,000+	Enrollment 333,000+	Enrollment 200,000+	Enrollment 190,000+	Enrollment 130,000+	Enrollment 117,000+	Enrollment 100,000+	Enrollment 90,000+
Committees **19**	Committees **10**	Committees **2**	Committees **7**	Committees **1**	Committees **4**	Committees **7**	Committees **1**
Members: renewed annually, one-year terms **Chair**: four one-year terms; may not serve as a Chair of that advisory committee for a period of two (2) years following the conclusion of their term as chair	**Members**: four years terms and/or shall run concurrent with the term of service of the respective Board member **Chair**: appointed every two years	**Members**: term of no less than two (2) calendar years, The initial term shall be no less than twelve (12) months **Chair**: one-year term, The Vice-Chair shall routinely become the Chair at the start of the following calendar year, past chair may be re-elected as Vice-Chair	**Members**: term is entitled to remain a committee member if that Board member serves on the Board **Chair:** four (4) consecutive years. Extension require Board approval; if approved, committee's chair will be considered as elected for the next year	**Members**: serve a minimum of 2 years terms per appointment **Chair**: serves earlier of two-year max or at conclusion of membership on committee	**Members**: members serve for three (3) years, up to a maximum of two (2) terms **Chair**: One-year terms **Audit Committee**: Chair of School Board serve as committee chair (*non-voting*)	**Members**: coincide with the term of the Board member that appointed them. The maximum term for any voting member is four (4) years, at which point they may reapply **Chair**: one-year terms	**Members**: four-year terms **Chair**: one-year terms

Based off available information for the respective district websites, policy manuals, and data provided by their Board offices

Hillsborough County Public Schools

Enrollment 224,000+

Committees
0

Hillsborough County does not have permanent School Board-established committees

All Citizen Committees are ad hoc and sunset immediately following the conclusion of their tasks. Membership, officers, and terms are outlined in their respective establishing document
(Hillsborough Policy 9140 - Advisory Committees)

- The Board may establish various advisory committees when there is a definite function to be performed.
- Specific topics for study or well-defined areas of activities shall be assigned in writing to each committee immediately following its appointment.
- Upon completing its assignment, a committee either shall be given a new problem or shall be dissolved promptly. No advisory committee shall be permitted to continue for prolonged periods without a definite assignment.
- Each committee shall be instructed as to the length of time each member is asked to serve, the resources the Board intends to provide, the approximate dates on which the Board wishes it to submit reports, and the approximate date on which the Board wishes it to dissolve.
- Furthermore, the committee shall be instructed as to the relationship it has to the Board, to individual Board members, to the Superintendent, and to the remainder of the instructional staff.
- The Board shall have the sole power to dissolve any of its advisory committees and shall reserve the right to exercise this power at any time during the life of any committee.

District	List of Committees
Broward	1. Area Advisory Councils (*3 groups: North, Central South*) 2. Audit Committee 3. District Advisory Council 4. Diversity Committee 5. ESE Advisory Council 6. ESOL Leadership Council 7. Facilities Task Force 8. Gifted Advisory Council 9. Green Advisory Committee 10. Human Relations Committee 11. Multilingual Advisory Committee 12. Parent Community Involvement Task Force 13. Qualifications Selection and Evaluation Committee 14. Small Business Advisory Committee 15. Superintendent's School Site Review Committee 16. Technology Advisory Committee 17. Wellness & Learning Support Committee
Miami-Dade	1. Attendance Boundary Committee 2. Audit & Budget Advisory Committee 3. Diversity Equity and Excellence Advisory Committee 4. District Wellness Advisory Committee 5. Small, Micro and Minority Women-Owned Business Enterprise Advisory Committee 6. Student Services Advisory Committee 7. Citizens' Oversight Committee to the Interlocal Agreement for Public Schools in Facility Planning in Miami-Dade County 8. Ethics Advisory Committee 9. Achievement Gap Oversight Committee 10. Technology Advisory Committee

District	List of Committees
Orange	1. Audit Committee 2. Unitary Status Advisory and Oversight Committee
Palm Beach	1. Academic Advisory Committee 2. Audit Committee 3. Budget Committee 4. Construction Oversight and Review Committee 5. District Diversity and Equity Committee 6. Finance Committee 7. Technology Committee
Duval	1. Audit Advisory Committee
Polk	1. District Advisory Council 2. ESE Advisory Council 3. Attendance/ Boundary Committee 4. Audit Committee
Lee	1. Audit Committee 2. Construction Advisory Committee 3. Curriculum Advisory Committee 4. District Advisory Committee 5. Equity and Diversity Advisory Committee 6. Finance Advisory Committee 7. Strategic Plan and Accountability Advisory Committee
Pinellas	1. District Monitoring and Advisory Committee

Based off available information for the respective district websites, policy manuals, and data provided by their Board offices

Annual Reporting and Operating Challenges



Annual Reporting Rates- *express the verbal reports presented by the committee chairs (or designees) to School Board members at the Regular School Board meetings. Rates do not account for any written reports sent by the committee chairs directly to School Board members.*

Quorum Rate*- express the ratio of operational meetings held by each advisory committee group; where official business may be conducted, such as votes considered and taken.*

Committee Name	Reports Received by the School Board (Jan. 2024 – Jan. 2025)	Annual Reporting Rate (Jan. 2024 – Jan. 2025)	Quorum Established (Aug. 2023 – June. 2024)	Quorum Rate (Aug. 2023 – June. 2024)
Diversity Committee	13 Reports	100%	Pending	Pending
ESE Advisory Council	13 Reports	100%	Pending	Pending
Facilities Task Force	11 Reports	85%	Pending	Pending
Audit Committee	10 Reports	77%	Pending	Pending
District Advisory Council	9 Reports	70%	Pending	Pending
Multilingual Advisory Committee (*5 maximum*)	3 Reports	60%	Pending	Pending
Human Relations Committee	6 Reports	46%	Pending	Pending
Technology Advisory Committee	5 Reports	38%	Pending	Pending
Parent Community Involvement Task Force	4 Reports	31%	Pending	Pending
ESOL Leadership Council	3 Reports	23%	Pending	Pending
Small Business Advisory Committee	3 Reports	23%	Pending	Pending
Gifted Advisory Council	1 Reports	1%	Pending	Pending
Green Advisory Committee	0 Reports	0%	Pending	Pending

Additional Operating Challenges

School Board Policy 1070: District Committees and Their Membership

Advisory Committee Bylaws
Article VIII.

"The bylaws of each School Board-Established Advisory Committee, as well as any subsequent modifications, must be approved by The School Board. Bylaws must specify an effective date and be reviewed every two (2) years by the committee and conform to applicable law, rules, and Board policies."

District Staff has not been able to obtain copies of the committee bylaws from most of the advisory committee groups. This inability to obtain these documents prohibited the district from confirming compliance of the advisory groups with the above parameters located in School Board policy.

Composition of Advisory Committees
Article VI.

Current policy language excludes the Exceptional Student Education Advisory Council, the ESOL Leadership Council, and the Gifted Advisory Council from having a finite and set number of committee members be specified within their establishing policy or resolution.

This exclusion allows for a rolling membership amongst voting members on committee agenda items. This composition structure obscures the committee and the district's ability to properly track and report attendance. Additionally, this model disguises the true comprehension level of committee business and the understanding of voting items to be reported back to the School Board.

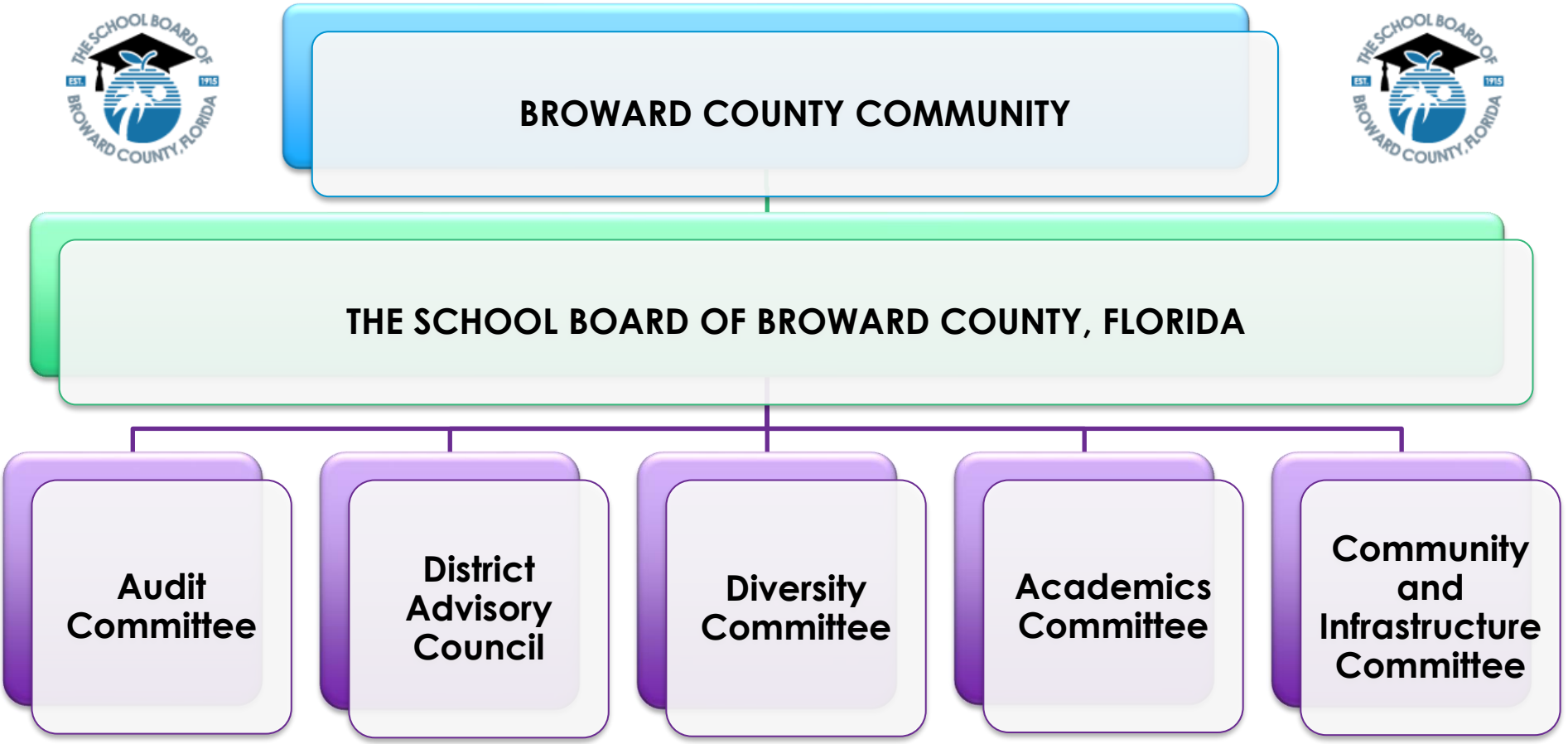
Quorum for the Conduct of Committee Business.
Article IX.

If the committee fails to establish a physical, the meeting may be adjourned or may become an informational meeting only.

Numerous advisory groups have expressed an inability to establish quorum throughout the year, resulting in informational meetings. At these informational meetings, member attendance may be recorded, but no motions will be considered, or votes taken; hence impacting the effectiveness of the committee group's objectives and responsibilities as set by their establishing policy.

Recommendation- Advisory Committee Model

The district will realign its 2025-2026 Appointed Committees and Public Stakeholder Structure to streamline advisory objectives by forming 5 permanent committees



Advantages to the Recommended Advisory Committee Model

The district will realign its 2025-2026 Appointed Committees and Public Stakeholder Structure to streamline advisory objectives by forming 5 permanent committees

Benefits	Progressive Impacts to the District
Enhanced Productivity	Streamlining the number of committees can help modernize processes and decision-making. This can prevent overlap in responsibilities and make it easier to coordinate actions across committees, allowing for quicker reviews on important issues or needs.
Healthier Collaboration and Communication	This new model will improve coordination strategies, reducing fragmentation. Members of these committees will have a broader, more holistic view of the district's operations, leading to better collaboration across departments and between schools.
Boost Committee Focus	Streamlining committee complexity allows members of the public to focus on their primary responsibilities rather than being stretched across multiple committees. This can lead to better operations and recommendations submitted in supporting students and educators.
Greater Clarity and Transparency	Streamlining committees can make it easier for the public to understand who is responsible for specific decisions. A simpler structure means clearer communication about how decisions are made and by whom, which helps build trust among stakeholders.
Increased Impact and Accountability	Through this model, it's easier for the members of the School Board to track the outcomes and effectiveness of each committee. Streamlining gives committees the chance to focus on the most impactful projects, and they can hold themselves more accountable for measurable results.

Advantages to the Recommended Advisory Committee Model

The district will realign its 2025-2026 Appointed Committees and Public Stakeholder Structure to streamline advisory objectives by forming 5 permanent committees

Benefits	Progressive Impact to the District
Clearer Focus and Prioritization	Streamlining committees, it's easier for the committees to concentrate resources on the most critical areas of need or the most important topics. The district can prioritize and align committees' work with strategic goals and initiatives more effectively.
More Effective Use of Stakeholder Input	Having fewer, but more focused, committees allows for deeper involvement of stakeholders in key decisions. Each committee can engage with its specific community group, leading to stronger advocacy, more meaningful feedback, and greater alignment with community needs.
Simplified Governance	A streamlined set of advisory committees helps ensure that governance processes are simpler and more coherent, especially for school board members. A clearer committee structure can make decision-making more transparent and responsive.
Cost Savings	By consolidating committees, the district may save on administrative costs, such as staff time, meeting expenses, and coordination efforts. These resources can be redirected to areas with a more direct impact on student outcomes
Sustainability	By focusing on a smaller number of committees, the district can ensure that the advisory system is more sustainable in the long term. Less strain on staff and resources will help ensure that committees can continue to operate effectively over time.

Scope of Review for Recommended Advisory Committee Model

Any restructuring of the advisory committees will require rulemaking to their respective policies listed on page 3

Academics Committee	• Assist in identifying and developing the needs, priorities, and issues of students with exceptionalities and programs, legislative support, and funding. Provide a forum for communicating information regarding such services, needs, and programs • Assist in identifying and developing the needs, priorities, and issues of students of limited English proficiencies. Coordination of community resources, parent involvement, legislative support, and funding for ESOL programs • Assist in identifying and developing the needs, priorities, and issues of gifted students and gifted education issues and initiatives, legislative support, and funding. Provide a forum for communicating information regarding such gifted education issues, initiatives, services, needs, and programs • Determines and monitors all wellness initiatives of the School Board of Broward County, including obesity prevention and objectives of the Wellness policy
Community and Infrastructure Committee	• Provide a forum for community participation in the planning, construction, maintenance, and monitoring processes of district facilities. Review school needs assessments, potential issues, and successes relative to maintenance of facilities, new construction, renovation, and remodeling projects • When the need for a new school is identified in the Five-Year ADEFP, the Superintendent's School Site Review Committee will consider a list of potential sites in the area of need. Make a recommendation of one or more sites in order of preference. Review data pertaining to such property and make recommendation to either dispose or retain school sites that are no longer needed for educational purposes to construct a new/replacement school and should be disposed as surplus property • Promote S/M/WBE participation by reviewing programs for contractors (all levels). Make recommendations on programs and procedures for such participation and coordinate such action of the district • Review and advise on the procurement of technology, align the use of technology in the schools and departments with district goals. Plan and evaluate technological initiatives and provide recommendations to the School Board

Scope of Review for Recommended Advisory Committee Model

Any restructuring of the advisory committees will require rulemaking to their respective policies listed on page 3

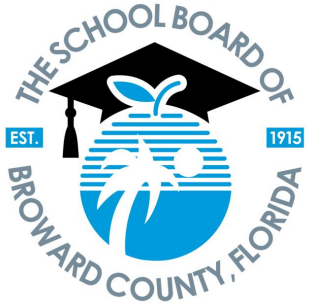
Audit Committee	• Review and recommendations to the Office of the Chief Auditor on reports and plans completed by the district and external firms.
District Advisory Council (DAC)	• Assemble members of the various advisory councils to propose recommendations and discuss issues that identify and assess the educational needs of the District • Promote parental/community involvement in schools • Foster, promote communication, and serve as the liaison between School Advisory Forums, School Advisory Councils, and the District Advisory Council. • Review current Parent/Community Involvement models to identify gaps and deficiencies in efforts increasing citizen participation in input in public education
Diversity Committee	• Recommend policies that promote equity, diversity, and cultural outreach • Monitor the terms of the Citizens Concerned About Our Children (CCC) Settlement Agreement • Review policies related to diversity, Educational/vocational equity, nondiscrimination, inclusion and Character education for fostering a mutual respect and understanding among groups of people • Provide strategic input, and advice regarding the School District's Dual Language Program and multilingual education. Conduct school site visits to develop a comprehensive understanding of how the Dual Language Program is functioning across all participating schools in the School District and visit non-participating schools for the purposes of sharing information with school administration regarding the program structure, requirements, and benefits of the Dual Language Program
Ad Hoc Committees	• Based on the needs of the district, the School Board shall adopt specialized ad hoc committees through a resolution that sunsets immediately following the conclusion of their tasks. (ex. Bond Oversight Committee and Redefining and Boundary Resolutions)



Board Discussion

&

Guidance



Debra Hixon, Chair
Sarah Leonardi, Vice Chair

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Maura McCarthy Bulman
Brenda Fam, Esq.
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Nora Rupert
Rebecca Thompson
Dr. Allen Zeman

Dr. Howard Hepburn
Superintendent of Schools

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POLICY NO. 1070

District Committees and Their Membership

Except as otherwise provided herein, all school advisory and evaluation committees to whom decision-making authority have been delegated are governed by the provisions of this policy. "Decision-making authority" is defined as the ability to review options available to the school district and to narrow the range of options to be considered or to recommend that one or more options be considered by The School Board or the Superintendent. This policy does not apply to workgroups created by the Superintendent to which no decision-making authority has been delegated and whose functions are limited in scope only to fact-finding or information-gathering and if such workgroups only perform such limited functions.

The purpose of this policy is to identify the roles and responsibilities of School Board of Broward County committees as it pertains to Florida's Government in the Sunshine Law.

Committees subject to this policy are those established by The School Board or Superintendent to provide recommendations on delegated areas of responsibility. The areas of responsibility, along with any prescribed committee goals and objectives, shall be specified within their individual establishing policies, resolutions, or the School District's strategic plan. (See Article IV)

Department committees that are delegated to provide recommendations to the School Board or Superintendent and are not established by policy, shall be provided resources for conducting those meetings.

I. Scope

A. In the event of a conflict between the provisions of this policy and those contained within any other policy or within any advisory committee bylaws or within any other document related to any advisory committee, the provisions of this policy shall govern. All provisions of this policy, any other School Board Policy or resolution, any advisory committee bylaws, or any other document shall be applied consistently to each committee to the extent applicable to its delegated responsibilities. Section 286.011 Fla. Stat.

II. Definitions

A. "Committees" refers to groups of persons to whom decision-making authority has been delegated and which review options available to the school district and narrow

the range of options to be considered or recommend that one or more available options be considered by The School Board or the Superintendent and which perform functions other than mere information-gathering or fact-finding

B. “Groups of persons” includes employees and non-employees/volunteers of the school district.

C. Types of committees: Advisory committees, subcommittees, competitive solicitation evaluation committees, advisory councils, and task forces (collectively "committees") created by policies, resolutions, Superintendent, or departments as required.

D. Committees may be identified as, but not limited to, the following descriptions:

1. School Board Established Advisory committees with School Board appointees
2. Competitive solicitation evaluation committees, which is a committee that has been assembled to review, evaluate and make recommendations upon a competitive solicitation that has been publicly released by the school district pursuant to Section 120.57(3), Fla. Stat.; Section 6A-1.012, F.A.C., and School Board Policy 3320 – Purchasing Policies.
3. School Board Advisory committees without School Board appointees
4. School Board Advisory committees established by resolution
5. Committees Identified within School Board established policies that make recommendations for policy changes including workgroups
6. Refer to Section 286.011, Fla. Stat. Public meetings, and records; public inspection; criminal and civil penalties and Office of the General Counsel if uncertain your committee needs to follow this policy.
7. Subcommittees of full committees, which makes recommendations to the full committee

E. Each member of a committee is a public officer. See Section V (C).

F. Advisory committees other than those that have an establishing policy or resolution adopted by The School Board may be created by the Superintendent or her/his designees to perform various decision-making functions. Those committees do not require an establishing policy and their function and membership composition will be determined administratively by the Superintendent and/or her/his designees based upon their function.

III. Department Committees Delegated to Provide Recommendations to The School Board or the Superintendent

A. Membership/Composition of Committee(s)

1. When a member of the staff is appointed to a committee that has been delegated authority that normally is exercised by The School Board, the staff

member loses her/his identity as a staff member while participating as a committee member and is accordingly subject to the Sunshine Law.

2. A finite and set number of committee members must be specified in each committee's bylaws.
3. Membership may include committees with staff and/or stakeholder participation.

4. The department creating a committee shall identify in the committee's bylaws those department(s), advisory committee(s), teacher(s), principal(s), outside agency(ies) and/or any other stakeholder(s), that are to participate on the committee and their role.

5. All stakeholder groups having a representative as a committee member will be allowed to send a designee/alternate to ensure that each stakeholder group is represented.

B. Each member must regularly communicate with his/her appointing stakeholder group to provide updates about committee discussions or motions and to exchange views upon relevant issues.

C. Annual Training – See Training Program for Members of Other Committees Article V (C. 5)

D. Attendance

1. A committee member is strongly encouraged to attend all properly noticed meetings.

2. Attendance must be taken at each meeting to ensure that participation of the representatives on the committee is recorded, and that a quorum is present.

3. In the event a committee member is unable to attend, the member must notify the member's stakeholder group so that a designee/alternate may be sent.

E. Committee Liaison and Facilitator(s) – See School District Liaisons, Facilitators and General Counsel (See Article VI (A))

1. Each Director of a school district department who assigns a Facilitator will ensure that:
    a. committee meetings are publicly noticed in accordance with applicable laws and rules;
    b. supporting meeting materials are available and provided to committee members at least seven (7) calendar days in advance of the scheduled meeting; and
    c. notice of committee meetings should be submitted and placed on the district calendar.

F. Bylaws

1. If any administratively created committee is performing a decision-making function, it will conduct its meetings in accordance with the requirements of The Sunshine Law and adopt a basic template of Bylaws outlining the requirements of The Sunshine Law and adopting the current edition of Robert's Rules of Order.

2. Departments that convene committees to review and make recommendations to policies must have their bylaws approved by two-thirds (2/3) of the membership every two (2) years.

IV. Establishment and Dissolution of School Board-Established Advisory Committees and Committees Established by School Board Resolution

A. The following procedures shall be used to establish and dissolve a School Board-Established Advisory Committee:

1. All School Board-Established Advisory Committees shall be established by adoption of a School Board Policy, passage of a resolution or statute. A School Board Member may place an item on the agenda of a Regular or Special School Board meeting to request the establishment of a new School Board-Established Advisory Committee in accordance with School Board Policy 1000, (RULE DEVELOPMENT AND RULEMAKING). The agenda item shall outline the intended purpose of said proposed advisory committee.

2. Prior to The School Board's approval of an agenda item proposing an establishing policy or resolution for a School Board-Established Advisory Committee or resolution forming a committee, the proposed policy or resolution will be timely placed upon a School Board Workshop agenda for discussion about the proposed advisory committee's composition, function, and other organizational features.

3. The proposed policy or resolution establishing the new School Board-Established Advisory Committee will thereafter be submitted to the Office of the General Counsel for review prior to its formal submission as an agenda item for School Board approval and adoption in accordance with its governing laws, rules, and policies.

4. Any School Board Policy or resolution establishing an advisory committee must be in compliance with applicable law, rules and other School Board Policies and must be reviewed every ~~two~~ five (~~2~~ 5) years by the members of the School Board, advisory committee ~~itself~~, and department, if applicable, in accordance with School Board Policy 1000.

B. Dissolution of a School Board-Established Advisory Committee:

1. The Superintendent shall place an item on the agenda of a Regular or Special School Board Meeting recommending the School Board-Established Advisory Committee's dissolution if in her/his opinion the committee's purpose has been satisfied or if its function is being accomplished through other means.

2. If The School Board approves such a recommendation, it shall take any necessary action in accordance with School Board Policy 1001~~1~~0 and its governing laws and rules to repeal or amend any existing School Board policies concerning the advisory committee.

V. APPLICATION OF LAW TO COMMITTEES.

A. THE SUNSHINE LAW

1. Meetings of committees as defined above in Article II shall be conducted in accordance with the provisions of and exemptions from the Florida Sunshine Law (Section 286.011, Fla. Stat.) which includes:

    a. Requirements for public notices of meetings,
    b. Minutes of such meetings, (*including informal/workshop meetings),* and
    c. That such meetings be open to the public at all times.

2. The minutes of each committee meeting shall be promptly recorded, and such records shall be open to public inspection.

3. Each member of a committee as defined above in Article II is subject to The Sunshine Law and may not discuss with another committee member any matter or issue that may foreseeably come before the committee for its consideration except during a publicly noticed meeting conducted in compliance with The Sunshine Law.

4. If additional guidance is required upon the application of the Sunshine Law, a request for guidance should be made to the Office of the General Counsel through the committee's school district liaison or district facilitator.

B. OPEN PUBLIC RECORDS LAWS

1. Records of committees as defined above in Article II and their committee members are subject to the provisions of and exemptions from the Florida Open Public Records Law (Section 119.07, Fla. Stat.).

2. Each committee member has a duty to retain such records and to forward such records to the committee's school district liaison or district facilitator for retention in accordance with applicable state records retention schedules.

3. All agendas, minutes, correspondence, documents, information, and emails sent or received regarding the conduct of the committee's business shall be transmitted to the committee's school district liaison or district facilitator for purposes of record retention.

4. A committee member may not distribute or disseminate any information received in the performance of her/his official duties if that information is exempt from public inspection or is otherwise confidential or privileged pursuant to applicable law.

5. If additional guidance is required upon the application of the Open Public Records Law or the applicable records retention schedules, a request for assistance should be made to the Office of the General Counsel through the committee's school district liaison or district facilitator.

6. No fee shall be assessed for public records request made by committee chairs for documents related to the subject of the committees' responsibilities.

C. CODE OF ETHICS

1. Each member of a committee as defined above in Article II, is a public officer as defined in Sections 112.313(1) and 112.3143(1), Fla. Stat., which are part of the Florida Code of Ethics for Public Officers and Employees.
2. Each committee member will have access to an orientation package that includes:
    a. The committee's establishing Policy,
    b. The committee's Bylaws,
    c. A sample Memorandum of Voting Conflict for County, Municipal, and other Local Public Officers (Commission on Ethics Form 8B*),*
    d. A sample Disclosure of Business Transaction, Relationship, or Interest (Commission on Ethics Form 4A), and
    e. Access to District Ethics Training.

3. Ethics Training Program Content.

    a. Except as provided herein, each member of any committee shall complete a district ethics training program. The training program will cover the following topics:

        i. The Code of Ethics for Public Officers and Employees (which applies to advisory committee members),
        ii. The Sunshine Law,
        iii. The Open Public Records Law, and
        iv. Robert Rules of Order.

    This training program is not required for members of School Advisory Forums, of the Exceptional Student Advisory Council, ESOL Leadership Council, or of the Gifted Advisory Council and a lack of such training shall not preclude members of the public from attending and participating in meetings of those committees. However, officers and Executive/Steering committee members of these specified exempt Committees are required to complete the training program. School

district liaisons and district facilitators are required to complete the training program prior to commencement of their service to such committees so they will be enabled to provide appropriate guidance to committee members.

4. Training Program

    a. Except as otherwise provided in this policy, each member of a School Board-Established Advisory Committee, or committee created by resolution are annually required to complete the school district's training program for School Board-Established Advisory Committees.

    b. Such training must be completed prior to the second committee meeting following appointment/election to the committee.

    c. Members of any ad hoc bid protest committees assembled pursuant to School Board policy shall complete such training prior to the first bid protest committee meeting they attend each year.

5. Training Program for Members of Other Committees.

    a. Each member of a committee other than (a) a School Board-Established Advisory Committee or (b) a committee assembled to evaluate, negotiate, and recommend the award or rejection of a competitive solicitation is annually required to complete the school district's training program prior to their committee service.

6. Training Program for Committee Liaisons and Facilitators.

    a. Each district liaison to a committee and each district facilitator shall complete the ethics training prior to providing support to their committees.

7. Exemption from Training Program for Elected Officials and Public Officers.

    a. Any committee member who is also an elected official or public officer and who has already completed training regarding The Sunshine Law, Open Public Records Law and Code of Ethics for Public Officers and Employees due to the requirements of the member's other official positions is exempt from the school district's training program for committee members, provided that said committee member has completed the member's outside agency's required training by the second committee meeting of each year.

8. Record of Completion of Training Program.

    a. Each committee member required to complete the school district's training program must execute an Acknowledgment of Ethics Training

form which shall be submitted to the committee's school district liaison or district facilitator for record retention.

b. A committee member must timely complete the school district's training program to maintain good standing.
c. The district's training program is not required for members of School Advisory Forums, of the Exceptional Student Educational Advisory Council, ESOL Leadership Council, or of the Gifted Advisory Council and a lack of such training shall not preclude members of the public from attending and participating in meetings of those committees. However, officers/executive/steering committee appointees of such exempt committees must annually complete the district training program.
d. The district liaison or district facilitator for each committee shall keep track of who has completed training and report to the committee chair the completion of district training by committee members and of those members not in good standing. (See Article VI, C. 3 Maintaining Good Standing)

VI. MEMBERSHIP

The School Board is committed to reflecting the diversity and community at large within the membership of the district's committees.

A. School District Liaisons, District Facilitators and General Counsel.

1. School district designees serving as liaisons or facilitators to committees and members of the Office of the General Counsel shall only serve as support resources to committees and shall not be designated as non-voting members of any committee and shall not be counted toward achieving a quorum at any committee meeting.

2. The designation of such persons as non-voting members would subject them to the restrictions of the Sunshine Law and preclude their ability to consult with and provide guidance to individual committee members. In the event of any conflict between this subsection and any existing policy, this subsection shall govern.

3. Each School Board-Established Advisory Committee will be assigned a district liaison or district facilitator to facilitate the committee's activities.

4. Each Director of a school district department who assigns a facilitator will ensure that:
    a. committee meetings are publicly noticed in accordance with applicable laws and rules,
    b. supporting meeting materials are timely made available and provided to committee members at least seven (7) calendar days in advance of the scheduled meeting.

5. The Superintendent or her/his designee shall determine the appropriate extent of staff support necessary for each individual School Board-Established Advisory Committee, and

6. Notice of committee meetings should be submitted and placed on the district calendar for the upcoming school year.

B. School District Conflict of Interest Form.

1. Each member of a committee as defined in Article II is required to execute the school district's Conflict of Interest form for School Board-Established Advisory Committees prior to serving on any advisory committee.

2. The form must be provided to the committee's district liaison or district facilitator for retention in accordance with applicable records retention schedules.

3. The foregoing provisions apply only to officers and executive/steering committee members of School Advisory Forums, of the Exceptional Student Education Advisory Council, ESOL Leadership Council, or of the Gifted Advisory Council.

4. The foregoing provisions do not preclude members of the public from attending and participating in meetings of those committees.

C. Composition of Advisory Committees.

The following provisions do not apply to members of School Advisory Forums, of the Exceptional Student Education Advisory Council, ESOL Leadership Council, or of the Gifted Advisory Council or preclude members of the public from attending and participating in meetings of those committees.

1. Composition of School Board-Established Advisory Committees.
    a. A finite and set number of committee members must be specified in the establishing policy or resolution for each School Board-Established Advisory Committee.
    b. The number of committee members specified in the establishing policy or resolution for a School Board-Established Advisory Committee shall include each person entitled to vote at any meeting of the committee.
    c. Voting requirements shall be identified in the committees' policies & bylaws.

2. Composition of Other Advisory Committees.
    a. Advisory committees other than those that have an establishing policy or resolution adopted by The School Board may be created by the Superintendent or her/his designees to perform various decision-making functions. In addition, the Superintendent may create workgroups to perform fact-finding or information-gathering functions. Those

committees and work groups do not require an establishing policy, or the adoption of by-laws and their function and membership composition will be determined administratively by the Superintendent and her/his designees based upon their function.

b. If any such administratively created workgroup is performing a decision-making function, it will conduct its meetings in accordance with the requirements of The Sunshine Law.

3. Maintaining Good Standing
    a. Each School Board-Established Advisory Committee's membership fluctuates, and the number of meetings conducted varies throughout the school year.
    b. Each School Board-Established Advisory Committee shall establish a minimum meeting attendance standard within its bylaws to ensure that a quorum (minimum number of attendees) of its members are in attendance at each meeting to enable the committee to conduct official business.
    c. A committee member must meet or exceed this minimum attendance standard to remain in good standing. One Hundred percent (100%) attendance at committee meetings is the goal.
    d. A committee member shall make a reasonable effort to notify the chair at least seven (7) calendar days prior to the scheduled meeting date as to whether they will or will not attend the committee meeting.
    e. Meeting Sign-in Sheets will be forwarded to the Office of ~~Chief of~~ ~~Staff~~ the Superintendent of Schools or her/his designee registering the attendance record of School Board Members' appointees.
    f. With the exception of officers and members of their executive/steering committees, the attendance requirements of this subsection shall not apply to meetings of School Advisory Forums, of the Exceptional Student Advisory Council, ESOL Leadership Council, or of the Gifted Advisory Council, or of ad hoc bid protest committees assembled pursuant to School Board policy.
    g. A committee member who has not completed the district's training program will not be considered a member in good standing.

4. Term of Committee Membership.
    a. Unless otherwise provided by School Board policy, the term of membership for each member of a School Board-Established Advisory Committee shall be from July 1 to June 30 or until a successor committee member is elected/appointed/selected.
    b. The attendance requirements of this subsection shall not apply to ad hoc bid protest committees assembled pursuant to School Board policy.

5. Committee Membership Vacancies.

a. Committee member vacancies on committees other than School Board-Established Committees will be filled by the Superintendent or her/his designee.
b. Vacancies on School Board-Established Advisory Committees will be filled pursuant to this policy and/or the establishing policy of that committee.
c. In the event a School Board Member is unable to fill a vacancy within a committee, the committee may submit a name(s) for that School Board Member's consideration.
d. The names of potential appointees are to be forwarded to the School Board Member and also to the ~~Chief of Staff~~ Superintendent of Schools or the latter's designee.
e. This subsection shall not apply to ad hoc bid protest committees assembled pursuant to School Board policy. Members of those committees will be designated by the Superintendent or her/his designee

VII. School Board Member Appointments to School Board-Established Advisory Committees.

The following procedures shall be used by School Board Members when making their appointments to any School Board-Established Advisory Committee:

A. School Board Members shall designate their appointments and/or reappointments to School Board-Established Advisory Committees for the upcoming school/fiscal year prior to June 30th of the prior school/fiscal year or as soon as possible thereafter.

1. Each appointment and/or reappointment shall conclude at the end of the fiscal year (June 30th) for which the appointment was made unless the appointee is unable to complete the term of appointment for any reason or the appointment is concluded earlier in accordance with this policy.

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B. A person may not be appointed to more than two (2) advisory committees by the same School Board Member. However, this does not preclude a School Board Member from appointing a person to serve on an advisory committee if that person is already serving on multiple advisory committees as the appointee of other School Board Members.

C. When appointing an individual to serve on a School Board-Established Advisory Committee, a School Board Member shall select an individual who will serve in the best interests of the school district and its students and community.

1. An appointee should possess experience, qualifications, or interests that are aligned with the function and purpose of the respective advisory committee.

2. School Board Members are encouraged to appoint individuals residing within their representative district and not employed by Broward County Schools. However, a School Board Member may appoint individuals who physically

reside and maintain their prime residency within Broward County, Florida, but reside outside of the appointing School Board Member's representative district.

3. Persons who previously served as committee appointees who are not currently in good standing may not be reappointed.

4. Each School Board-Established Advisory Committee appointee must regularly communicate with her/his appointing School Board Member to provide updates about advisory committee activities and to exchange views upon relevant issues. The means of this communication shall be specified by the respective School Board Member.

5. Appointees to the Audit Committee shall be independent of the school district. No appointee to the Audit Committee shall receive any compensation, including any consulting, advisory, or other compensatory fees from or on behalf of the school district or The School Board.

D. School Board Members shall notify the ~~Chief of Staff~~ Superintendent of Schools or his/her designee of any appointments to School Board-Established Advisory Committees and of any reappointments filling any vacancies that occur during the school year.

1. An appointing School Board Member may also officially recognize her/his new committee appointee(s) during the Reports section of a regular School Board meeting.

2. If a committee appointee does not complete the term of her/his appointment for any reason and the appointing School Board Member's office is also vacant, a replacement appointee shall be named by the Superintendent.

3. The ~~Chief of Staff~~ Superintendent of Schools or his/her designee will maintain a record of the appointees to each School Board-Established Advisory Committee and share it with the Chair of each committee

E. Removal of School Board Member Committee Appointees.

1. If an appointee of a School Board-Established Advisory Committee exhibits behavior or conduct in violation of applicable law, rules, or School Board Policy, or for other material reasons as determined by the appointing School Board Member or Superintendent, as appropriate, her/his appointment may be rescinded at any time by that appointing School Board Member (or by the Superintendent in the event of a vacancy in the office of the appointing School Board Member).

2. In such instances, the appointing School Board Member or Superintendent shall provide written notice to the committee appointee of the effective date of the conclusion of the appointee's committee service.

3. Copies of said notice shall be provided to the Chair, all School Board Members and to the ~~Chief of Staff~~ Superintendent of Schools or his/her designee and to the committee's district liaison or district facilitator. In addition to the other appointee replacement procedures within this policy, a newly elected or newly appointed School Board Member may, upon assuming office, replace any appointments to committees made by the new School Board Member's predecessor.

F. Removal of Committee Members Other than School Board Appointees

1. The Superintendent has the authority to rescind the membership of a committee member who is in direct violation with applicable law, rules, School Board policies and/or committee bylaws.

VIII. COMMITTEE BYLAWS.

A. Each School Board-Established Advisory Committee will establish bylaws utilizing the current standard template approved by The School Board. School Board-Established Advisory Committees may only modify those areas of the bylaws template that are not restricted by the provisions of this policy or by the committee's establishing policy.

B. The bylaws of each School Board-Established Advisory Committee, as well as any subsequent modifications, must be approved by the membership of the committee. Upon approval of the membership, the bylaws will be forwarded to the committee's district liaison/ or district facilitator, to be transmitted to the ~~Chief of Staff~~ Superintendent of Schools or his/her designee and placed on a School Board agenda for approval.

C. The bylaws of each School Board-Established Advisory Committee, as well as any subsequent modifications, must be approved by The School Board.

D. Bylaws must specify an effective date and be reviewed every two (2) years by the committee and conform to applicable law, rules, and School Board policies.

E. The bylaw requirements of this subsection shall not apply to ad hoc bid protest committees assembled pursuant to the School Board's purchasing policy.

IX. Committee Meetings

A. Public Attendance at Committee Meetings. All meetings of decision-making committees are open to the public pursuant to Section 286.011, Fla. Stat. (The Sunshine Law) and shall be conducted in accordance with the current edition of Robert's Rules of Order, newly revised, and in accordance with any adaptations that are appropriate under the committee's establishing policy and bylaws.

1. Except for any committee meetings that are permitted by applicable law, rule, emergency order, or School Board Policy to be conducted remotely, each committee meeting at which official business is to be conducted shall be held at an appropriate physical location in Broward County, Florida that is open to the general public with a quorum of its members present at the physical location.

B. Public Comment at Committee Meetings- Committee meetings are not required to provide members of the public with an opportunity to be heard upon matters before the committee. Such an opportunity to be heard will be provided to the public as required by Section 286.0014, Fla. Stat., within reasonable proximity in time prior to action by The School Board at the meeting at which it will take official action upon any matters that were earlier considered by a committee.

C. Publication of Committee Meeting Notices – Generally. The schedule of committee meetings for the year will be determined and published on the district calendar. Except as otherwise provided herein or permitted by applicable law and rules, public notices of committee meetings shall be published in a newspaper of general circulation at least three (3) calendar days in advance of the scheduled meeting in accordance with Section 1001.372, Fla. Stat.

1. Sub-committee and/or executive/steering committees of Advisory Committees needs to be published in the newspaper and on the District's website calendar.

2. Notices of meetings of competitive solicitation evaluation committees and of the Bid Protest Committee existing under School Board Policy 3320 are not subject to the requirements of Section 1001.372, Fla. Stat., but instead shall be electronically posted in accordance with Section 120.57(3), Fla. Stat.

D. Publication of Meeting Notices – School Advisory Councils. Notice of meetings of a school advisory council do not require newspaper publication, but instead shall be communicated to members of that school community through reasonable means that are normally used to communicate matters of importance to the community regarding that particular school. Section 1001.452(1)(d)2, Fla. Stat., requires that all members of a school advisory council be provided at least three (3) days' advance written notice of any matter that is scheduled to come before the council for a vote. (See School Board Policy 1403)

E. Publication of Meeting Notices – Competitive Solicitation Committees.

1. Meetings of committees that are assembled solely for the purpose of evaluating, negotiating, and making recommendations for the award or rejection of a competitive solicitation shall be published or posted in accordance with the district's governing laws and rules.

2. Notices of meetings of committees that also perform other decision-making functions in addition to serving a competitive solicitation function must be published or posted in accordance with the district's governing laws and rules.

F. Scheduling of Meetings of School Board-Established Advisory Committees.

Each Advisory Committee's first meeting of each school year shall be conducted as early as August, and no later than September except as specified in the committees' governing documents. School Board-Established Advisory Committees may not conduct any meetings in July unless one of the following conditions are met:

1. The need for the committee to meet in July is described in the committee's governing policy.
2. The Superintendent or her/his designee approves in advance a request from the committee's Chair and one other committee officer for the conduct of a meeting in July.
3. Committee members are exempt from any attendance requirements for any July special meetings provided that they notify the chair in advance of their inability to attend the special meeting. However, the committee's normal quorum requirements shall remain applicable to the conduct of any July meeting.
4. The requirements of this subsection shall not apply to ad hoc bid protest committees assembled pursuant to School Board policy.

G. Quorum for the Conduct of Committee Business**.**

The presence at the meeting's physical location of a majority of the number of committee members specified in the establishing policy or bylaws of a School Board-Established Advisory Committee shall constitute a quorum for the transaction of business; provided, however, that the members constituting a quorum are all in good standing.

1. Whenever for any reason a vacancy exists in the committee membership, a quorum shall consist of a majority of the remaining filled committee membership positions until such time as the vacancy has been filled.

2. Unless otherwise provided by applicable law, rule, emergency order or School Board policy; a physical quorum must be present at the physical meeting location identified in the meeting notice in order for the committee to conduct any business or to vote upon any matter.

3. The quorum requirements of this subsection shall be identified in individual policy and bylaws and shall not apply to meetings of School Advisory Forums, of the Exceptional Student Advisory Council, ESOL Leadership Council, and of the Gifted Advisory Council.

4. If the committee fails to establish a physical quorum at a properly noticed meeting, the meeting may be adjourned or may become an informational

meeting only. Member attendance will be recorded, but no motions will be considered, or votes taken. (See Article IX, G)

H. Use of Technology for Committee Meetings**.**

Any technology used in conducting a meeting must allow all participating committee members to be heard by one another and to be heard by the public at the same time. Provision also may be made for the use of additional collaborative technology to aid in the conduct of a committee meeting.

Physical quorum requirements must be met in order for an advisory committee to conduct business. Advisory committee members who are participating remotely using technology can and must vote unless they have a voting conflict. Advisory committee members participating remotely cannot be counted towards meeting the quorum requirements unless otherwise authorized by applicable law, rules, or emergency orders.

X. APPROVED COMMITTEE ~~MOTIONS~~ RECOMMENDATIONS**.**

A. Approved ~~motions~~ recommendations requiring ~~a response by assigned staff/department(s)~~ a review and consideration by the members of the School Board shall by presented to the School Board within their respective committee reports in accordance with School Board Policy 1020, Art. VII., Section A (3). ~~shall be sent in writing by the committee chair to the committee's district liaison or district facilitator and also to the Chief of Staff or her/his designee~~

~~B. Approved motions shall be catalogued by district staff. Appropriate district staff shall respond in writing to such approved motions within twenty-one (21) business days after their receipt to the Chief of Staff /designee, copied to committee's liaison/facilitator and committee's chair.~~

~~C. The Chief of Staff or her/his designee will provide School Board Members with a quarterly summary of school district responses to approved committee motions.~~

XI. Election of Officers

A. Officers of each School Board-Established Advisory Committee shall be elected by the membership.

1. At a minimum, each such advisory committee shall annually elect a Chair, Vice Chair and Recording Secretary, or someone designated to record minutes unless that function is being performed for the committee by support staff provided by the school district.

2. All officer positions shall be defined in each School Board-Established Advisory Committee's policy.

3. Each advisory committee shall have the authority to annually elect their officers to serve up to ~~four~~ two (~~4~~2) one-year terms.~~Thereafter, an advisory committee appointee or member may not serve as a Chair of that advisory committee for a period of two (2) years following the conclusion of their term as chair.~~ No individual may serve in the capacity of Chair, Vice Chair, Recording Secretary, or their equivalent for more than a combined period of two (2) consecutive years without a break of at least two (2) years. If an individual has served in one of these positions for two (2) consecutive years, their term will conclude on June 30 of that respective academic year.

4. ~~A two-thirds (2/3) majority vote of the members in good standing in attendance is required to extend any chair's term beyond that described in Section XI, A (3)~~ In the subsequent committee election cycle, individuals who have served two (2) consecutive years as Chair, Vice Chair, or Recording Secretary will not be eligible for recommendation for the next academic year. Committee elected officers to School Board-Established Advisory Committees may not serve as chair/vice chair on more than one (1) committee at the same time.

5. This subsection shall not apply to ad hoc bid protest committees assembled pursuant to School Board policy. A chair will be designated at the beginning of each meeting of a bid protest committee.

B. Removal of Officers: Officer(s) may be removed from office on any School Board-Established Advisory Committee upon a two-thirds (2/3) vote by the committee membership.

C. Duties of the Officers will be outlined in the committee's policy & bylaws.

XII. COMMITTEE CHAIR CONSULTATION WITH SUPERINTENDENT.

A. The Chair of each School Board-Established Advisory Committee may meet annually with the Superintendent or her/his designee to collaborate upon any issues, matters and concerns for the school year that are not outlined in the committee's establishing policy

1. The Audit Committee's areas of focus for the school year shall be The School Board-approved audit plan.

2. This subsection shall not apply to ad hoc bid protest committees assembled pursuant to School Board policy.

XIII. OPINIONS OF THE COMMITTEE ARE NOT BINDING

A. All public documentation, electronic and social media containing the opinions and recommendations of any School Board-Established Advisory Committees shall include a statement that the opinions of the advisory committee are not binding upon The School Board or the Superintendent and do not necessarily represent the views

and opinions of The School Board or those of any individual School Board Member or of the Superintendent.

B. An individual committee member may not represent her/his personal positions as those of the committee upon which she/he serves unless a majority vote of the advisory committee has approved that position during a public meeting.

C. Additionally, an advisory committee member may not distribute or disseminate any information received in the performance of her/his official duties if that information is exempt from public inspection or is otherwise confidential or privileged pursuant to applicable law.

Policy Custodian: ~~Office of the Chief of Staff~~ Chief Communications and Legislative Affairs Officer

Former Policy Number: 1.7

Policy Status: Active

AUTHORITY: Florida Statutes: Section 112; 286; 768.1355; 1001.32(2); 1001.41 (2) and (5); 1001.42(15, (17) and (27),

Case Law: AGO73-223; AGO84-16; AGO84-70; AGO98-28; AGO99-55; AGO2005-59; Cf. Turner v. Wainwright, 379 So. 2d 148, 155 (Fla. 1st DCA 1980), affirmed and remanded, 389 So. 2d 1181 (Fla. 1980); Sarasota Citizens for Responsible Government v. City of Sarasota, 48 So. 3d 755, 762(Fla. 2010)

History: Policy Adopted: 10/7/2003; Policy Amended: 4/15/2014, 6/14/2022, 10/11/2022

Inclusive of Policies 5.9, 1007, 1164, 1400.1, 2409

Addendum

Align with District Strategic Goals: High-Quality Instruction, Safe & Supportive Environment, and Effective Communication.

The district's six campaigns:

1. Student Experience
2. Support Services for All
3. Retain, Develop, & Recruit
4. Refresh, Redesign, & Reduce Risk
5. Let's Connect
6. Our Data, Our Tools

These are only a subset of the full list of leading activities and tasks identified, which can be found within the detailed Project Plans housed separately.

Established 1915
BROWARD
County Public Schools

School Board Appointed Committees and Public Stakeholders
Office of Communications and Legislative Affairs

Advisory Committee	Establishing Document	Scope of Review/Subject Matter according to their Establishing Document
Area Advisory Council	**School Board Policy 1.21**	• Identify the educational needs and priorities of the schools with the Area. • Foster, promote communication, and serve as the liaison between School Advisory Forums, School Advisory Councils, and the District Advisory Council. The Area Advisory Council shall bring forth recommendations, concerns, and interest from the area and to and from the District Advisory Council.
Audit Committee	**School Board Policy 1700**	• Provide guidance and recommendations to the Office of the Chief Auditor on reports and plans completed by the district and external firms.
Bond Oversight Committee	**School Board Resolution 15-106**	• Provide independent, external oversight to the Broward County Public School's improvements identified by the Safety, Music & Art, Athletics, Renovations and Technology (SMART) program • Review quarterly reports for effective use of the Bond proceeds, ascertain that Bond revenues are expended for eligible SMART projects, facilitate public input regarding the SMART program via hearings, and provide reports to the School Board, Superintendent and general public. • Committee shall sunset upon the completion of all projects funded by the general obligation bond approved by the voting public on November 4, 2014.
District Advisory Council	**School Board Policy 1.2**	• Assemble members of the various advisory councils to propose recommendations and discuss issues that identify and assess the educational needs of the District • Promote parental/community involvement in schools
Diversity Committee	**School Board Policy 1240**	• Recommend policies that promote equity, diversity, and cultural outreach • Monitor the terms of the Citizens Concerned About Our Children (CCC) Settlement Agreement
ESE Advisory Council	**School Board Policy 1.22**	• Assist in identifying, developing, and assessing the needs, priorities, and issues of students with exceptionalities and programs, legislative support, and funding • Provide a form for communicating information regarding such services, needs, and programs

ESOL Leadership Council	**School Board Policy 1.23**	• Assist in identifying, developing, and assessing the needs, priorities, and issues of students of limited English proficiencies. • Coordination of community resources, parent involvement, legislative support, and funding for ESOL programs
Facilities Task Force	**School Board Policy 7012**	• Provide forum for community participation in the planning, construction, maintenance, and monitoring processes of district facilities • Review school needs assessments, potential issues, and successes relative to maintenance of facilities, new construction, renovation, and remodeling projects
Gifted Advisory Council	**School Board Policy 1.24**	• Assist in identifying, developing, and assessing the needs, priorities, and issues of gifted students and gifted education issues and initiatives, legislative support, and funding • Provide a form for communicating information regarding such gifted education issues, initiatives, services, needs, and programs
Green Advisory Committee	**School Board Policy 4210**	• Monitor objectives, recommend environmental strategies, education programs and initiatives, and pilot projects to the Board, and identify responsibilities supporting the implementation of the District's Environmental Plan • Review and evaluate the effectiveness of the plan using established benchmarks on an annual basis. • Proactively identify and address emerging environmental issues and technologies
Human Relations Committee	**School Board Policy 1.51**	• Review policies related to diversity, Educational/vocational equity, nondiscrimination, inclusion and Character education for fostering a mutual respect and understanding among groups of people
Multilingual Advisory Committee	**School Board Policy 1440**	• provide strategic input, advice, and assistance to the Superintendent and the School Board regarding the School District's Dual Language Program and multilingual education. • support legislative and funding initiatives in lobbying and campaigning for legislative changes with the Florida state government. • Conduct school site visits to develop a comprehensive understanding of how the Dual Language Program is functioning across all participating schools in the School District and visit non-participating schools for the purposes of sharing information with school administration regarding the program structure, requirements, and benefits of the Dual Language Program.
Parent Community Involvement Task Force	**School Board Policy 1140**	• Review current Parent/Community Involvement models to identify gaps and deficiencies in efforts

		increasing citizen participation in input in public education.
Qualifications Selection and Evaluation Committee (QSEC)	**School Board Policy 7003**	• Superintendent committee for evaluating, selecting, and recommending award of contracts for Construction Management, Design-Build, CMAR, Program Management, or Professional Services subject to Section 287.055, Florida Statutes
Small Business Advisory Committee	**School Board Policy 3330**	• Promote S/M/WBE participation by reviewing programs for contractors (all levels). • Make recommendations on programs and procedures for such participation and coordinate such action of the district.
Student Advisor	**School Board Policy 1330**	• Serve as the official liaison between the School Board and the students enrolled in the School District and act as a public representative of the students at the School District at various conferences, meetings, and ceremonies
Superintendent's School Site Review Committee	**School Board Policy 7000**	• When the need for a new school is identified in the Five-Year ADEFP, the Superintendent's School Site Review Committee will consider a list of potential sites in the area of need. • Make a recommendation to the Superintendent of one or more sites in order of preference. • Review data pertaining to such property and make recommendation to either dispose or retain school sites that are no longer needed for educational purposes to construct a new/replacement school and should be disposed as surplus property
Superintendent's Insurance Advisory Committee	**Superintendent**	• Reviews all proposals for insurance offerings for the School Board of Broward County and makes recommendations to accept or deny any proposals to the School Board.
Technology Advisory Committee	**School Board Policy 5306.1**	• Review and advise on the procurement of technology. • Align the use of technology in the schools and departments with district goals. • Plan and evaluate technological initiatives. • Provide recommendations to the School Board.
Wellness & Learning Support Committee	**School Board Policy 6830**	• Determines and monitors all wellness initiatives of the School Board of Broward County, including obesity prevention and objectives of the Wellness policy. • Annually determine wellness promotion objectives based on annual review Wellness Policy and make recommendations for changes or revisions in the policy to the Board when appropriate.

School Board Appointed Committees & Public Stakeholders Groups
Office of Communications and Legislative Affairs

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Established 1915
BROWARD
County Public Schools





AREA ADVISORY COUNCIL

AN AREA ADVISORY COUNCIL SHALL BE ESTABLISHED FOR EACH ADMINISTRATIVE AREA IN THE DISTRICT.

AUTHORITY: The School Board of Broward County, Florida

Rules Adopted: 7/23/84; 6/18/91; 4/23/96
Policy Amended: 10/20/98; 12/12/00, 07/06/04

A. The Area Advisory Council shall foster and promote communication among School Advisory Forums, School Advisory Councils, and the District Advisory Council. The Area Advisory Council shall bring forth recommendations, concerns, and interest from the area and to and from the District Advisory Council.

B. MEMBERSHIP

1. Membership shall include the School Advisory Forum Chair, or designee; the designated member of the School Advisory Council; the principal from each school within the area; and the area superintendent and area directors. In addition, every effort should be made to include local government officials, civic and business leaders connected with the school, citizens, and students who reside within the administrative area as defined by the District.

2. The officers of the Area Advisory Council shall be elected annually at the final meeting of the school year, a quorum being present. The Chair and the Vice-Chair shall not work as a BCPS employee in the area in which he/she is elected as chair. The officers and representatives of Area Advisory Council shall be as specified in the Area Advisory Council Bylaws.

3. The Chair and Vice-Chair(s) shall be a parent with a child currently enrolled and attending a school within the administrative area.

4. Term: The term of office shall be as specified in the Area Advisory Council Bylaws.

C DUTIES

1. The Area Advisory Council shall assist in the identification of the educational needs and priorities of the schools with the Area.

2. The duties of the Area Advisory Council shall be advisory in nature, none of which will conflict with any of the powers and duties reserved by School Board policy to the area superintendent.

3. The Area Advisory Council shall coordinated community resources and secures community support for the schools.

4. The Area Advisory Council shall serve as the liaison between local School Advisory Forums, School Advisory Councils, the Area Advisory Council, and the District Advisory Council.

5. The Area Advisory Council shall provide assistance to individual School Advisory Forums and School Advisory Councils to understand and fulfill their duties and responsibilities.

6. The Area Advisory Council shall operate within established administrative guidelines.

7. The Area Advisory Council and its subordinate organizations, its officers and members are prohibited from using their titles and/or their positions to endorse or give the impression of endorsing candidates for public office.

D. VOTING RIGHTS

Voting will be as per Area Advisory Council Bylaws.

1700

Office of the Chief Auditor

THE PRIMARY OBJECTIVE OF THE OFFICE OF THE CHIEF AUDITOR ("OCA") IS TO ASSIST THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA ("THE SCHOOL BOARD") WITH ITS OVERSIGHT RESPONSIBILITIES AS WELL AS TO ASSIST THE SCHOOL BOARD'S AUDIT COMMITTEE ("AUDIT COMMITTEE") WITH ITS ADVISORY RESPONSIBILITIES. IN ADDITION, THE OCA ASSISTS THE SUPERINTENDENT OF SCHOOLS ("SUPERINTENDENT") AND DISTRICT MANAGEMENT WITH THEIR STRATEGIC AND OPERATIONAL RESPONSIBILITIES.

THE SCHOOL BOARD WISHES TO ENSURE ADHERENCE TO POLICIES, PROCEDURES, AND DIRECTIVES AND PROVIDE INCREASED ACCOUNTABILITY, PROMOTE FISCAL RESPONSIBILITY, IMPROVED OPERATIONS, AND THE IDENTIFICATION OF POTENTIAL FRAUD.

THE OCA WILL PREPARE REPORTS, MEMORANDA, AND ANALYSES UPON SUBJECTS THAT REQUIRE AUDITING, INVESTIGATION, REVIEW, EXAMINATION, AND ANALYSIS. THE OCA MAY PROVIDE CONSULTATIONS AND RECOMMENDATIONS TO THE SCHOOL BOARD AND TO THE SUPERINTENDENT. SUBJECTS MAY INCLUDE, WITHOUT LIMITATION, DIVISIONS, OFFICES, DEPARTMENTS, DISTRICT SCHOOLS, ORGANIZATIONS, AGREEMENTS, GRANTS, ASSETS, LIABILITIES, REVENUES, EXPENDITURES, PROCUREMENTS, EMPLOYEES, OUTSIDE PERSONS, CONSTRUCTION, MAINTENANCE, CONTRACTORS, VENDORS, PROCESSES, ENTITIES, PLANS, SYSTEMS, APPLICATIONS, DATA, DATABASES, SERVICES, FUNCTIONS, ACTIVITIES, PROGRAMS, PUBLIC CHARTER SCHOOLS, AND/OR CONTROLS.

THE OCA SHALL BE HEADED BY THE CHIEF AUDITOR, WHO SHALL REPORT DIRECTLY TO THE SCHOOL BOARD WITH A DOTTED-LINE RELATIONSHIP WITH THE SUPERINTENDENT AND GENERAL COUNSEL AND SHALL BE ACCOUNTABLE TO THE SCHOOL BOARD. THE CHIEF AUDITOR SHALL PROVIDE SUPPORT NECESSARY FOR THE AUDIT COMMITTEE TO PERFORM ITS FUNCTION. THE OCA SHALL WORK JOINTLY WITH THE SUPERINTENDENT AND THE OFFICE OF THE GENERAL COUNSEL BUT SHALL OPERATE INDEPENDENTLY OF THOSE OFFICES AND THEIR PERSONNEL.

THE CHIEF AUDITOR SHALL LEAD THE AUDIT FUNCTION IN ACCORDANCE WITH THE CHIEF AUDITOR'S EMPLOYMENT AGREEMENT.

THE AUDIT COMMITTEE SHALL PROVIDE GUIDANCE TO THE OCA. REPORTS COMPLETED BY THE OCA AND EXTERNAL FIRMS SHALL GENERALLY BE FIRST

PRESENTED TO THE AUDIT COMMITTEE FOR ITS REVIEW AND RECOMMENDATIONS PRIOR TO TRANSMITTAL TO THE SCHOOL. HOWEVER, THE CHIEF AUDITOR MAY TRANSMIT ANY AUDIT FIRST TO THE SCHOOL BOARD IF THE CHIEF AUDITOR DETERMINES THAT EXCEPTIONAL CURCUMSTANCES SO WARRANT.

THE OCA WILL HAVE ACCESS TO ALL EMPLOYEES, VENDORS, CONTRACTORS, AND CONSULTANTS TO INQUIRE OR QUESTION ANY ACTIONS OR STRATEGIES AND TO INSPECT AND OBTAIN ANY DOCUMENTS RELATED TO THE SUBJECTS OF THE OCA'S AUDITS, INVESTIGATIONS, REVIEWS, EXAMINATIONS, ANALYSES, OR OFFICIAL PROJECTS.

DISTRICT CHIEFS, EXECUTIVE DIRECTORS, DIRECTORS, AND APPROPRIATE DISTRICT STAFF MUST ATTEND AUDIT COMMITTEE AND SCHOOL BOARD MEETINGS WHENEVER THEIR DUTIES OR RESPONSIBILITIES OR AN OCA DOCUMENT CONCERNING THEIR DUTIES AND RESPONSIBILITIES WILL BE DISCUSSED.

THE CHIEF AUDITOR MAY REQUEST WORKSHOPS WITH THE SCHOOL BOARD TO OBTAIN DIRECTION FOR THE DISTRICT'S AUDIT PLAN OR AREAS UNDER CONSIDERATION FOR AUDIT.

INDIVIDUAL SCHOOL BOARD MEMBERS, DISTRICT ADMINISTRATORS, THE SUPERINTENDENT, AND/OR DISTRICT STAFF SHALL NOT PREVENT, IMPAIR, IMPEDE, OR PROHIBIT THE OCA FROM INITIATING, CARRYING OUT, COMPLETING, OR TIMELY PRESENTING ANY AUDITS, INVESTIGATIONS, REVIEWS, EXAMINATIONS, ANALYSES, OR OFFICIAL OCA PROJECTS BEING CONDUCTED PURSUANT TO THIS POLICY.

I. **OCA Objectives**

In addition to the OCA's primary objective stated above, the reports, memoranda, and analyses prepared by the OCA are intended to identify both actual and potential problems and to recommend means to resolve or avoid such problems. These reports, memoranda, and analyses will be conducted to identify whether the school district's:

A. activities or operations or those of its vendors are being carried out and expenditures made in compliance with the school district's established policies, plans, procedures, and any applicable laws, rules, regulations, and agreements;

B. activities or operations are conducted, and its expenditures are made in an effective, efficient, and economical manner;

C. internal account funds are administered and accounted for in accordance with applicable laws, rules, and School Board policies;

D. controls and procedures established to prevent or minimize waste, loss deterioration, or misuse of assets are adequate and effective;

E. accounting or other financial or statistical data developed for management use or other purposes are adequate, reliable, and useful;
F. activities and programs being implemented have been properly authorized by The School Board or by the appropriate school district personnel;
G. activities and programs are operated in compliance with applicable laws, School Board policies, regulations, accounting/governmental pronouncements, and grants or agreements;
H. revenues are being properly collected, deposited, recorded, and accounted;
I. resources or assets, including funds, property, and personnel, are adequately safeguarded, controlled, and used in an effective and efficient manner;
J. financial and other reports are being provided that disclose fairly and fully information as required by applicable law;
K. there are adequate School Board policies, operating and administrative procedures and practices, systems, or accounting controls and internal management controls which have been properly established by and deemed appropriate by The School Board or by district management; and
L. there has been adequate fiscal evaluation of all large purchases of real property by the district and sale of district property.

II. OCA Functions, Authority, and Powers

Under the direction and supervision of the Chief Auditor, the OCA will conduct audits, investigations, reviews, examinations, and analyses of the following matters, as directed in the annual Audit Plan:

A. the financial, compliance, performance, management, operational, technological performance, and/or effectiveness of all divisions, offices, departments, district schools, organizations, agreements, grants, assets, liabilities, revenues, expenditures, procurements, employees, outside persons, construction, maintenance, contractors, vendors, processes, entities, plans, systems, applications, data, databases, services, functions, activities, programs, public charter schools, and/or controls;
B. the internal fund accounts for all district school locations will be audited and scheduled in accordance with School Board Policy 3411, Internal Accounts, as said policy may be relabeled, renumbered, or amended;
C. the property and inventory for all district locations;
D. the district school food service and cafeteria funds;
E. the accuracy and reliability of district program cost reports and management information systems;
F. the audit requests of The School Board and/or those of the Audit Committee which have been approved by The School Board;
G. audit requests may be submitted by the Superintendent directly through the Chief Auditor or through The School Board.

H. special governmental-required audits as directed in the annual Audit Plan; and

I. risk assessments of all the school district's principal operating, administrative, and financial programs and activities.

III. Audit Plan

The Chief Auditor will annually develop and submit to The School Board a proposed Audit Plan containing an audit strategy for the school district. The proposed Audit Plan will include reporting and non-reporting activities and include flexibility to allow for adjustments required by unforeseen circumstances; the need to apply additional audit or reporting procedures to existing audit subject areas; the Chief Auditor's identification of additional areas requiring review, investigation, analysis, or inspection; and any new risks presented to the school district. The Audit Plan proposed by the Chief Auditor will be based on the requirements of this policy and the following:

A. information, requests, and requirements presented or required by applicable law enforcement or regulatory entities including, without limitation, the United States Department of Education, the Florida Department of Education, and the Florida Auditor General; and

B. other areas of audit coverage, investigation, or review identified by the Chief Auditor based upon the exercise of his/her professional judgment of risk and of the school district's risk assessment audit needs.

Upon approval by the Audit Committee, the proposed Audit Plan will be transmitted to The School Board for approval. The initial proposed Audit Plan will be provided for The School Board's consideration at a workshop conducted by May of each year and for potential approval at a meeting conducted during the following July of each year.

IV. School Board Approval of the Audit Plan

The annual Audit Plan (and any material modifications thereto) proposed by the Chief Auditor will be submitted for The School Board's consideration and approval. Individual School Board Members will be provided the opportunity to address potential audit subjects during The School Board's consideration of the proposed annual Audit Plan. Any requests to add or delete audit topics to the Audit Plan will require formal approval by The School Board corporate and, absent such approval, audit topics may not be added or deleted from the Audit Plan at the request of one or more individual School Board Members. The initial proposed Audit Plan will be provided for School Board consideration at a workshop conducted by May of each year and for potential approval at a meeting conducted during the following July of each year.

V. Audit Plan Considerations

Based on the Chief Auditor's professional judgement, and after the Audit Plan is approved by The School Board, an audit, investigation, review, examination, or analysis of a subject that the Chief Auditor identifies as requiring audit coverage can be added by the Chief Auditor in addition to those specified in the approved Audit Plan. The Chief Auditor may perform this work upon consultation with the School Board Chair unless the audit involves law enforcement or regulatory matters which would require the assignment to be conducted in a confidential manner. The consultation with the School Board Chair would serve as a check and balance to the actions of the Chief Auditor. The consultation with the School Board Chair shall be communicated to the other School Board Members unless it involves law enforcement. If there is conflict or a lack of concurrence with the School Board Chair regarding a proposed additional audit area, the Chief Auditor may bring an item before The School Board seeking approval to amend the Audit Plan.

The proposed Audit Plan shall be flexible and utilize assumptions for the OCA's budget, headcount, turnover, and staffing issues and may be impacted by potential issues that may be encountered during fieldwork that may extend fieldwork. Significant unforeseen areas such as requests from law enforcement may impact the Audit Plan. Subjects that are in process and remain incomplete at the end of the Audit Plan year will be rolled into the following year's Audit Plan unless the risk level of such subjects have significantly decreased.

The Chief Auditor may outsource or co-source audits, investigations, reviews, examinations, analyses, or portions of such audit projects in the Audit Plan based on the level of expertise or the number of personnel resources in the OCA.

VI. Report Transmission

All OCA final audit reports and those of outside firms will be presented to the Audit Committee and to The School Board during a regular or special meeting. The Chief Auditor will annually disclose in the Audit Plan the number of cases and disposition of each of the cases during the fiscal year in which fraud or other improper activities were discovered.

VII. Advisory

The Chief Auditor shall be an advisor to The School Board, the Superintendent, the General Counsel, the Deputy Superintendents, the Regional Superintendents, Executive Directors, Directors, other district management, and any other district staff in discussion with federal, state, and other groups with respect to audit matters as well as strategic plans and business initiatives.

VIII. Workpapers and Confidentiality

Pursuant to Section §119.0713(2)(a) and (b) Florida Statutes, all audit reports, audit workpapers and notes related to such audit, and information received, produced, or derived from an investigation are confidential and exempt from public records disclosure under Section 119.07(1), Florida Statutes, and Section 24(a), Article I of the State Constitution until the audit or investigation is complete and the audit report becomes final and is presented to The School Board or the Audit Committee, whichever first occurs, or when the investigation is no longer active. An investigation is active if it is continuing with a reasonable, good faith anticipation of resolution and with reasonable dispatch. In addition, the exemption provided by Section 119.0713(2)(a) and (b), Florida Statutes, will conclude upon the submission of an audit report by the OCA to the Audit Committee.

IX. Follow Up

The OCA will follow up with the Superintendent, the General Counsel, the Deputy Superintendents, the Regional Superintendents, Executive Directors, Directors, other district management, and any other district staff to obtain a current status on the action taken on each audit recommendation of the audit report in accordance with School Board Policy 1003, Follow Up on Audit Recommendations (to be re-numbered to Policy 1710 and may be relabeled, renumbered, or amended). A check upon the current status of audit recommendations will be performed periodically and will contain:

A. for each accepted recommendation on which action has been completed, a brief description of the implementation action taken;
B. for each accepted recommendation on which further action is necessary, a brief description of the action planned and the established target date for completion; and
C. for each rejected recommendation, a statement of the specific reasons why the recommendation has not been adopted and a description of any alternative course of action that has been considered.

X. Structure and Budget

The Chief Auditor shall establish the appropriate organizational structure for carrying out the responsibilities and functions of the OCA and request a sufficient budget for same. The Chief Auditor will submit requests through the district's financial, personnel, and budget approval processes for approval of the personnel, and budget necessary for the appropriate and efficient function of the OCA as aligned with the requirements of the Audit Plan. The OCA's budget shall be identified in the budget documents submitted to The School Board.

XI. Audit Standards & Procedures

All audits shall be conducted in accordance with International Standards for the Professional Practice of Internal Auditing as issued by the Institute of Internal

Auditors, Inc., or where appropriate, in accordance with generally accepted Government Auditing Standards issued by the Comptroller General of the United States. All investigations, reviews, and examinations shall be performed with due professional care.

The Chief Auditor shall establish internal operating procedures and personnel procedures as deemed necessary for the efficient and effective administration of the OCA's activities.

XII. OCA Staff Responsibility

The Chief Auditor is responsible for administering and enforcing the OCA's staff compliance with this policy, School Board policies, district procedures, and the OCA's internal operating procedures. The Chief Auditor and the OCA shall follow the Institute of Internal Auditors Code of Ethics.

XIII. OCA Self Independence

The Chief Auditor and OCA staff shall be impartial and free of organizational and political pressures that limit their objectivity in selecting areas to be audited, investigated, reviewed, or analyzed.

A. Neither the Chief Auditor or an OCA staff member shall engage in any political campaigns or activities of The School Board or of any individual School Board Members and shall not make a financial or in-kind contribution to any such campaigns.

B. Neither the Chief Auditor or any OCA staff member shall conduct or supervise an audit, investigation, inspection, or review of any department, activity, program, or program for which he/she was responsible or which he/she was employed for the preceding two (2) years.

XIV. OCA Staff Responsibility on District Policies, Procedures, Requirements

Although the OCA functions independently of the Superintendent, the Chief Auditor and OCA staff shall comply with School Board policies which govern district employees, unless compliance shall, in the sole opinion of the Chief Auditor, impede the ability of the Chief Auditor to carry out his/her responsibilities, authority, and powers as set forth in this policy. Upon such a determination by the Chief Auditor, the Chief Auditor shall present such matter to The School Board for a final determination.

XV. Establishment of District Policies, Procedures, Requirements

The OCA may prepare, own, and contribute to organizational and audit-related policies and procedures of The School Board and district. However, the OCA is not responsible for operations and does not perform ongoing controls. The OCA may advise but shall not make decisions or compile School Board policies, procedures, requirements on subjects that may be audited, investigated, reviewed,

examined, or analyzed. Policies and procedures regarding operational, accounting, and fiscal matters shall only include consultation work.

XVI. Anti-Fraud

Generally, the detection of fraud or other improprieties in district schools, departments, or regarding vendors' agreements is not the primary reason for the commencement of an audit. However, any evidence of fraud or other irregularities that are uncovered during the course of an audit will be given full consideration and review the OCA.

The OCA will contact The School Board Chair and Superintendent and the Chief of Special Investigative Unit (SIU) in order to report any evidence of fraud, abuse, and improper or illegal acts and expenditures that are uncovered during an OCA audit. The disposition of fraud cases involving employees will be handled by the SIU for criminal case review and possible disciplinary action to be taken by the district. Cases in which criminal activity by vendors is suspected will be reported to the appropriate outside law enforcement agency. The OCA shall be free of any organizational pressures that limit its objectivity in selecting areas to be examined or in evaluating these areas. If fraud or potential violations of law is detected or suspected, the Chief Auditor shall start an audit, investigation, review, or examination of the potential concern. The OCA shall be provided with adequate support from district officials and district staff to perform its auditing activities. The OCA may report instances of suspected fraud, abuse, and improper or illegal acts and expenditures to the appropriate outside law enforcement agencies independently of any such reports by district officials or district staff. The OCA will give notice to The School Board Chair and the Superintendent whenever reported instances of suspected fraud, abuse, and improper illegal acts and expenditures are reported by the OCA to outside law enforcement agencies. The OCA shall comply with School Board Policy 4413, Anti-Fraud (to be relabeled, renumbered, or amended or revised from time to time).

For audits of district schools, departments, or vendors' agreements which disclose losses to the district and have taxable implications, (e.g., embezzlement of funds, theft of equipment), the OCA will refer such matters to the Internal Revenue Service or to the appropriate outside law enforcement agencies.

XVII. Responsibilities for Review of Agreements

The OCA may review all district agreements as they pertain to district-funded projects, programs, and transactions. This includes charter school applications and agreements with the district and any third-party agreements allowed by the charter school agreements. All prospective bidders, proposers, vendors, and contractors doing business with the district shall be informed of the OCA's authority to conduct such reviews.

For every bid, proposal, agreement, or purchase, the district shall inform bidder, proposer, vendor/contractor, or subcontractor of the OCA's accessibility to records and data related to such agreements and the requirement for the bidder's, proposer's, vendor's, or contractor's cooperation with the OCA.

XVIII. Accessibility to and Cooperation with the Chief Auditor and Staff

A. The OCA shall have direct communication and free access to the Superintendent, Audit Committee Members, School Board Members, the General Counsel, the Deputy and Associate General Counsel, the Deputy Superintendents, the Regional Superintendents, Executive Directors, Directors, other district management, and any other district staff and the SIU.

B. The OCA is authorized to request any, and all documentation or other required information needed to properly conduct its audits, investigations, reviews, examinations, analyses, and/or follow up assignments. All district personnel are expected to comply in a timely manner with requests made by the OCA.

C. The OCA shall have immediate, complete, and unrestricted access to all papers, books, records, documents, information, personnel, processes (including meetings), data, computer hard drives, emails, instant messages, facilities, or other assets owned, borrowed, or used by the district, which includes information within the custody of vendors or any other partnership, corporation, organization, or subcontractors that may be involved with the district, as deemed necessary by the OCA in performing its audits, investigations, reviews, examinations and analyses, including automated or electronic data, pertaining to the business of The School Board and the district.

D. The OCA shall have unrestricted access to conduct interviews (written and/or oral) of all district employees. The OCA shall have direct and prompt access to the Chief or head of any district department, office, division, or district school when necessary for any purpose pertaining to the performance of the duties and responsibilities of such district personnel.

E. At all times, the OCA shall have access to any building or facility that is owned, operated, or leased by the district.

F. All district employees or vendors shall promptly furnish the OCA with any requested information and records within their custody for the purposes of an OCA investigation, review, or audit, as well as provide the OCA with reasonable assistance in locating assets and obtaining records and documents as may be requested by the OCA for an audit, investigation, review, examination, or analysis.

G. The OCA may also obtain information from vendors when such information is requested while conducting an audit, review, or investigation. Furthermore, every agreement and every bid, proposal, and competitive

solicitation for services or commodities with outside contractors and subcontractors, and every application of certification of eligibility for a district agreement or program shall contain a notification of the OCA's entitlement to access to all financial and performance-related records, services, property, and equipment purchased in whole or in part with district funds.

H. The OCA is authorized to monitor the implementation of recommendations made and corrective action taken by the district in accordance with Policy 1003, Follow Up on Audit Recommendations (to be re-numbered to Policy 1710 and as may be relabeled, renumbered, and amended from time to time).

XIX. Due Process

The OCA shall respect employees' and contractors' due process rights as prescribed by federal and state law, School Board policies, district procedures, and/or applicable collective bargaining agreements.

A. When audits, reviews, or investigations conducted or coordinated by the OCA disclose apparent criminal violations or violations that could result in employee discipline or termination of a vendor's agreement, the Chief Auditor shall inform the SIU and/or appropriate district department for possible further review or investigation.

B. The OCA shall strive to protect employees from false complaints. If the OCA determines that an individual has filed a false report or complaint, such report or complaint and any findings of the OCA shall inform the SIU and/or appropriate district department for possible further review or investigation.

C. When an employee knowingly provides false information to the OCA, the Chief Auditor shall inform the SIU and/or the appropriate district department for possible review or investigation.

D. When a vendor or contractor knowingly provides false information to the OCA, the Chief Auditor shall inform the appropriate district department for possible debarment or suspension.

XX. Hotline

To facilitate the receipt of information from citizens and employees associated with allegations of corruption, fraud, waste, mismanagement, etc., the OCA shall maintain a hotline and shall circulate and communicate to the various departments, divisions, and district schools advising of the existence of the hotline number and its purposes. All District employees are encouraged to use the Hotline number located on the OCA website. In addition, all District employees are encouraged to report any potential concerns to the Office of Inspector General.

XXI. Employee Responsibilities

A. All district employees shall be responsible for reporting an observed, known, or suspected fraud, waste, abuse, or wrongdoing to the OCA.

B. District employees shall promptly and fully cooperate with the OCA staff by providing complete, truthful, and accurate information/testimony in any matters being reviewed by the OCA.

XXII. Audit Fieldwork Process

A. Each audit will result in a written report. Such reports shall be objective, clear, concise, constructive, and timely and shall contain the professional conclusions of the OCA regarding the activities investigated, audited, inspected, or reviewed.

1. Before presenting a final audit report to The School Board, the OCA will communicate with and schedule a meeting to review the preliminary report and response with the appropriate persons of the respective subject area. However, the Chief Auditor is not required to provide any preliminary reports to the Superintendent, The School Board, individual School Board Members, the Audit Committee, or individual Audit Committee Members until the final audit report is presented to The School Board.
2. Any OCA request for information or documentation shall be immediately fulfilled unless the information needs to be compiled. In such instances, the requested information or documentation shall be submitted to the OCA within three (3) business/working days. For the purposes of this policy, a "business/working day" is a date other than a Saturday, Sunday, legal holiday, or day that district administration is closed.
3. The appropriate management of the subject of an OCA audit or investigation shall have ten (10) business/working days to submit a written corrective action plan, explanation, or rebuttal to any audit, review, or investigative findings before the audit report or recommendation is finalized, and such timely submitted written corrective action plan, explanation, or rebuttal shall be attached to the final audit report or recommendation when it is presented to The School Board. Simultaneous with its submission to The School Board, the Chief Auditor shall submit and present the final audit report, review, or investigative reports to the Audit Committee.
4. This section shall not apply when the audit, investigation, or review reports are referred to a law enforcement agency, State Attorney, Attorney General, or United States Attorney, and it is determined that supplying the affected person or entity with such report will jeopardize a pending criminal investigation.

5. The Chief Auditor shall prepare an annual report summarizing the activities of the OCA during the preceding fiscal year. The annual report shall be furnished to The School Board, the Audit Committee, the Superintendent, and shall be published on the OCA's website.

XXIII. Quality Review

The OCA's work activities shall be subject to periodic quality assurance or peer review. The peer review and any recommendations and findings shall be reported to the Chief Auditor, Audit Committee, and The School Board.

XXIV. Related Policies

The following policies that, may be relabeled, renumbered, or amended, should be read in conjunction with this policy:

1003 – Follow Up on Audit Recommendations
3100 – Annual Financial Audit
3101 – Coordination of Examination by Outside Audit Groups
1163 – Charter Schools
3204 – Property Accountability and Responsibility
3411 – Internal Accounts
4413 – Anti-Fraud

An Audit Committee enabling policy will be developed subsequent to the revision of this policy that should also be read in conjunction with this policy.

Policy Custodian: Office of the Chief Auditor

Former Policy Number: 1002.1

Policy Status [Active/Inactive]:

Authority: F.S. §1001.41 & §1001.42

History: Adopted: 12/1/81
Amended 8/19/82, 8/4/83, 12/17/02, 11/14/07, 4/20/10, 12/13/22

RESOLUTION 15-106
OF THE BROWARD COUNTY SCHOOL BOARD

WHEREAS, the Broward County School Board recognizes the importance of establishing a mechanism to encourage greater accountability, transparency, public support, and confidence in the use of general obligation bond funds; and

WHEREAS, the Broward County School Board, in response to community interest in the effective and efficient use of bond proceeds, will create a Bond Oversight Committee to act as an independent Broward County citizens advisory committee to the School Board; and

WHEREAS, the Broward County School Board recognizes that the Bond Oversight Committee will be essential in supporting the District in meeting its key strategic goals of high quality instruction, continuous improvement, and effective communication; and

WHEREAS, the Broward County School Board desires that the Bond Oversight Committee will hold public meetings in Broward County and report their findings to the Superintendent and School Board during the committee report Regular School Board Meeting agenda item; and

NOW THEREFORE BE IT RESOLVED THAT the Broward County School Board moves to create the Bond Oversight Committee:

SECTION 1. CREATION OF THE BOND OVERSIGHT COMMITTEE. There is hereby created an advisory committee to be known as the Bond Oversight Committee, hereinafter referred to as the "Committee".

SECTION 2. GUIDELINES FOR COMMITTEE MEMBER PARTICIPATION. The following are Broward County School Board (hereinafter referred to as "School Board") goals for organizations (see Section 3. Membership) to consider as guidelines when appointing a member to the Bond Oversight Committee:

1) Consideration of racially and ethnically diverse members who are residents of Broward County;
2) Consideration of members with financial backgrounds;
3) Consideration of parents and/or grandparents of Broward County Public Schools (BCPS) students;

4) Consideration of members that play an active role in recognized civic and community organizations;
5) Consideration of retirees from identified industries/organizations;
6) Exclusion of members who have a current or pending working relationship, contract, or sub-contract with BCPS or its employees, or are otherwise stated as being excluded in Section 3. Membership; and
7) Exclusion of members who are currently serving on any District business or advisory committee.

SECTION 3. MEMBERSHIP. The Committee shall consist of no more than nine (9) individuals.

1) The Committee will consist of professional and community organization members selected by School Board identified organizations that reside in Broward County. Identified organizations shall represent the following areas:
    a. One member from the Florida Bar Association
    b. One member from Florida Government Finance Officers Association
    c. One member from the Broward County Parent Teachers Association
    d. One member from Broward County Minority Builders Coalition
    e. One member from Disability Rights Florida
    f. One member from the National Association for the Advancement of Colored People (NAACP)
    g. One member from the Fire Chiefs Association of Broward County
    h. One member from the Engineering Contractors Association of South Florida
    i. One member from the South Florida Technology Alliance
2) School Board identified organizations will select their representative to serve on the Committee. If an organization does not want to have representation on the Committee, or

if the identified organization cannot find an eligible and willing member to appoint to the Committee, then the School Board may amend this resolution to identify a new organization to be represented on the Committee.

3) The Chairperson and Vice-Chairperson will be elected from among Committee members.
4) Authority is by Committee decision / vote only, and not by individual members.
5) There will be staggered appointments of members for two-year and three-year terms. Following their initial term, members of all organizations will serve three-year terms. Members may only serve as representatives on the Committee for two consecutive terms. The following organizations shall serve **two-year terms**: Florida Bar Association, Broward County Parent Teachers Association, Broward County Minority Builders Coalition, the National Association for the Advancement of Colored People (NAACP), and the Engineering Contractors Association of South Florida. The following organizations shall serve **three-year terms**: Florida Government Finance Officers Association, Disability Rights Florida, the Fire Chiefs Association of Broward County, and the South Florida Technology Alliance.
6) Members will not receive direct or indirect compensation from BCPS. Committee members also may not accept compensation, honoraria or money of any amount from entities with whom BCPS does business. Tangible gifts (including tickets to a sporting or entertainment event) may not be accepted either (see Section 9. Ethics & Code of Conduct).
7) Members may not have an active contract or be seeking a contract with the District or with any contractor or sub-contractor associated with the Capital and/or Bond Programs for the duration of the Bond and once no longer a member, restrictions will apply for a two (2) year period.
8) Members may not be any employee or official of the District, or any vendor, contractor, sub-contractor, or consultant of the District.
9) Members appointed by the Florida Bar Association must not be currently representing or will represent any client who or which is doing business with the School Board or has been retained by any client to represent it against or in relation to the School Board in any matter.
10) Members may not be an elected government official.
11) Members may not be a School Board Appointed current member sitting on any District committee.

12) Members may not be lobbyists, meaning, any natural person who was registered with the School District as a lobbyist during the preceding twelve (12) months or who, for compensation, seeks, or sought during the preceding twelve (12) months, to influence the governmental decision-making of the School Board or an official of the District, or who, for compensation, sought during the preceding twelve (12) months, to encourage the passage, defeat, or modification of any proposal or recommendation by the School Board or an official of the District.

13) Members serve in a monitoring and reporting capacity role only.

14) Members serve the general interest of the public as opposed to any personal interest or special interest group.

15) If a Committee member moves outside Broward County, resigns, violates Section 9: Ethics & Code of Conduct in this resolution, fails to attend two consecutive Committee meetings without reasonable excuse as determined by the Committee Chairperson, or otherwise becomes unable to serve on the Committee, the Committee Chairperson may declare the position on the Committee to be vacant and request another qualified person to be appointed to the Committee from that organization.

16) Non-voting management support will be by Florida TaxWatch (see Section 10: Role of Florida TaxWatch), an independent non-profit organization.

SECTION 4. DUTIES, RESPONSIBILITIES, AND GUIDELINES. The Committee shall inform the School Board, Superintendent, and general public concerning the District's overall project management of all Bond Programs including but not limited to:

1) Review quarterly reports produced to verify effective use of bond proceeds and compliance with the purposes set forth in the Bond Programs as approved by the Board;

2) Ensure that bond revenues are expended for the purpose set forth in the Bond Programs as approved by the Board, and that any deferred proposals or changes of plans are executed after appropriate approval of the Board;

3) Validate that no bond funds are used for any teacher or administrative salaries or other school operating expense;

4) Review efforts by the District to maximize bond revenues by balancing best value, quality, and efficiency in meeting the District's Bond Programs as approved by the Board;
5) Hold quarterly public hearings around the District for the purpose of presenting findings and taking public comment; and
6) All Committee members will annually sign a conflict of interest statement for existing conflicts and must sign an agreement to abide by Section 9: Ethics & Code of Conduct of this resolution.

SECTION 5. VACANCIES. In the event of a vacancy on the Committee due to relocation, resignation, death, disability, or any other cause, a new member will be selected from the organization that was vacated and approved by the Committee through the Committee Chairperson.

SECTION 6. MEETINGS AND PUBLIC HEARINGS. The Committee shall hold public meetings at least quarterly, at the call of the Committee Chairperson and at the time and place designated by the Committee Chairperson coordinated through District staff or the Superintendent's designee, to review the District's Bond Program's status and related information, and to perform other duties as provided herein. The Committee's public meetings and public hearings shall be conducted in the following manner:

1) All public meetings and public hearings shall be duly noticed in a newspaper(s) of general circulation within Broward County, in additional forms of social media, through electronic and internet notification means, and published on the Broward County Public Schools' web site in advance of the scheduled date and open to the public.
2) A public hearing shall hereby be defined as any meeting held by the Committee in which the public is afforded an opportunity to comment on any proposed recommendations. The Committee may reasonably limit the time each member of the public can speak at a public hearing.
3) A public meeting shall hereby be defined as any meeting held by the Committee in which the Committee will deliberate in public regarding the status of School Board approved Bond Projects. The Committee Chairperson may reasonably limit the time each member of the Committee can speak at a time upon an issue under deliberation. All public meetings will be open to the public, however, public comment will not be permitted. Public comment

will be heard at the public hearings described above. Unlike public hearings, the public meetings are an opportunity for the Committee to work in the Sunshine, not an opportunity for community comment.

4) The Committee shall present its reports and findings quarterly to the public at a public hearing.
5) The Committee shall present its reports and findings, as well as a general summary of community comments, at a School Board Workshop that closely follows the public hearing, ensuring that adequate time will be provided for preparing necessary materials to be published in the Sunshine.
6) Appropriate representatives of existing School Board Appointed Business Committees (examples include: Facilities Task Force, Diversity Committee, etc.) will be afforded an opportunity to provide comments as they relate to general obligation bond projects at the Committee public hearings. The Chairperson of the Bond Oversight Committee may reasonably limit the time each Board Appointed Business Committee representative may speak at a Bond Oversight Committee public hearing. The Chairperson of the Bond Oversight Committee, or his/her designee, will be provided the opportunity to present at reasonably scheduled meetings of Board Appointed Business Committees. The Bond Oversight Committee Chairperson will be provided the opportunity to share Bond Oversight Committee meeting deliberations and work products at reasonably scheduled meetings of the Board Appointed Business Committees (examples include: Facilities Task Force, Diversity Committee, etc.).
7) The Chairperson or Vice-Chairperson may convene additional meetings, if necessary.
8) All Committee meetings and public hearings shall be held within Broward County.
9) All Committee meetings and public hearings will adhere to Robert's Rules of Order.
10) Minutes will be prepared and distributed to the Committee within 15 business days. The minutes will be voted upon for the record at the next scheduled Committee meeting and upon approval will be posted to the BCPS web site within 7 days.
11) As an advisory committee, the Committee is subject to the State of Florida's Government in the Sunshine Laws as well as Florida's Public Records Laws, as prescribed by Florida law.

SECTION 7. SUPPORT. The Committee will work collaboratively with Florida TaxWatch (see Section 10: Role of Florida TaxWatch) and District staff, especially with agenda and meeting development. The Committee shall be provided the following Broward County School Board support services in its endeavors to review each project:

1) The District's Chief Facilities & Construction Officer and Chief Financial Officer shall attend the Bond Oversight Committee meetings to provide support services to the Committee.
2) The Superintendent or his designee shall oversee management's action plan to respond to any written report from the Committee with findings or suggestions for improvement within 15 business days. All recommendations from inception to date will be tracked and made available to the Committee, School Board and Superintendent. The District's website and other communication avenues will also publicize the Committee's report for use by the general public.
3) The District shall have a commitment to the Committee to provide open communication, and provide necessary technical and administrative assistance in a timely fashion as follows:
    a. Provision of a meeting room, including any necessary audio/visual equipment;
    b. Preparation and copies of any documentary meeting materials, such as agendas and reports; and distribution of those materials to the Committee in a timely manner;
    c. Provision of quarterly summary progress report covering the Bond Programs;
    d. Access to other information as allowable by law to effectively perform its oversight function;
    e. Retention of all Committee meeting records, and providing public access to such records on the District's website; and
    f. Notify the public of Committee meeting times and locations. The meetings are open to the public.
4) Summary progress reports from District departments will communicate and provide an explanation for the following attributes in a clear and concise manner. As part of reporting,

Broward County Public Schools (BCPS) will identify projects that experience a significant impact to schedule, budget, or scope of work. Detailed reports can be provided upon the Committee's request and may include:

a. Project schedules with anticipated completion dates and current status;
b. Project scope;
c. Contingency reports (change allowance, encumbrances, and available budget);
d. Expenditure reports; and
e. Status of Minority/or Woman Owned Business Enterprise (MWBE).

5) The appropriate District staff, District consultants, Florida TaxWatch staff, and/or designees shall attend all Committee meetings and hearings in order to provide a status update for their area of responsibility as it relates to the Bond Programs and answer any questions from Committee members.

6) The District acknowledges that the Committee may request certain information that is sensitive or legally privileged. The District will use District legal counsel to comply with such requests within the limits of Florida law and the best interest of the District.

SECTION 8. ADVISORY NATURE OF THE COMMITTEE. The Committee provides external oversight for the bond projects only. Also, the Committee only has an advisory responsibility to the District or Board, and its members are not personally liable to the District or Board. The following list is not exhaustive, but simply illustrative of the areas over which the committee will not have responsibility. The Committee is **not** responsible for:

a. Approval of construction contracts or change orders;
b. Appropriation of construction funds;
c. Handling of legal matters;
d. Approval of construction plans and schedules;
e. Approval of the District's maintenance plan;
f. Approval of the sale of bonds;
g. Establishment of priorities and order of construction for the bond projects;
h. Selection of architects, engineers, construction managers, project managers, and such other professional service firms;

i. Approval of the design for each project including exterior materials, paint color, interior finishes, site plan and construction, means or methods;
j. Selection of independent audit firm(s), performance audit consultants and such other consultants as are necessary to support the performance of the Bond Programs;
k. Setting or approving schedules of design and construction activities; and
l. Investigations of alleged wrongdoing, potential waste, fraud, misuse or abuse, or non-compliance with Local, State, Federal laws/regulations, or District policies.

SECTION 9. ETHICS & CODE OF CONDUCT. Members who voluntarily serve on the Committee are public officers who must comply with the applicable provisions of Florida's Code of Ethics, Chapter 112 of the Florida Statutes. The Committee members also shall agree to conduct themselves in accordance with the highest ethical principles in the course of participating in School Board related activities. Committee members further agree to, at all times, act in the best interests of SBBC, the education of its students and the community, to avoid conflicts of interests, vote on behalf of their appointing organization, and challenge the judgment of others when necessary; yet be willing to support the majority decision of the Committee and work with fellow members in a spirit of cooperation. In this regard, Committee members acknowledge and understand that they ***shall***:

1) Maintain compliance with Section 3: Membership of this resolution. Committee members must notify the Committee Chairperson of any change that may prohibit them from serving on the Committee. The Chairperson may declare the position on the Committee to be vacant and request another qualified person to be appointed to the Committee from that organization;
2) Abide by regulations set forth in the State of Florida's Government in the Sunshine Laws and Florida's Public Records Laws (subsection 286.011, Florida Statutes) to ensure that meetings are conducive to open and candid discussion;
3) Become familiar with and committed to the responsibilities of the Committee, and adhere to the principles of fairness, honesty, integrity, and good faith in all Committee business and interactions;
4) Carefully prepare for, regularly attend, and actively participate in Committee meetings and assignments;

5) Not corruptly use or attempt to use his or her official position or any property or resource which may be within his or her trust, or perform his or her official duties, to secure a special privilege, benefit, or exemption for himself, herself, or others;
6) Avoid acting as a spokesperson for the entire Committee unless specifically authorized by the Committee Chairperson to do so;
7) Not accept any compensation, payment, or thing of value when such Committee member knows, or, with the exercise of reasonable care, should know, that it was given to influence a vote or other action in which the Committee member was expected to participate in his or her official capacity;
8) Avoid any actions that create a perception that favorable treatment of outside entities by the Committee was sought, received or given in exchange for personal or Committee courtesies. Committee courtesies include gifts, gratuities, meals, refreshments, entertainment or other benefits from persons or companies doing business with BCPS. The Committee will neither give nor accept business courtesies that constitutes, or could reasonably be perceived as constituting, unfair business inducements that would violate law, regulation or polices of BCPS;
9) Respect the rights of others when performing Committee responsibilities and refrain from actions that might compromise the District's reputation or standing in the education community;
10) In the event of a potential conflict of interest, members will disclose the known conflict and, if requested by the Committee Chairperson or a majority vote of the Committee, remove himself or herself from all discussion and/or voting on the matter in question;
~~10)~~11) Notwithstanding anything stated above, the existence of a matter creating a conflict of interest and recusal from consideration shall not, however, result in the member's automatic removal from the Committee unless a majority of the remaining members of the Committee both discuss and vote for said member's removal.
~~11)~~12) Exercise proper authority and judgment when dealing with Committee staff, contractors, and the general public, and respond to the needs of Committee members in a responsible, respectful and professional manner; and
~~12)~~13) Support the decisions and action of the Committee, even if they differ from such Committee member's personal views, unless such decisions and actions are unlawful, unethical, or otherwise improper.

SECTION 10. THE ROLE OF FLORIDA TAXWATCH. Florida TaxWatch is an independent, nonpartisan, nonprofit taxpayer research institute and government watchdog. It is the District's intent to have Florida TaxWatch provide the Committee, and public with high quality, independent research and analysis of issues related to the expenditures of general obligation bond funds and to aid the Committee in its advisory role to the taxpayers of Broward County. Florida TaxWatch will not have management, or policy setting responsibilities. All

recommendations regarding any changes in processes and procedures impacting District practice or policy must go through the Superintendent for discussion and approval by the Board. Also, Florida TaxWatch does not have a fiduciary responsibility to the Committee, District or School Board, nor are its members personally liable to the District or Board. Florida TaxWatch ***shall***:

1) Aid the Committee in preparing meeting agendas, conducting meetings, and preparing meeting minutes; and
2) Research and report on best industry or national practices to the Committee to aid in its oversight of bond fund expenditures;
3) Support the oversight function of the Committee by assisting in providing full reports, analyzing reports, and interpreting reports for convenience and understanding of information by the Committee;
4) Provide direct support to the Committee Chairperson in the preparation and presentation of reports and findings by the Chairperson to the School Board and the community;
5) Provide initial analysis to the Committee on procurement systems and MBWE inclusion in projects funded by bond proceeds; and
6) Adhere to Section 9: Ethics & Code of Conduct of this resolution.

Florida TaxWatch ***shall not be***:

1) In contract with the District or its contractors to provide services or funded through any District funds inclusive of Bond proceeds.

SECTION 11. TERMINATION AND CESSATION OF THE COMMITTEE. Unless otherwise terminated sooner by the Broward County School Board, the Committee shall sunset upon the completion of all projects funded by the general obligation bond as approved by the voting public on November 4, 2014.

SECTION 12. EFFECTIVE DATE. This Resolution shall become effective upon approval by the Broward County School Board.

Donna Korn, Chair

Robert W. Runcie, Superintendent

DISTRICT ADVISORY COUNCIL

A BROWARD COUNTY DISTRICT ADVISORY COUNCIL SHALL BE ESTABLISHED.

AUTHORITY: The School Board of Broward County, Florida
Policy Adopted: 7/29/76;4/20/93;4/23/96
Policy Amended: 10/20/98; 12/12/00; 7/6/04

A. The District Advisory Council (DAC) shall foster and promote communication among School Advisory Forums, School Advisory Councils, Area Advisory Councils, the District Advisory Council, the Superintendent of Broward County Schools, and the Broward County School Board. The District Advisory Council shall act as a forum for Area Advisory Councils and others to propose recommendations and discuss issues that are germane to the District. The DAC shall bring before the School Board and the Superintendent of Schools information based on this intercommunication.

B. **MEMBERSHIP**

1. Membership of District Advisory Council shall be as specified in the District Advisory Council Bylaws. Representation should mirror the diversity of Broward County.

2. The officers of the District Advisory Council shall be elected annually at the final meeting of the school year, a quorum being present. Elected members shall serve a period of one (1) year and may be reelected annually. No officer shall serve more than three (3) consecutive terms in any one office. The officers are the Chair, Vice-Chair, Recording Secretary, Corresponding Secretary, and Communications Chair. The Chair and the Vice Chair shall not be an employee of the School Board of Broward County, Florida.

3. The District Advisory Council membership is to be presented to the Board within thirty (30) days of the actual election or appointment except for Board appointments which shall be made on the third Tuesday after the first Monday in November of each year. All members of the DAC shall be officially approved by the School Board of Broward County, Florida.

4. Term of Office for appointed members: Appointed District Advisory Council members shall be appointed for one (1) year and may be reappointed for additional terms.

5. If an appointee must resign from office during his/her term, then the position will be filled by the person/group who originally selected the affected person. The new appointee shall complete the original term of office.

C. **DUTIES**

1. The District Advisory Council shall assist the School Board and the Superintendent of Schools in the identification and assessment of the needs of the Broward County school system.

2. The responsibility of the District Advisory Council will be advisory only. They will not conflict with any of the powers and duties reserved by law, policy, or administrative guidelines to the School Board or Superintendent of Schools.

3. The District Advisory Council shall promote and encourage parent and community involvement in the schools.

4. The District Advisory Council shall meet regularly once each month during the school year.

5. Any member who misses three (3) consecutive meetings shall be removed from the Council. The individual/group that originally appointed/elected the affected member shall appoint/elect a replacement to the Board.

6. District Advisory Council and its subordinate organizations, its officers and members are prohibited from using their titles and/or their positions to endorse, or give the impression of endorsing, candidates for public office.

POLICY 1240

DIVERSITY COMMITTEE

The School Board shall establish a Diversity Committee. This committee shall make recommendations through the Superintendent to the School Board regarding policies to promote equity, diversity, and cultural outreach. The Diversity Committee will work to establish the Broward County school system as a model to promote and encourage respect for ethnic and cultural diversity within its student population and staff and communities within Broward County.

RULES

I. Committee Composition: The Diversity Committee shall consist of 30 members. Each School Board Member shall appoint 3 members, School Board Members are encouraged to appoint individuals residing within their representative district and who are not employed by the School District. However, a School Board member may appoint to the committee individuals who physically reside and maintain their primary residency within Broward County, Florida, but who reside outside of the appointing School Board Member's representative district. The Student Advisor to the School Board or his/her designee shall serve on the Committee, representing the regional area associated with the high school they attend. The Student Advisor shall appoint two (2) district students as Diversity Committee members representing the remaining two (2) regional areas. The student advisor, his/her designee and appointees shall have full voting privileges but shall not be counted towards achieving a quorum. In making these appointments, the School Board members shall consider the composition of the Diversity Committee to ensure that the members have diverse backgrounds and that they represent the various geographic areas of Broward County. The Equity, Diversity and School Climate staff shall oversee the membership and notify the School Board of the diversity of the representation.

II. Term of Office: Appointments shall be in accordance with School Board Policy 1070- District Committees and their Membership.

III. School Board's Belief Statements:

A. We believe that diversity should be promoted so that isolation of racial, ethnic, and socioeconomic groups is avoided; the full benefits of integration are achieved; and education is enhanced in a diverse, inclusive setting. We believe that educational equity should be promoted to ensure equitable opportunities and resources to meet the needs of all district students.

B. Definitions.

For purposes of this policy:

1. Diversity shall be defined as a broad concept that includes gender, race, ethnicity, socioeconomic background, linguistic differences, exceptional abilities, sexual orientation, gender identity and expression, variations of talents and abilities, and special needs.

2. Educational equity shall be defined as cultivating an environment through policies, practices, and programs to provide equal access in all student (PreK-Adult), employment, and business programs, activities, resources, services and operations, so as to (a) eliminate educational barriers based on gender, race/ethnicity, national origin, color, religion, disability, age, sexual orientation, gender identity and expression, or other protected group status; (b) provide equal educational opportunities; (c) ensure that all student populations meet the same rigorous standards for academic performance; and (d) ensure parity of resources for all district students.

C. The School Board of Broward County, Florida prohibits any policy or procedure, which results in discrimination on the basis of age, color, disability, gender, national origin, marital status, race, religion or sexual orientation. The School Board is committed to providing schools that promote acceptance, cultural diversity, equity, fair play, respect, and tolerance, and reinforce the positive tenets of a democratic society. The School Board recognizes that diversity is important in providing competent services in an inclusive setting. District students and staff with diverse backgrounds shall be provided the opportunity to develop greater skills and increased sensitivity in working with others and learning to function more effectively as members of a pluralistic society.

D. We believe that all district students and staff should have experiences that develop interpersonal skills and sensitivity in working with others of diverse backgrounds and abilities.

E. We believe in providing quality educational opportunities for all district students in integrated environments that enhance success and promote understanding and appreciation of diversity, fair play, and the positive tenets of a democracy.

F. We believe that both parent and community participation, and parent and community responsibility, are essential to the positive social, emotional, cultural, and academic development of every child and adult.

M. Committee Functions:

The Diversity Committee shall ensure that diversity and equity are promoted by monitoring the terms of the Citizens Concerned About Our Children (CCC) Settlement Agreement, including but not limited to the CCC Settlement Agreement, and making recommendations through the Superintendent to the School Board. The Diversity Committee shall:

A. Review all district-wide policies and programs the Superintendent and the School Board deem appropriate based on achieving equity for all students.

B. Review the School District's policies relating to student school assignment and reassignment to ensure equitable access for all district students.

C. Review the School District's Nova Schools policy to ensure that it

addresses equitable access for all district students.

D. Review the composition of School District faculties/staff and area/county administration/staff, for equitable representation of diversity.

E. Review School Board Policy 4000 - Student Progression Plan, relative to student achievement, to ensure that the needs of all district students are addressed.

F. Review the School District's policies regarding resource and technology allocations to serve the diverse needs of the School District to ensure equitable access and distribution.

G. Review the School District's policy by which school sites are selected to ensure equity and diversity.

H. Review student participation in extra-curricular activities to ensure equitable opportunities for all district students.

I. Review the School District's data relative to student disciplinary actions to determine if there are patterns of over-representation and to correct any gaps.

J. Prepare an annual report which: incorporates a review of the Superintendent's Annual Status Report to the School Board and community on the implementation of the terms of the CCC Settlement Agreement. The Superintendent's Annual Status Report shall be presented to the School Board no later than the first Board Workshop in January. The Diversity Committee Annual Report shall be presented to the School Board no later than April of each year.

K. Have the opportunity to provide input to the Superintendent of Schools on the annual recommendations regarding boundary changes.

L. Review all proposals to open, close, right-size and/or repurpose schools.

M. The Diversity Committee will monitor the following, as indicated in the CCC Settlement Agreement:

1. policies, programs, activities, student assignment practices and boundary processes.

2. implementation of plans to provide availability and equal allocation of current textbooks.
   a. implementation of equal access to online textbooks, curriculum, and educational programs.

3. implementation of plans to bring district schools to parity with regard to the allocation and capacity of computers and assure the training of teachers in the use and application of technology and software.

4. implementation of plans that establish equal access and availability to a core of Advanced Placement, Dual Enrollment and Honors courses for delivery at every district middle school and district high

school.

5. implementation of plans to bring facilities and equipment into parity with School District standards.

6. implementation of plans to bring equity in the administration of district student discipline.

7. implementation of plans to offer a core of athletic and other extra-curricular activities, including academic clubs, in each district middle and high school and put in place a marketing plan to assure equal opportunity based on campus activities.

8. implementation of plans to survey all district schools' media centers, to ascertain the number, quality, age, and availability of media/library books in relation to district school's student enrollment and identify any gaps present.

9. implementation of plans to provide for equal allocation and access to media center materials including a district-wide take home policy for books and technology devices.

10. implementation of plans to have a structured public analysis of 5-year Capital Plans to allocate funds to bring District School facilities into parity with School District standards.

N. Provide input into the surveys proposed in the CCC Settlement Agreement.

O. Review and analyze the data collected by the surveys prior to consideration of plans for addressing the data.

P. Provide input on the Superintendent's plans regarding any gaps identified through the data collected by the surveys proposed in the CCC Settlement Agreement.

Q. Visit schools, yearly, to monitor compliance with the CCC Settlement Agreement.

Policy Custodian: The Office of Equity, Diversity and School Climate

Former Policy: 1.5

Policy Status: Active

Authority: F.S. 1001.41

History: Rules Adopted: 10/1/87, Amended: 4/20/93; 10/1/96; 11/4/97; 3/2/97; 7/20/99; 6/6/00; 03/18/03; 11/9/04; 5/17/05; 1/12/10; 8/2/11; 6/18/2024

EXCEPTIONAL STUDENT EDUCATION (ESE) ADVISORY COUNCIL

A SCHOOL BOARD OF BROWARD COUNTY, FLORIDA, EXCEPTIONAL STUDENT EDUCATION (ESE) ADVISORY COUNCIL SHALL BE ESTABLISHED.

Authority: F.S. 230.22 (1); F.S. 230.17; F.S. 286.011; F.S. 286.012
Policy Adopted: 11/13/01; 8/2/16

PURPOSE

In an atmosphere of mutual respect and trust, the Exceptional Student Education (ESE) Advisory Council shall foster advocacy and enrich education for students with exceptionalities (including eligible students with 504 plans), and promote communication between ESE parents, the Superintendent of Broward County Public Schools, the Broward County School Board, and other district derived advisories.

RULES

A. MEMBERSHIP

1. A finite and set number of advisory committee members must be specified in each School-Board established advisory committee's establishing policy. This number of advisory committee members shall include all School Board-appointed representatives to the advisory committee and shall include all individuals entitled to vote at any meeting of the advisory committee.
2. Membership shall consist of 21 voting members and the ESE Director or BCPS designee as a non-voting member. A majority of the membership shall include parents, relatives, guardians, and/or surrogates of students with a variety of exceptionalities and backgrounds who are eligible to enter or are currently enrolled in or who have exited Broward County Public Schools. However, all interested parties are welcome and may attend, including school district personnel.
3. A Broward County School Board employee may not serve as Chairperson, Co-Chairperson, or Vice Chairperson.
4. Officers shall be elected by the membership. At a minimum, the ESE Advisory Council shall annually elect a Chair and Vice Chair. An appointee or member may hold neither of those offices for more than two (2) consecutive years. After serving as its Chair for two years, the appointee or member may not serve as an officer for a period of at least two (2) years.
5. No term limits shall be imposed upon any individual's service as an appointee.

B. DUTIES AND RESPONSIBILITIES

1. Duties and responsibilities of the Exceptional Student Education (ESE) Advisory Council will be advisory in nature, none of which will conflict with the law, policy, or administrative guidelines to the Superintendent and the School Board of Broward County Public Schools.

2. Assist in developing, identifying, and assessing the educational needs, systemic issues, and priorities of students with exceptionalities and programs. All students with exceptionalities, including eligible students with 504 plans, are represented by this advisory through collaboration, consultation, and participation on school, District, and community-derived committees and organizations.
3. Provide a forum for information about school and community programs, advocacy, support, procedural guidelines, Individual Education Plans (IEP)/Transition IEP (TIEP) procedures, transition at all levels, college, vocational, and career readiness skills, school board initiatives, educational enrichment, resources, and data.
4. Provide suggestions and advocate for proposed legislation and tracking of new and existing federal, state and local policies addressing educational issues and programs.
5. Seek federal, state, and local legislative support for fully funded ESE programs.
6. Promote and encourage parent and community involvement concerning exceptional education issues and initiatives.
7. Implement and maintain ESE Advisory Council procedural by-laws and guidelines.
8. Promote integration to enhance the quality of education for students with exceptionalities in a diverse and inclusive setting.
9. Meet annually with the Superintendent or her/his designee to collaborate on the goals and objectives for the school year.
10. Collect information on issues brought forward by parents during ESE Advisory Council meetings and maintain a list of priority issues.
11. Finalize goals and objectives for the school year by the second meeting of the school year; and provide to the School Board through the Superintendent.
12. The ESE Advisory Council will create by-laws utilizing the established template.
13. Complete the school district's annual training program.
14. For all public documentation, electronic and social media containing the opinions and recommendations of the ESE Advisory Council, include a statement that the opinions of the ESE Advisory Council are not binding and do not necessarily represent the views and opinions of the School Board or those of any individual School Board Member or the Superintendent.

C. MEETINGS

1. The ESE Advisory Council must conduct meetings in accordance with the Florida Sunshine Law, School Board policies, ESE Advisory By-Laws, and Robert's Rules of Order, Newly Revised (Current Edition).
2. The Council will convene meetings on a regular monthly basis during the calendar school year and shall not conduct any meetings in July without receiving prior approval from the Superintendent.
3. Minutes will be recorded, maintained, and available for public view.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) LEADERSHIP COUNCIL

A BROWARD COUNTY ENGLISH FOR SPEAKERS OF OTHER LANGUAGES LEADERSHIP COUNCIL SHALL BE ESTABLISHED. THE ESOL LEADERSHIP COUNCIL SHALL SERVE AND PERFORM THE DUTIES OF THE DISTRICT PARENT LEADERSHIP COUNCIL AS REQUIRED BY THE CONSENT DECREE BY ORDER OF THE UNITED STATES DISTRICT COURT FOR THE SOUTHERN DISTRICT OF FLORIDA, CASE NUMBER 90-1913, ALSO KNOWN AS THE META CONSENT DECREE.

AUTHORITY: F.S. 230.22
Policy Adopted: 11/13/01

RULES

A. MEMBERSHIP

1. Membership shall include all interested parties, composed in the majority by parents of Limited English Proficient (LEP) students.
2. Members shall serve for a term of one year.

B. OFFICERS AND THEIR ELECTION

1. The ESOL Leadership Council officers shall consist of a Chairperson, Vice-chairperson, and Secretary.
2. Officers shall be elected annually at the May meeting.
3. Officers shall serve for a maximum of three (3) consecutive one (1) year terms, or until their successors are elected.
4. No officer shall serve more than three (3) consecutive years in the same office.
5. The Chairperson shall not be an employee of Broward County Public Schools.

C. DUTIES

1. Perform all duties of the ESOL Leadership Council which will be advisory in nature, none of which will conflict with any of the powers and duties reserved by law, policy or administrative guidelines to the Superintendent or the Broward County School Board.
2. Perform all duties pertaining to the Parent Leadership Council as required by the META Consent Decree.
3. The ESOL Leadership Council shall be consulted prior to submission of the District LEP Plan to the State.
4. Assist in the identification of the education needs and priorities of LEP students.
5. Coordinate community resources and secure community support for ESOL Programs.
6. Participate in leadership training and orientation to the State approved LEP Plan.
7. Promote and inform LEP parents of the opportunity to be represented on existing school and district advisory committees.
8. Support proposed legislation addressing ESOL funding and/or program development during the Florida and National Legislative Sessions.
9. Assist in securing legislative support for fully-funded ESOL Programs.
10. Adopt ESOL Leadership Council procedural by-laws.

D. MEETINGS

1. The ESOL Leadership Council shall conduct regular meetings with a minimum of six (6) monthly meetings per year.
2. Five (5) members shall constitute a quorum.
3. The ESOL Leadership Council must hold meetings in accordance with the Florida Sunshine Law.
4. Meetings shall be conducted according to the ESOL Leadership Council By-laws and Robert's Rules of Order, Newly Revised.
5. Minutes shall be recorded, maintained and available for public view.

FACILITIES TASK FORCE

A FACILITIES TASK FORCE SHALL BE ESTABLISHED. THE FACILITIES TASK FORCE WILL REPORT DIRECTLY TO THE SUPERINTENDENT OF SCHOOLS AND TO THE SCHOOL BOARD. THE FACILITIES TASK FORCE WILL MAKE REPORTS TO THE SCHOOL BOARD AT REGULAR SCHOOL BOARD MEETINGS. FACILITIES TASK FORCE MEETINGS WILL BE SUBJECT TO THE FLORIDA OPEN GOVERNMENT (SUNSHINE LAW) STATUTE, F. S. 286.011.

A. PROCEDURES FOR APPOINTING MEMBERS TO THE FACILITIES TASK FORCE (FTF)

1. The Facilities Task Force appointments are to be presented to the Board on or before October 15 of each year except for Board appointments, which shall be made at the Organizational Meeting on the third Tuesday after the first Monday in November of each year.

2. Term of Office: Facilities Task Force members shall be appointed for one (1) year and may be reappointed for additional terms.

3. The Facilities Task Force shall meet regularly once each month.

4. The officers of the Facilities Task Force shall be elected annually at the April meeting; a majority of the full committee being present, and shall serve for one (1) year until their successors have been elected.

5. If an appointee must resign from the task force during his/her term, then the position will be filled by the person/group who originally selected the affected person. The new appointment shall complete the original appointee's term of office.

6. Membership should be representative of every Innovation Zone, multi-ethnic composition of the Broward County community and be a cross-section of the community in terms of gender, age and geographic location.

7. Rights of the membership to vote on issues will be governed by the Florida State Board of Education Administrative Rules, Code of Ethics—Education Profession, 6B-1.001 and 6B-1.006, and the Code of Conduct for Administrators, School Board Policy 4009.11 and the Facilities Task Force By-Laws.

8. Membership of the Facilities Task Force shall be delineated as follows:

   a. District Advisory Council: One (1) elected representative.

   b. Area Advisory Council: One (1) elected representative from each area.

   c. Broward County Council of PTAs: Four (4) elected representatives.

d. Business/Industry: Three (3) representatives.

e. Community: One (1) community representative from each Innovation Zone.

f. Diversity Committee: One (1) elected representative.

g. League of Cities: Three (3) elected representatives.

h. School Board Members: One (1) appointee residing in said Board Member's District to represent each School Board Member. (Policy 1.7)

i. Community-at-Large: Four (4) representatives

j. One Principal representative from each: elementary, middle and high school.

k. One (1) ESE Advisory Council Representative

l. One (1) Federation of Public Employees (FOPE)

m. One (1) Broward Teachers Union (BTU)

n. School Board Staff (non-voting): Representatives from the Division of Facilities and Construction Management, Comptroller's Office, Education Technology Services, Maintenance Department, Management/Facility Audits, Risk Management and Safety, and other staff, as appropriate.

B. OBJECTIVES OF THE FACILITIES TASK FORCE

The Facilities Task Force shall provide a forum for community participation in the planning, construction, maintenance, and monitoring processes of the Broward County school facilities and make recommendations to The School Board of Broward County, Florida, that will promote excellence in Broward County school facilities.

The Facilities Task Force shall review individual school needs assessments and recommend priorities to the School Board for the District Facilities Work Program/Capital Budget.

The Facilities Task Force shall provide input to the District's Educational Specifications Committee.

The Facilities Task Force shall advise the School Board on specific observations, potential problems, and successes relative to maintenance of facilities, new construction, and renovation and remodeling projects.

Policy Adopted: 12/14/99
Policy Amended: 03/18/03; 06/01/04

1.24 NEW 1.24

GIFTED ADVISORY COUNCIL

A SCHOOL BOARD OF BROWARD COUNTY, FLORIDA, GIFTED ADVISORY COUNCIL SHALL BE ESTABLISHED.

RULES

A. MEMBERSHIP

1. Membership shall consist primarily of parents, relatives, guardians, and surrogates of students who are gifted. However, all interested parties are welcome, including school district personnel.
2. A Broward County School Board employee may not serve as Chairperson, Co-Chairperson, or Vice Chairperson.

B. DUTIES AND RESPONSIBILITIES

1. Duties and responsibilities of the Gifted Advisory Council will be advisory in nature, none of which will conflict with any of the powers and duties reserved by law, policy, or administrative guidelines to the Superintendent or the School Board of Broward County.
2. Gifted Advisory will assist in developing, identifying, and assessing the educational needs, systemic issues, and priorities of gifted students and programs. All students who are gifted are represented by this advisory through collaboration, consultation, and participation on school, District, and community-derived committees and organizations.
3. Gifted Advisory will provide a forum for information about school and community programs, advocacy, support, procedural guidelines, Education Plans (EP), procedures, school board initiatives, educational enrichment, resources, and data.
4. Gifted Advisory will provide suggestions for proposed legislation and tracking of new and existing federal, state, and county legislation addressing educational issues and programs.
5. Gifted Advisory will seek legislative support for fully funded gifted programs.
6. Gifted Advisory will promote and encourage parent and community involvement concerning gifted education issues and initiatives.
7. Gifted Advisory will implement and maintain School Board approved Gifted Advisory Council procedural by-laws and guidelines. These by-laws will follow the district by-laws template.
8. Gifted Advisory will promote diversity so that students who are gifted are representative of the population of Broward County Public Schools.

C. MEETINGS

1. The Gifted Advisory Council must conduct meetings in accordance with the Florida Sunshine Law.
2. Meetings will convene on a regular monthly basis during the calendar school year.
3. Meetings and other business will be conducted according to the School Board approved Gifted Advisory Council By-laws and Roberts Rules of Order, (Newly Revised).
4. Minutes will be recorded, maintained, and available for public view.

Authority: F. S. 1001.41
Policy Adopted: 09/06/06

POLICY NO. 4210

ENVIRONMENTAL EDUCATION AND CONSERVATION

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA (SBBC) PROMOTES ENVIRONMENTAL STEWARDSHIP BY SUPPORTING ENVIRONMENTAL EDUCATION AND CONSERVATION AS AN ECONOMIC, ENVIRONMENTAL, AND SOCIAL PRIORITY TO BE TAUGHT, PRACTICED, AND IMPLEMENTED DISTRICT-WIDE. SBBC UNDERSTANDS THE PROFOUND IMPACT THAT OUR ACTIONS HAVE ON OUR ECOLOGICAL SYSTEMS AND NATURAL RESOURCES. THIS POLICY SERVES AS SBBC'S ENVIRONMENTAL PLAN (EP), IN SUPPORT OF SBBC'S STRATEGIC PLAN. THIS EP IS ADMINISTERED AND IMPLEMENTED IN ACCORDANCE WITH FEDERAL AND STATE ENVIRONMENTAL AND EDUCATIONAL LEGISLATION.

I. Section 1003.42(2)(m), Florida Statutes specifically identifies the conservation of natural resources as a prescribed course of study and Section 1003.42(2)(n)1., Florida Statutes describes comprehensive age-appropriate and developmentally appropriate K-12 health education that addresses concepts of community health, consumer health, environmental health, and family life. In accordance with state and federal legislation SBBC shall implement the following:

A. **Education & Training**

1. Providing quality education and training to all employees concerning environmental impacts, practices, and responsibilities.
2. Promoting and documenting internal and external department collaboration on environmental practices and programs.
3. Identifying and communicating Best Management Practices (BMP) in environmental stewardship and information to be shared with all stakeholders.
4. Incorporating instruction in environmental stewardship, including climate change, energy use, and resource conservation into SBBC's curriculum, and ensuring fidelity through an established monitoring process.
5. Providing training for all employees in current best practices on resource conservation and recycling procedures on an annual basis.

B. **Conservation & Compliance Measures**

1. Promoting environmentally sustainable business practices for procurement and the efficient use of materials and natural resources.
2. Improving and sustaining district practices and operations that impact the environment.
3. Reducing/diverting waste generated from its school campuses, facilities, and operations through source reduction, reuse, recycling, or rethinking.
4. Recognizing and rewarding resource conservation efforts by schools and staff.
5. Collaborating with stakeholders, agencies, and other organizations to promote and achieve common objectives based on sound data.
6. In accordance with Section 1013.23, Florida Statutes, investing in energy conservation measures that reduce energy consumption, produce a cost savings, and improve the quality of indoor air in facilities, and, when economically feasible, building, operating, maintaining, or renovating educational facilities in such a manner so as to minimize energy consumption and maximize energy savings.
7. In accordance with Section 1013.44, Florida Statutes, including passive design elements and low-energy usage features in the design and construction of new educational facilities.

C. **Policy Oversight**

1. The Board shall rename the Environmental Technical Advisory Committee (ETAC) as the Green Advisory Committee (GAC) and appoint its members. The GAC will monitor objectives, recommend environmental strategies, education programs and initiatives, and pilot projects to the Board, and identify responsibilities supporting the implementation of this EP.
2. The Superintendent shall develop administrative procedures based on Sections 1013.44 and 1013.23, Florida Statutes, and State Requirements for Educational Facilities (SREF) to support this policy, implement the EP, and monitor progress of the GAC.
3. The GAC shall report to the School Board monthly or as needed.
4. The GAC shall establish workgroups as needed to accomplish the EP.

D. **Evaluation**

The GAC shall:

1. Review and evaluate the effectiveness of the EP using established benchmarks on an annual basis.
2. Consider timelines, risks, impacts, costs, and savings to SBBC when making decisions concerning its environmental programs and projects.
3. Proactively identify and address emerging environmental issues and technologies.

Policy Custodian: Applied Learning Department

Former Policy Number(s): 7013 & 7014

Policy Status: Active

Authority: F.S. §§1003.42(2)(m), 1003.42(2)(n)1., 1013.23, and 1013.44

History: Adopted 9/9/08

Amended 9/13/2022

POLICY 1.51
HUMAN RELATIONS COMMITTEE

PROVIDING STUDENTS WITH DIVERSE, INCLUSIVE EDUCATIONAL OPPORTUNITIES FROM AN EARLY AGE ARE CRUCIAL TO ACHIEVING THE DISTRICT'S EDUCATIONAL AND CHARACTER EDUCATION GOALS. HUMAN RELATIONS APPROACHES PROVIDE INCALCULABLE EDUCATIONAL BENEFITS BY PROMOTING CROSS-CULTURAL UNDERSTANDING, BREAKING DOWN RACIAL AND OTHER STEREOTYPES AND ELIMINATING BIAS AND PREJUDICE. OUR COMMUNITY'S FUTURE DEPENDS UPON A CITIZENRY DEVELOPED THROUGH WIDE EXPOSURE TO THE IDEAS AND MORES OF STUDENTS IN OUR CULTURALLY RICH DISTRICT.

THE SCHOOL BOARD SHALL ESTABLISH A HUMAN RELATIONS COMMITTEE. THIS COMMITTEE SHALL SERVE AS THE FOREMOST RESOURCE ON HUMAN RELATIONS IN BROWARD COUNTY PUBLIC SCHOOLS. IT SHALL MAKE RECOMMENDATIONS THROUGH THE SUPERINTENDENT TO THE SCHOOL BOARD ON MATTERS THAT FOSTER MUTUAL RESPECT AND UNDERSTANDING AMONG OR BETWEEN PEOPLE WITHIN BROWARD COUNTY PUBLIC SCHOOLS AND TO ADDRESS ISSUES OF HUMAN RELATIONS THAT PROMOTE A POSITIVE SCHOOL COMMUNITY. THIS COMMITTEE WILL SUPPORT THE DEVELOPMENT OF OUR STUDENTS' ABILITIES TO BECOME RESPECTFUL PARTICIPANTS IN OUR COMMUNITY THROUGH EDUCATION, GUIDED DISCUSSION AND PROGRAMS. THE COMMITTEE SHALL SUPPORT THE WORK OF THE DISTRICT AS IT PERTAINS TO OUR POLICIES RELATED TO DIVERSITY, EDUCATIONAL/VOCATIONAL EQUITY, NONDISCRIMINATION, INCLUSION AND CHARACTER EDUCATION. THE COMMITTEE WILL WORK TO ESTABLISH BROWARD COUNTY PUBLIC SCHOOLS AS A MODEL TO PROMOTE MUTUAL RESPECT, POSITIVE HUMAN RELATIONS AND COMMUNITY BUILDING AMONG GROUPS THROUGH EDUCATION, CULTURAL AWARENESS AND PARTNERSHIPS.

I. RULES

1. Committee Composition: The Human Relations Committee shall consist of 21 members. Each School Board Member shall appoint 1 member (adult or student), pursuant to guidelines established in School Board Policy 1.7, Appointment of a School Board Member Representative(s) to a Committee(s). The remaining members shall consist as follows: six (6) Human Relations Council students, two (2) students to be selected at-large, three (3) Human Relations Council Advisors, and one (1) Superintendent appointee. The Non-School Board Appointees shall submit an application for review by Diversity, Prevention & Intervention staff. In making these appointments, there should be consideration to the composition of the committee, ensuring diverse backgrounds and geographic areas are represented. The Superintendent will bring forward final recommendations of non-School Board Member appointees.

2. Quorum: More than 50% of the members shall constitute a quorum for any meeting at which a vote is to be taken

3. Term of Office: Appointments shall be in accordance with School Board Policy 1.7, School Board Established Advisory Committees and Appointment of a School Board Member Representative(s) to a Committee(s).

4. The Human Relations Committee shall recommend through the Superintendent to the School Board resources, services and programs to meet the needs of our diverse student and staff population.

5. The Diversity, Prevention and Intervention Department shall facilitate the work of the Human Relations Committee.

6. The Human Relations Committee shall develop annual goals, objectives and expected outcomes. By June 30 of each school year, the committee shall present its final annual outcomes and recommendations to the School Board via the Superintendent of Schools.

7. The Diversity, Prevention & Intervention Department will facilitate communication to stakeholders regarding the role, goals, objectives and outcomes of the Human Relations Committee via: District website, presentations, and department communications to internal and external constituents.

II. SCHOOL BOARD TENETS

1. Vision: To serve as the foremost resource on human relations in Broward County Public Schools.

2. Mission: To advise the School Board on matters that foster mutual respect and understanding among or between people within Broward County Public Schools for the purpose of promoting inclusivity, positive community relations and support for our Human Relations Councils and prevention initiatives.

3. Core Values:
   a. We believe diversity is an asset.
   b. We believe every individual is to be treated with dignity and respect.
   c. We seek to include the voices and equal participation of all student, adult and community members.
   d. We believe dialogue advances understanding and cooperation between diverse perspectives.

III. COMMITTEE FUNCTIONS

The Human Relations Committee shall make recommendations through the Superintendent to the School Board on matters that foster mutual respect and understanding among people within Broward County Public Schools and to address issues of human relations that promote a positive school community. The Human Relations Committee shall be responsible for the following functions, including, but not limited to:

a. Review all District-wide policies to ensure the diversity of the District and that inclusivity is established and promoted
b. Serve as an advisory for staff, students, parents and the community at-large regarding human relations issues
c. Promote mutual respect among groups through education
d. Monitor the human relations climate in our District
e. Address human relations concerns in our schools
f. Promote positive human relations through the establishment of partnerships
g. Promote programs and activities that foster positive interactions
h. Promote awareness of cultural differences and foster positive learning environments and school climates
i. Facilitate ongoing dialogue between students, staff and community
j. Promote learning and work environments where students, parents, community and staff feel supported, respected and valued for who they are
k. Promote awareness and sensitivity to topics and initiatives in the area of prevention including, but not limited to, anti-bullying, dating violence prevention, conflict mediation, anti-bias education and cultural competency
l. Serve as a resource to the District in the effort to promote positive human relations
m. Educate the District and larger community about the work of the Committee
n. Develop and leverage District and community resources and materials highlighting best human relations practices

Statutory Authority: F.S. 1001.41
Laws Implemented: 1001.32(2)
Adopted: 5/6/14

POLICY 1440
Multilingual Advisory Committee

The mission of the Multilingual Advisory Committee (MAC) shall be to enhance and support the educational experience of all students in the Dual Language Program in District Schools. Additionally, the Multilingual Advisory Committee shall serve as an advocate and informational resource for Dual Language and similar programs across the broader District School community.

This purpose will be achieved through fostering strong relationships among all Dual Language students and their parents/guardians, teachers, administrators, and the School District Bilingual/ESOL Department and by

I. General Rule

A. Advocating for excellence in the Dual Language Program through identification of best practices in multilingual education.
B. Highlighting successes within the School District's Dual Language Program.
C. Identifying any program gaps and areas for improvement.
D. Making recommendations regarding policies and guidelines that will enhance the School District's Dual Language Program and similar programs.
E. Providing a forum for students enrolled in the School District's Dual Language and their parents/guardians, teachers, administrators, and the School District Bilingual/ESOL Department to share information, solve problems, and discuss matters of concern relevant to families who have a student(s) in the Dual Language Program.
F. Providing ongoing communication and information regarding the School District's Dual Language Program to students and families, in partnership with School District leaders.
G. Developing and promoting programs, events, and networking opportunities for the parents, teachers, administrators, and students enrolled in the School District's Dual Language Program.

II. Membership

A. All MAC committee members shall be governed by the provisions outlined in Policy 1070.
B. A finite and set number of committee members must be specified in each School Board-established advisory committee's establishing policy. Membership shall consist of 7 members. This number of committee members shall include parents of students enrolled in a Dual Language Program as of the time of the election: 3 representatives from elementary school, 1 representative from middle school, and 1 representative from high school. However, all interested parties, including school district personnel are welcome and may attend committee meetings.
C. One School District Administrator/Teacher/Staff, with previous or current experience with multilingual education, shall serve on the MAC, and they should have had previous or current experience with multilingual education.
D. The Superintendent will appoint a representative.
E. The Director of Bilingual/ESOL or a designated Bilingual/ESOL Department staff member shall serve as a resource person or liaison to the MAC, but such persons shall not be considered to be committee members or subject to the Sunshine Law.

F. No term limits shall be imposed upon any individual's service as an appointee.

III. Officers and Election Process

A. Multilingual Advisory Committee Elections
   1. The Multilingual Advisory Committee officers shall consist of a Chair, Vice-Chair, and Recording Secretary.
   2. Committee officers shall be elected annually at the final meeting of the school year (a quorum of the members is required for the election).
   3. Officers shall serve for a maximum of three (3) consecutive, one (1) year terms.
   4. An Officer who misses 2 consecutive meetings is subject to removal.
   5. Committee officer(s) membership to be presented to board within thirty (30) calendar days of annual election or appointment.
   6. The Chair or Vice-Chair shall not be an employee of the School District. However, a School District employee may serve as Recording Secretary.

B. Duties of the Officers
   1. The Chair shall preside at all meetings of the Multilingual Advisory Committee and will be an *ex-officio* member of all subcommittees. The Chair or a designee will represent the Multilingual Advisory Committee at the District Advisory Committee (DAC). The Chair shall have the discretion of creating subcommittees. Said subcommittee's members shall elect its chair. The MAC Chair will prepare the agenda and shall distribute it at least seven (7) calendar days in advance of meetings. A copy of the agenda shall be available to the public if requested. The Chair shall present a monthly report to the School Board.
   2. The Vice-Chair shall substitute for the Chair during the Chair's absence and shall perform such other duties from time to time as may be assigned by the Chair.
   3. The Recording Secretary shall be the official "Custodian of Records" and keep the attendance and minutes of all general and special meetings of the Multilingual Advisory Committee. Official minutes of all committee meetings must be approved by the general membership of Multilingual Advisory Committee prior to transmission to other parties. The Recording Secretary shall promptly transmit to the staff-assigned liaison true and correct copies of the official minutes of such meetings. It is the duty of the Recording Secretary and each MAC Committee Member to comply with the Florida Public Records Act.

C. All meetings are open to the public and shall comply with the Florida Sunshine Law. Non-members/guests may not vote on issues of the Multilingual Advisory Committee.

IV. Duties

A. The MAC only serves an advisory role and cannot conflict with duties and powers reserved to The School Board.

B. The MAC shall provide strategic input, advice, and assistance to the Superintendent and the School Board regarding the School District's Dual Language Program and multilingual education. This input can include topics such as program planning, funding, staffing, design, and evaluation.

C. The MAC shall support legislative and funding initiatives to help multilingual education, which can include advising and collaborating with the School Board in lobbying and campaigning for legislative changes with the Florida state government.

D. The MAC shall present concerns and priorities of students enrolled in the School District's Dual Language Program and other multilingual immersion programs.

E. The MAC shall advocate in the broader Broward community for the School District's Dual Language Program and multilingual education programs.

F. The MAC shall meet regularly, at least four (4) times per school year, and any member missing two (2) consecutive meetings shall be removed.

V. School Site Visits

A. School site visits allow the MAC to develop a comprehensive understanding of how the Dual Language Program is functioning across all participating schools in the School District. Such visits will enable the MAC to perform its advisory function of identifying common challenges, best practices, and opportunities for growth.

B. School site visits may also be performed at non-participating schools for the purposes of sharing information with school administration regarding the program structure, requirements, and benefits of the Dual Language Program.

C. School site visits can be requested by a School Board member through the Superintendent to assist with identifying potential schools based on enrollment and the needs of the community.

D. The MAC Chair or Vice-Chair can request a school site visit which can be coordinated through the Bilingual/ESOL Department Director or designee.

E. Prior to any school site visit, the MAC will identify to the Bilingual/ESOL Department Director or designee any information (i.e., program model, grade levels or enrollment) needed prior to the school site visit.

F. During a school site visit, the MAC will meet with school administration, teaching staff, and/or students as needed to achieve the established objective of the visit. Visits to classrooms may be optional. The School Advisory Council (SAC) or School Advisory Forum (SAF) chairs will be invited to participate to each onsite school visit.

G. After a school site visit, the MAC will document and report its findings to the Bilingual/ESOL Department Director or designee. The Multilingual Advisory Committee may then share its findings with other advisory committees, administrators, the Superintendent, or the School Board as needed.

VI. Reporting

A. The MAC shall determine if a meeting is required in July on a year-by-year basis with the approval of the Superintendent.

B. The MAC Chair will meet annually with the Superintendent to discuss the committee's goals and objectives for the school year.

C. Each Advisory Committee will establish by-laws utilizing the template approved by The School Board.

D. The MAC will develop an annual report of its accomplishments, current goals, and projected goals aligned to the District Strategic Plan.

Policy Custodian: Bilingual/ESOL Department

Policy Status [Active/Inactive]: Active

Authority: Sections 120.52(6), 120.54, 120.81(1)(a), 1001.41(1), (2) and (3), 1001.42(28), and 1003.432, Florida Statutes; and Section 6A-1.09951, Florida Administrative Code.

History: Adopted 3/12/2024

POLICY NO. 1140

PARENT AND COMMUNITY INVOLVEMENT TASK FORCE

The School Board supports the philosophy that parents and the Broward County community must provide a climate in the home that encourages education; set reasonable expectations for student learning; and be involved in the creation and maintenance of the learning opportunities for the district school within the Broward County community. The community and parents are essential components in inspiring student achievement, growth, and development. Hence, The School Board shall establish a parent and community involvement task force for the purpose of increasing the collaboration and participation efforts for parents and the community in Broward County district schools.

RULES

I. MEMBERSHIP

A. Nine (9) School Board member representatives (one appointee per School Board member)
B. One (1) DAC Representative
C. One (1) PTA Representative
D. Two (2) Parent-AT-Large (an application will be accepted for this position)
E. One (1) Business/Industry Representative (these individuals cannot be registered lobbyists or School Board vendors)
F. Two (2) Community Representatives (application will be submitted for these positions)
G. Two (2) Broward County District Schools employee representatives, at least one (1) of whom is a teacher
H. One (1) Principal Representative (appointed by the Superintendent of Schools and must have experience in both elementary and secondary schools)

II. COMMITTEE MEETINGS

A. Meetings will be scheduled during the school year with times and locations convenient for stakeholders. The first meeting of each school year shall be conducted as early as August and no later than September except as specified by the committee's governing documents. School Board-Established Committees may not conduct any meetings in July unless conditions outlined in School Board Policy 1070 are met.
B. The Committee will meet monthly at an available District school facility that will be determined at the beginning of each school year.

III. OBJECTIVES

A. Energize and increase parent and community involvement to support student achievement and academic success.

B. Identify standards for effective parent and community involvement by reviewing current models and identifying gaps and deficiencies that could impact stakeholder involvement.

C. Provide recommendations to the School Board on distinguishable methods and processes for the public to participate and provide significant and positive input and feedback on the activities and functions of Broward County district schools.

IV. DUTIES

A. Hold public hearings and meetings at the school, zone, and district level to solicit stakeholder input and analysis on parent and community involvement.

B. Research successful involvement and communication models of other school districts for reasons of examining various best practices.

C. Develop surveys and other research instruments to obtain and analyze the necessary data to facilitate the objectives of this Task Force.

D. Utilize technology to solicit public input from stakeholders.

E. Review School Improvement Plans to obtain and analyze the necessary data to facilitate the objectives of this Task Force.

F. Perform follow-up studies of stakeholders to determine success of activities recommended.

Policy Custodian: Office of Communications and Legislative Affairs

Former Policy Number: Agenda Item (B-1) from 3/1/2011 School Board Meeting

Policy Status [Active/Inactive]: Active

Authority: Sections 120.52(6), 120.54, 120.81(1)(a), 1001.41(1) and (2), 1001.42(29), Florida Statutes

History: Adopted: 7/23/2024

SELECTION OF ARCHITECTURAL, ENGINEERING, LANDSCAPE ARCHITECTURAL, LAND SURVEYING, CONSTRUCTION MANAGEMENT, CONSTRUCTION MANAGEMENT AT-RISK, DESIGN BUILD, PROGRAM MANAGEMENT, INSPECTION SERVICES AND ANY OTHER CONSTRUCTION DELIVERY METHOD OR PROFESSIONAL SERVICES

The School Board ("Board") shall publicly announce, in a uniform and consistent manner, each occasion when construction/professional services are required to be purchased in compliance with governing statutes and regulations. The Superintendent shall establish procedures for the selection of Architectural, Engineering, Landscape Architectural, Land Surveying, Construction Management, Construction Management At-Risk, Design Build, Program Management, Inspection Services, and any other construction delivery method or professional services which is subject to Section 287.055, Florida Statutes.

For the purposes of this policy:

a) Professional Services means those services provided from within the practice of architecture, professional engineering, landscape architecture, or registered surveying and mapping, as defined by the laws of Florida. Entities providing such professional services include Architectural Design Firms, Engineering Firms and Design Builders.
b) Construction Management is a professional management practice applied to construction projects from project inception to completion for the purpose of controlling time, cost, scope and quality.
c) Design-Build is a project delivery method that combines architectural and engineering design services with construction performance under one contract.
d) Construction Management At-Risk (CMAR) is a project delivery method in which the Construction Manager acts as a consultant to the owner in the development and design phases, but assumes the risk for construction performance as the equivalent of a general contractor holding all trade subcontracts during the construction phase.
e) Program Management is a practice in which a selected entity is responsible for schedule control, cost control, and coordination in providing or procuring planning, design, and construction services. The program management entity must consist of or contract with licensed or registered professionals for the specific areas of design or construction to be performed as required by law.
f) Request for Proposals (RFP) means a written or electronically posted solicitation for competitive sealed proposals.
g) Request for Qualifications (RFQ) means a written or electronically posted solicitation for Statements of Qualifications from proposers. An RFQ may be used, for example, to select a pool of qualified vendors to be used on a rotational basis or to make a qualifications-based selection of a single vendor for a specific assignment.

Rules:

The School Board authorizes the Superintendent to:

1. Develop standard RFQ and RFP forms including selection criteria and selection procedures in accordance with applicable statutes and the State Requirements for Educational Facilities (SREF), as amended. The Board shall approve standard RFQ and RFP forms.

2. Receive responses to RFQs and RFPs.

3. Designate an evaluation and recommendation committee, the Qualifications Selection and Evaluation Committee (QSEC), to be composed of, a minimum of ten (10) standing voting members for the purpose of evaluating, selecting, and recommending award of contracts for Construction Management, Design-Build, CMAR, Program Management, or Professional Services subject to Section 287.055, Florida Statutes. QSEC shall also include one (1) non-voting staff member from the Office of the Chief Auditor and one (1) non-voting staff member from the Office of the General Counsel to serve in advisory and support roles.

   a. QSEC shall be comprised of the following ten (10) standing voting members:
      1. Chief Facilities Officer or designee.
      2. Chief Strategy & Operations Officer or designee.
      3. One (1) of the following:
         a. For county-wide and multiple-site contracts, the Chief School Performance & Accountability Officer or designee or
         b. For single-site specific contracts, the school principal or such principal's designee for the specific site.
      4. Two (2) of the following: Executive Directors, Directors, Managers and Supervisors from Facilities Division.
      5. Chief Building Official or designee.
      6. Supplier Diversity & Outreach Program Coordinator or designee.
      7. One (1) representative of the South Florida Chapter, Associated General Contractors of America (AGC) or the Associated Builders and Contractors Florida East Coast Chapter (ABC) or the Builder's Association of South Florida (BASF) or the Construction Association of South Florida (CASF).
         Representative may not have an active contract or be seeking a contract with the District or with any contractor or sub-contractor associated with the Capital and/or Bond Programs for the duration of the Bond and once no longer a member, restrictions will apply for a two (2) year period. (The designated appointee shall alternate from year-to-year between the AGC, ABC, BASF, and CASF).
      8. Facilities Task Force Chair or designee. If the procurement is for a site specific contract, then preferably from the district containing the project.
      9. One (1) representative from the Minority Builders Coalition. Representative may not have an active contract or be seeking a contract with the District or with any contractor or sub-contractor associated with the Capital and/or Bond Programs for the duration of the Bond and once no longer a member, restrictions will apply for a two (2) year period.
   b. Construction or professional services may result in the following types of awards:
      1. Single-site with single contract to One Firm.
      2. County-wide or multiple-site with single contract for multiple sites to One Firm
      3. County-wide or multiple-site with multiple contracts for grouping of multiple awards to Multiple Firms.

c. For single-site, county-wide and multiple-site contracts, a quorum shall be six (6) voting members for evaluation, selection, and recommendation of award of contracts to construction or professional services subject to Section 287.055, Florida Statutes. The composition of the voting membership shall be identified within the procurement requirements.
d. No QSEC member shall serve on three (3) consecutive RFQs/RFPs procurements.

4. Any proposer, or lobbyist for a proposer, shall comply with the Cone of Silence per School Board Policies 3320 and 1100B. Any violation of this rule shall result in the disqualification of the potential vendor from the competitive solicitation process and rejection of any recommendation for award to the vendor who violates the Cone of Silence. In addition to any other penalty provided by law, violation of this rule by a District employee, shall subject the employee to disciplinary action up to and including dismissal. Any violation of the Cone of Silence requirements shall constitute grounds for immediate and permanent disqualification of the offending firm.

5. All committee voting members shall comply with the Code of Ethics for Personnel Authorized to Purchase per School Board Policy 3320.

6. The QSEC shall recommend the finalist(s) for award of contracts to construction or professional service subject to Florida Statute 287.055, and if applicable, shall recommend rejection of one (1) or more proposers to the Superintendent. The Superintendent shall either recommend award of contracts to the finalist(s) selected by the QSEC or recommend rejection of one (1) or more proposers to the Board, together with a report from QSEC containing findings of fact indicating the proposers' compliance with the procurement requirements and scoring criteria. The Board shall have final approval of such recommendations.

7. The School Board of Broward County (SBBC) through its Supplier Diversity and Outreach Program Office (SDOP) is committed to ensuring that small, minority and women-owned business enterprises within the Board's market area have access to compete for the award of the School Board's purchasing and construction contracts. The SDOP policy and procedures are designed to spur economic development and help support small, minority- and women-owned business enterprises to successfully expand in the market area. Prescribed procedures will not supersede any small business, woman- or minority-owned business enterprise preference program adopted by the Board

8. QSEC shall function according to its School Board approved By-Laws, School Board policies, the Sunshine Law, and Robert's Rules of Order.

AUTHORITY:

F.S.287.055; F.S. 255.103; F.S. 287.013; F.S.1001.41; F.S. 1013.45,
F.S. 1013.46, SREF 4.1, Rules Adopted: 1/21/82
Emergency Rule: #82-14; 12/16/82; 85-86-17 1/16/86
Rules Amended: 1/20/83; 1/16/86; 2/19/86; 6/2/92; 6/20/95, 12/7/99
Amended Policy Approved: 8/14/01; 6/4/02; 8/5/03
Adopted: 3/1/05, 4/26/05, 8/27/08, 11/09/10, 10/18/16

Policy 3330

Supplier Diversity Outreach Program

I. General Provisions

A. Effective July 2017, The School Board of Broward County, Florida ("SBBC"). authorized and directed the Superintendent to establish and implement a Supplier Diversity Outreach Program ("SDOP") through Standard Operating Procedures ("SOP") that are consistent with the factual predicate, purposes, and objectives stated below and containing the following elements:

1. Factual Predicate and Purpose

a. This policy is adopted to establish a Supplier Diversity Outreach Program to remedy the ongoing effects of identified marketplace discrimination that SBBC has found continue to adversely affect the participation of Small/Minority and/or Women Business Enterprises ("S/M/WBE") in SBBC contracts.

b. In October 2015, SBBC received, reviewed, and accepted the final report of a Disparity Study conducted by Mason Tillman Associates, Ltd. ("MTA") prepared on behalf of SBBC. The MTA Disparity Study used a variety of methodologies to undertake a comprehensive examination of the relevant marketplace for SBBC purchases for the Study period from July 1, 2008, through June 30, 2013. The MTA Disparity Study identified a number of barriers, including various forms of marketplace discrimination that undermine the formation, growth, and equitable participation of minority- and women-owned businesses in SBBC purchases and contracts. Among the numerous findings that formed a strong basis in evidence to support the initial adoption of this Policy were the following:

i. There was evidence of ongoing effects of past discrimination in the relevant local marketplace in Broward County, Palm Beach County, and Miami- Dade County as previously reflected in the 2010 Broward County Disparity Study and the 2013 Miami-Dade County Public Schools Disparity Study, and as reflected in SBBC purchases examined in the 2015 SBBC Disparity Study. The opportunities for Minority/Women Business Enterprise ("M/WBE") participation in the local marketplace and in School Board contracts were affected by past discrimination in the private sector. For example, regression analysis conducted as part of the 2015 Disparity

Study for SBBC observed large, adverse, and statistically significant disparities in business formation and business earnings for M/WBEs in the construction sector and in commodities and other contractual services sectors, even while controlling for independent variables such as age, experience, finances, marital status, homeownership, and education. Moreover, a regression analysis of data from the 2003 National Survey of Small Business Finances found that when Minority Business Enterprises ("MBE") applied for loans, their requests were substantially more likely to be denied than non-MBEs, even after accounting for differences like firm size and credit history.

ii. MTA found contemporary evidence of discrimination against M/WBEs in the relevant marketplace. Some practices within the marketplace had the effect of causing disadvantage to M/WBE firms and undermine their ability to compete. MTA found particularized evidence of negative stereotypes against M/WBEs, and qualitative evidence obtained through interviews of business owners and searches of judicial opinions in Broward County confirmed a history of fraud and collusion and other exclusionary practices of prime contractors to avoid utilizing M/WBE subcontractors and sub-consultants. Such practices were found to have adversely affected M/WBE contract participation, growth, and competitiveness. As noted above, the MTA Disparity Study contained extensive evidence of discrimination against M/WBE business owners when seeking commercial credit within the local market. Credit is a necessary attribute for a firm to be successful in each of the industries from which the SBBC makes purchases, especially in the construction industry, wherein credit availability affects access to bonding. Bonding is often a prerequisite to being able to bid on SBBC construction contracts.

iii. The MTA Disparity Study's threshold analysis of M/WBE participation on smaller contracts ruled out differences in capacity as the explanation for significant disparities in the underutilization of M/WBE firms in SBBC contracts. However, significant anecdotal evidence supported a finding that unequal access to capital leads to unequal access to bonding. Unequal access to bonding reduces the size of bid opportunities and the magnitude of business earnings for M/WBE firms competing for SBBC contracts. Accordingly, such discrimination adversely affects the availability, growth, capacity, and size of M/WBE firms.

iv. Other forms of marketplace discrimination identified by the MTA Disparity Study such as slow payment by prime

contractors, "good old boy" networks that exclude M/WBEs from prime contract and subcontract opportunities, manipulation of the bidding process to deny M/WBE firms adequate time to respond to bid requests, and unfair denial of contract awards also adversely affect the ability of M/WBE firms to compete for SBBC contracts.

2. 2023 Disparity Study Update

In November 2022, Keen Independent Research ("KIR") was commissioned to conduct a Disparity Study Update. The study aimed to determine if evidence demonstrated a disparity among ready, willing, and available (RWA) M/WBEs in construction, architecture & engineering, professional services, goods, and other services. The study period covered July 1, 2017, to June 30, 2022.

Based on statistical findings in the KIR Disparity Study Update, the utilization of qualified vendors as reflected by the percentage of contracts or purchase orders awarded, appear to be less inclusive than warranted, when compared to the RWA firms. The following race, ethnicity, and gender groups showed statistically significant disparity in the following business categories:

Business Categories	Race, Ethnicity & Gender
Construction	African American-Owned and Asian American-Owned
Architecture & Engineering	Women (White Woman-Owned)
Professional Services	Asian American-Owned
Goods	African American-Owned, Asian American-Owned, Hispanic American-Owned, and Women (White Woman-Owned)
Other services	African American-Owned, Asian American-Owned, Hispanic American-Owned, Native American-Owned, and Women (White Woman-Owned)

Anecdotal analysis data in the KIR Disparity Study Update illustrated barriers, which may exist, for minority and women business owners. The barriers included the process with paperwork, timely payment, and subcontractor utilization.

This Policy further seeks to exercise the spending powers of the SBBC in a manner that promotes economic inclusion of all segments of the business population, regardless of race or gender, to maximize the economic vitality and development of the region that the SBBC serves, and to maximize future economic opportunities for the students that SBBC is responsible for educating.

II. Policy Objectives

A. This Policy, and the SDOP Standard Operating Procedures established pursuant to this Policy, shall serve the School District's compelling interest to remedy the various ongoing effects of marketplace discrimination against E/S/M/V/WBEs that are ready, willing, and able to sell goods and services to SBBC.

B. The narrowly tailored remedial efforts established in this Policy are designed to promote greater availability, capacity development, and contract participation by E/S/M/V/WBEs in SBBC contracts.

C. This Policy is intended, in part, to further the School District's compelling interest in ensuring that it is neither an active nor passive participant in private sector marketplace discrimination and to actively promote equal opportunity for all segments of the contracting and business community to participate in SBBC contracts.

D. SBBC shall resort to the use of race- and gender-conscious means for addressing disparities within its contract participation only when it is apparent that the use of race- and gender-neutral means alone will likely be insufficient to remedy the effects of identified discrimination.

E. Having found that it has a compelling governmental interest to remedy the effects of discrimination upon its contracts, SBBC directs the Superintendent or designee, the Director of Procurement & Warehousing Services or designee, and the Officer, Economic Development & Diversity Compliance (EDDC) or designee to collaborate in periodically recommending to SBBC possible future amendments necessary to fully effectuate the purposes and objectives established in this Policy. Such proposed amendments shall also be narrowly tailored in accordance with applicable law and the specific barriers to E/S/M/V/WBEs participation identified within the School District's factual predicate as described above in Section A. 2. of this Policy.

F. It is the policy of SBBC to take all necessary, reasonable, and legal action to prevent discrimination and to ensure that all businesses, including E/S/M/V/WBEs, are afforded the maximum practicable opportunity to participate in the School District's purchasing and contracting processes.

G. As referenced in Section D, it is SBBC's policy to ensure that the firms it engages in business with, do not discriminate in the solicitation, selection, or treatment of subcontractors, suppliers, vendors, or commercial customers on the basis of race, color, religion, ancestry or national origin, sex, age, marital status, sexual orientation, or on the basis of disability or any otherwise unlawful use of characteristics regarding the vendor's, supplier's, or commercial customer's employees or owners.

H. The EDDC Department Program shall have primary oversight responsibility with the full support and cooperation of all other School District offices and departments in the administration of the SDOP policy, as well as the SDOP

Standard Operating Procedures established pursuant to this Policy.

I. The EDDC Department will notify SBBC and appropriate School District advisory committees of any substantive changes to the Standard Operating Procedures. A substantive change is any change that alters the responsibilities, roles, duties, processes, or procedures for the administration of this Policy in a material way. Minor alterations to timeframes for the performance of tasks and duties under the Standard Operating Procedures shall, in general, not be deemed to be substantive changes. Similarly, changes to the Standard Operating Procedures that are intended merely as more detailed clarifications of existing Standard Operating Procedures shall not be considered to be substantive changes. However, to the extent there is any uncertainty as to whether a change to the Standard Operating Procedures is substantive or material, the EDDC shall err on the side of providing notification of such changes to SBBC and appropriate School District advisory committees.

III. Scope and Exclusions / Definitions - Supplier Diversity Outreach Program

A. This Policy shall apply to all solicitations and awards of contracts for the purchase of services, goods, or supplies that are awarded by, or on behalf of SBBC, including, but not limited to, every contract or other agreement between SBBC and any governmental agency, quasi-governmental agency, corporation, vendor, or contractor, under which the agency, corporation, vendor, or contractor directly or indirectly receives any fiscal assistance or remuneration from SBBC for the purpose of contracting with businesses to perform construction, renovation, maintenance or other services, or for the purpose of directly or indirectly purchasing goods or goods for use by the School District. As such, SBBC shall require the agency, corporation, vendor, or contractor to comply with this Policy in the solicitation, the award, and administration of that contract or agreement, provided, however, that the following categories of contracts shall be excluded from the scope and application of this Policy:

1. Contracts for the purchase of goods or supplies of a unique nature for which the School District's Procurement & Warehousing Services Department determines and confirms there is only a sole source of supply;

2. Contracts for electricity or water and sewage services from a municipal utility district or governmental agency;

3. Emergency contracts for goods or supplies that the Superintendent or designee determines are necessary for the preservation of public health or safety and whose immediacy of need is so great that it is impractical for the School District to apply the terms of this Policy to the contract;

4. Contracts for the School District's lease or purchase of real property where School District is lessee or purchaser; and

5. Contracts for personal services involving the unique abilities or style of a particular individual.

IV. Definitions

A. Affirmative Procurement Initiatives ("API") – refers to various SDOP tools and Solicitation Incentives that are used to encourage greater prime and subcontract participation by S/M/WBE firms, including bonding assistance, evaluation preferences, subcontracting goals, and joint venture incentives. (For full descriptions of these and other SDOP tools, see, Section E of this Policy and the SDOP Standard Operating Procedures.)

B. Annual Aspirational Goal – a non-mandatory annual aspirational percentage goal for overall M/WBE prime and subcontract participation in School Board contracts is established each year for construction, architecture & engineering, professional services, goods, and other services industry categories. This annual Aspirational Goal is to be set (and thereafter adjusted) by the Goal Setting Committee ("GSC") based upon the M/WBE availability by industry in accordance with the District's 2023 KIR Disparity Study Update findings, along with relative M/WBE availability data to be collected by SBBC through its Centralized Bidder Registration ("CBR") system, and the utilization of M/WBEs. Annual Aspirational Goals are not to be routinely applied to individual contracts but are intended to serve as a benchmark against which to measure the overall effectiveness of the SDOP policy on an annual basis, and to gauge the need for future adjustments to the mix and to the aggressiveness of remedies being applied under the Program. Percentage Participation, Points or Price Preference Goals, for S/M/WBE participation may be established by the GSC on a contract-by-contract basis based upon similar data and analysis for the particular goods and services being purchased in a given contract.

C. Award – the final selection of a respondent for a specified prime contract or subcontract dollar amount. Contract awards are made by SBBC to prime contractors or vendors and by prime contractors or vendors to subcontractor or sub-vendors, usually pursuant to a solicitation process. (Contract awards are to be distinguished from contract payments in that they only reflect the anticipated dollar amounts instead of actual dollar amounts that are paid to a contractor under an awarded contract.)

D. Best Value Contracting – a purchasing solicitation process through which the originating department may evaluate factors other than price. Evaluation criteria for selection may include a respondent's previous experience and quality of product or services procured and other factors identified in the applicable statute.

E. Centralized Bidder Registration (CBR) System – an electronic system of hardware and software programs by which the School District requires all prospective respondents and subcontractors that are ready, willing, and able to sell goods or services to the District to register. All businesses awarded a SBBC contract shall be required to register in the CBR system. The CBR system assigns a unique identifier to each registrant that is then required for the purpose of submitting solicitation responses and invoices, and for receiving payments from the School District. The CBR-assigned identifiers are also used by the Goal Setting Committee for measuring relative availability and tracking utilization of E/S/M/V/WBE firms by industry or commodity codes and for establishing annual Aspirational Goals and contract-by-contract subcontracting goals.

F. Certification – the process by which the Supplier Diversity Outreach Program staff determines a firm to be a bona-fide small, minority, women-owned, veteran, or emerging business enterprise. Any firm may apply for multiple certifications that cover each and every status category, e.g., Emerging Business Enterprise ("EBE"), Small Business Enterprise ("SBE"), Minority Business Enterprise ("MBE"), Veteran Business Enterprise ("VBE"), or Women Business Enterprise ("WBE") for which it satisfy eligibility standards. The SDOP staff may contract these services to a regional certification agency or other entity. For certification purposes, the School District may accept any firm certified by local government entities and other organizations identified herein that have adopted certification standards and procedures similar to those followed by the SDOP, provided the prospective firm satisfies the eligibility requirements outlined in the SOP, Section 6.

G. Certification Application – the online submittal process shall be completed by vendors when applying for certification and tri-county reciprocal certification for participation as E/S/M/V/WBE firms in the School District's SDOP policy. This form shall be submitted to the School District's certifying agency, every three (3) years by each certified vendor by the anniversary date of its original certification. For renewals, vendors must upload an E/S/M/V/WBE Tri-Annual Affidavit and supporting documentation.

H. Commercially Useful Function – an E/S/M/V/WBE firm performs a commercially useful function when it is responsible for the execution of the contract and carries out its responsibilities by actually performing, staffing, managing, and supervising the work involved. To perform a commercially useful function, the S/M/V/WBE firm must also be responsible, with respect to materials and supplies used on the contract, for negotiating price, determining quantity and quality, ordering the material, and installing (where applicable) and paying for the material itself. To determine whether an E/S/M/V/WBE firm is performing a commercially useful function, an evaluation must be performed of the amount of work subcontracted, normal industry practices, whether the amount the E/S/M/V/WBE firm is to be paid under the contract is commensurate with the work it is actually performing and the S/M/V/WBE

credit claimed for its performance of the work and other relevant factors. Specifically, an E/S/M/V/WBE firm does not perform a commercially useful function if its role is limited to that of an extra participant in a transaction, contract, or project through which funds are passed to obtain the appearance of meaningful and useful S/M/V/WBE participation when in similar transactions in which E/S/M/V/WBE firms do not participate, there is no such role performed.

I. Compliance – The level of performance at which the SBBC and the prime contractor utilize vendors in meeting diversity and inclusion objectives.

J. Control – the authority of a person or business owner to sign responses to solicitations and contracts, make price negotiation decisions, sell or liquidate the business, and have the primary authority to direct a business enterprise's day-to-day management and operation without interference from others.

K. Debarment – The exclusion of a vendor or contractor, for cause, from bidding and/or doing business with SBBC.

L. Economic Inclusion – efforts to promote and maximize commercial transactions within, between, and among all segments of the business population, regardless of race or gender, within the relevant marketplace.

M. Emerging Business Enterprise – a certified EBE corporation, partnership, sole proprietorship, or other legal entity for the purpose of making a profit, which is independently owned and operated by individuals legally residing in, or that are citizens of, the United States or its territories who has average annual receipts under $4 million and 50 employees or fewer") and meets the Significant Business Presence requirements as defined herein.

N. Evaluation Preference – an API that may be applied by the Goal Setting Committee to construction, architecture & engineering, professional services, goods and other goods contracts that are to be awarded on a basis that includes factors other than lowest price and wherein responses that are submitted to the School District by E/S/M/V/WBEs firms may be awarded additional points in the evaluation process in the scoring and ranking of their proposals against those submitted by other prime respondents.

O. Formal Solicitation – an Invitation to Bids ("ITB"), Request For Proposals ("RFP"), Request For Qualifications("RFQ"), or other competitive solicitation documents issued by an SBBC department for a contract that requires SBBC approval, in accordance with the procurement procedures established by the Superintendent or designee through a memorandum issued by the Superintendent or designee, an administrative directive or a procurement manual issued under the authority of the Superintendent or designee, and/or

pursuant to requirements established by applicable law, rules, or School Board Policies.

P. Goal Setting Committee (GSC) – a committee appointed and chaired by the Superintendent or designee that includes, at a minimum, the Economic Development & Diversity Compliance Officer, or designee, the Director of Procurement & Warehousing Services or designee, the Chief of Facilities and Construction Management or designee, the Executive Director, or designee, Capital Programs or designee, the Director or designee of the originating department (if the originating department is neither Procurement & Warehousing Services or Facilities and Construction), a designee from the Business Support Center all without duplication of designees.

Q. The Superintendent or designee may also appoint two (2) ex-officio members of the Small Business Advisory Committee to serve on any GSC purely in an advisory and non-voting capacity. All GSC members including any such non-voting ex officio members shall be subject to the requirements of the Sunshine Law. The GSC establishes E/S/M/V/WBE program goals for the School District (e.g. Mandatory Goals, Contract-by-Contract Subcontracting Goals, and determines which MBE and WBE segments are eligible for Segmented Subcontracting Goals or other Affirmative Procurement Initiatives) based upon industry categories, vendor availability, project-specific characteristics, and MBE and WBE utilization.

R. Good Faith Efforts – documentation of the respondent's intent to comply with E/S/M/V/WBE program goals and procedures including, but not limited to, the following: (1) documentation as stated in the solicitation reflecting the respondent's commitment to comply with E/S/M/V/WBE goals as established under the SDOP by the GSC for a particular contract; or (2) documentation of efforts made toward achieving the E/S/M/V/WBE program goals (e.g., solicitations of bids/proposals/qualification statements from all qualified E/S/M/V/WBE firms listed in the SDOP's directory of certified Emerging Business Enterprise ("EBE"), Small Business Enterprise ("SBE"), Minority Business Enterprise ("MBE"), Veteran Business Enterprise ("VBE"), or Women Business Enterprise ("WBE") firms; correspondence from qualified SBE or M/WBE firms documenting their unavailability to perform SBE or M/WBE contracts; documentation of efforts to subdivide work into smaller quantities for subcontracting purposes to enhance opportunities for SBE or M/WBE firms; documentation of a prime contractor's posting of a bond covering the work of E/S/M/V/WBEs subcontractors; documentation of efforts to assist E/S/M/V/WBEs firms with obtaining financing, bonding, or insurance required by the respondent; and documentation of consultations with trade associations and consultants that represent the interests of E/S/M/V/WBEs in order to identify qualified and available E/S/M/V/WBEs subcontractors).

S. Graduation – an E/S/M/V/WBE firm permanently graduates from the School District's E/S/M/V/WBE program when it meets the criteria for graduation set

forth in Section (7) of the Standard Operating Procedures for this Policy. A firm's graduation or temporary suspension from participation as an E/S/M/V/WBE firm in the SDOP does not necessarily affect its eligibility to be recertified and to participate in the District's SDOP policy as an E/S/M/V/WBE. Graduated E/S/M/V/WBE firms shall be eligible to apply for E/S/M/V/WBE two-year transitional renewal immediately following graduation. Such application for S/M/V/WBE two (2) year transitional renewal shall only be granted on condition that the graduated E/S/M/V/WBE firm presents documentation as required by the SDOP that establishes that the E/S/M/V/WBE firm's annual revenues and number of employees is below the SBA's small business size standards for the relevant industry. A S/M/V/WBE firm permanently graduates from the SDOP when it meets the criteria for graduation as outlined in Section (7) of the Standard Operating Procedures for this Policy. However, a graduated E/S/M/V/WBE firm may continue to participate in and benefit from other race-neutral, non-industry-specific remedies of the SDOP policy described in Section D of this Policy.

T. Independently Owned and Operated – ownership of an E/S/M/V/WBE firm must be direct, independent, and by individuals only. Ownership of an E/S/M/V/WBE firm may be by individuals and/or by other businesses provided the ownership interests in the E/S/M/V/WBE firm can satisfy the E/S/M/V/WBE eligibility requirements for ownership and control as specified in Section (6) of the Standard Operating Procedures for this Policy. The E/S/M/V/WBE firm must also be independently owned and operated because it cannot be the subsidiary of another firm that does not (and in combination with the certified M/WBE firm) satisfy the eligibility requirements for E/S/M/V/WBE Certification.

U. Individual – an adult person that is of legal majority age.

V. Industry Categories – procurement groupings for the SBBC inclusive of construction, professional services, other services, and goods (i.e., manufacturing, wholesale, and retail distribution of goods). This term may sometimes be referred to as "business categories."

3. Construction: New construction, remodeling, renovations, leasing, lease- purchasing, day labor projects, additions to any educational building, or ancillary facility projects.

4. Architecture & Engineering: Services within the scope of architecture, professional engineering, landscape architecture, or registered surveying and mapping, as defined by the laws of the State of Florida, or those performed by any architect, professional engineer, landscape architect, or registered surveyor and mapper in connection with his or her professional employment practice.

5. Professional Services: Services within the scope of accounting,

advertising, and marketing, legal services, consulting, information technology, web development and design, software development, and user experience development. Professional services require specialized knowledge and skill, usually of a mental or intellectual nature, and often require a license, certification, or registration in connection with his or her professional employment practice.

6. Other Services: Services rendered by individuals and firms who are independent contractors, which may include evaluations, consultations, maintenance, security, management systems, management consulting, educational training programs, research and development studies, or reports on the findings of consultants engage there under, and professional, technical, and social services.

7. Goods: Supplies, materials, goods, merchandise, food, equipment, information technology, and other personal property, including a mobile home, trailer, or other portable structure with less than 5,000 square feet of floor space, purchased, leased, or otherwise secured by contract.

W. Informal Solicitations – solicitations for contracts that exceed $5,000 but do not require formal solicitations.

X. Leases and Concessions – the renting of SBBC-owned space on a contractual basis for the purpose of making a profit by selling a commodity/service.

Y. Local Bidder Pricing Preference – After all other Bidding Preference Laws have been applied, Responsive, Responsible, SBBC Certified E/S/M/V/WBE bidder/proposer(s), meeting requirements, and whose bid comes within two percent (2%) of the lowest non-SBBC certified bidder shall be awarded a local pricing preference.

Z. Minority Business Enterprise (MBE) – any legal entity, except a joint venture, that is organized to engage in for-profit transactions, which is certified as being at least fifty-one percent (51%) owned, manage and controlled by one or more minority group members, and that is ready, willing, and able to sell goods or services that are purchased by the SBBC. To qualify as an MBE, the enterprise annual revenues and number of employees shall be no greater than fifty percent (50%) of the small business size standards for its primary industry as established by the U.S. Small Business Administration and meets the significant business presence requirements as defined herein. In addition, for purposes of being a certified MBE that is eligible to benefit from race- and gender-conscious APIs in this Policy, the enterprise shall meet the size standards for being "small" as defined herein. Unless otherwise stated, the term MBE as used in this Policy is not inclusive of women-owned business enterprises (WBE).

AA. Minority Group Members – African Americans, Hispanic Americans, Asian-Pacific Americans, and Native Americans legally residing in, or that are citizens of, the United States or its territories, as defined below:

1. African Americans: Persons with origins in any of the black racial groups of Africa.

2. Hispanic Americans: Persons of; Mexican, Puerto Rican, Cuban, Dominican, or other Spanish or Portuguese culture or origin, regardless of race, or Central and South American origin.

3. Asian Americans: Persons having origins in any of the original peoples of Japan, China, Taiwan, Korea, Burma (Myanmar), Vietnam, Laos, Cambodia (Kampuchea), Thailand, Malaysia, Indonesia, the Philippines Brunei, Samoa, Guam, the U.S. Trust Territories of the Pacific Islands (Republic of Palau), Republic of the Northern Marianas Islands, Samoa, Macao, Fiji, Tonga, Kiribati, Tuvalu, Nauru, Federated States of Micronesia, or Hong Kong; India, Pakistan, Bangladesh, Bhutan, the Maldives Islands, Nepal, or Sri Lanka.

4. Native Americans: Persons having no less than one-sixteenth (1/16th) percentage origin in any of the Native American Tribes, as recognized by the U.S. Department of the Interior, Bureau of Indian Affairs and as demonstrated by possession of personal tribal role documents.

BB. **MBE Subcontracting Program** – an API in which prime contractors or vendors are required to make good faith efforts to subcontract a specified percentage of the value of prime contract dollars to certified MBE firms. Such subcontracting goals may be set and applied by the GSC on a contract-by-contract basis to those types of contracts that provide subcontract opportunities for performing commercially useful functions wherein:

1. There have been ongoing disparities in the utilization of available MBE subcontractors; or

2. Race-neutral efforts have failed to eliminate persistent and significant disparities in the award of prime contracts to MBEs in a particular industry category or industry segment (e.g., construction contracts, architecture & engineering, professional services contracts, goods, and other services contracts) and subcontract opportunities are limited outside of SBBC contracts.

When specified by the GSC, the MBE Subcontracting Program may also be required to reflect good faith efforts that a prime contractor or vendor has taken (or commits to taking in the case of solicitations that do not include a

detailed scope of work or those in which price cannot be considered a factor in evaluation) towards attainment of subcontracting goals for MBE firms.

CC. **Originating Department** – the School District department or authorized representative of the School District which issues solicitations or for which a solicitation is issued for the purchase of goods or services.

DD. **Payment** – funds actually paid to prime contractors and/or subcontractors and vendors for SBBC-contracted goods and/or services.

EE. **Points** – the quantitative assignment of value for specific evaluation criteria in the vendor selection process used in some construction, architecture & engineering, professional services, goods, and other goods contracts (e.g., between 15-20 points out of a total of 100 points assigned for E/S/M/V/WBE participation as stated in response to a Request for Proposals.)

FF. **Prime Contractor** – the vendor or contractor to whom a purchase order or contract is issued by the SBBC for purposes of providing goods or services for the School District.

GG. **Race/Gender Conscious** – any business classification or API wherein the race or gender of business owners is taken into consideration (e.g., references to MBE and WBE programs and APIs that are listed herein under the heading of "Race-Conscious").

HH. **Race-Neutral** – any business classification or API wherein the race or gender of business owners is not taken into consideration (e.g., references to E/SBE/VBE programs and APIs that are listed herein under the heading of "Race-Neutral").

II. **Relevant Marketplace** – the geographic market area affecting the SDOP policy as determined for purposes of collecting data for the 2023 KIR Disparity Study Update, and for determining eligibility for participation under various programs established by this Policy, is defined as Southern Florida, currently including the counties of Broward, Palm Beach, and Miami-Dade and all political subdivisions contained therein.

JJ. **Respondent** – a vendor submitting a bid, statement of qualifications, or proposal in response to a solicitation issued by the School District.

KK. **Responsible** – a firm which is capable in all respects to fully perform the contract requirements and has the integrity and reliability which will assure good faith performance of contract specifications.

LL. **Responsive** – a firm's submittal (bid, response, or proposal) conforms in all material respects to the competitive solicitation (Invitation to Bid, Request for Qualifications, or Request for Proposals) and shall include compliance with SDOP policy requirements.

MM. **SDOP Directory** – a listing of small businesses that have been certified for

participation in the School District's SBE program.

NN. **SBE Subcontracting Program** – a race- and gender-neutral API in which prime contractors or vendors are required to make good faith efforts to subcontract a specified percentage of the value of prime contract dollars to certified SBE firms. Such subcontracting goals may be set and applied by the GSC on a contract-by-contract basis to those types of contracts that provide subcontract opportunities for performing commercially useful functions. When specified by the GSC, the SBE Subcontracting Program may also be required to reflect good faith efforts that a prime contractor or vendor has taken (or commits to taking in the case of solicitations that do not include a detailed scope of work or those in which price cannot be considered a factor in evaluation) towards attainment of subcontracting goals for SBE firms.

OO. **School District** – refers to the School District of Broward County, Florida, which is governed by The School Board of Broward County, Florida.

PP. **Segmented MBE Goals** – the application of multiple goals for MBE participation within the within annual Aspirational Goals or for MBE subcontracting goals on an individual School District contract wherein an overall combined MBE goal is accompanied by subsets of one or more smaller goals. Such segmented goals specifically target the participation of a particular segment of business enterprises owned and controlled by MBEs or certain minority group members (e.g., African Americans or Hispanic Americans) based upon relative availability and significantly greater patterns of underutilization and disparity within an industry as compared to other gender and minority group member categories of MBEs. The application of Segmented MBE goals is intended to ensure that those segments of MBEs that have been most significantly and persistently underutilized receive a fair measure of remedial assistance.

QQ. **Significant Business Presence** – to qualify for participation as an E/S/M/V/WBE firm in this SDOP policy, an E/S/M/V/WBE must be headquartered or have a *significant business presence* for at least one (1) year within the relevant marketplace, defined as: an established place of business in one (1) or more of the three (3) counties that make up the Southern Florida relevant marketplace, from which at least fifty percent (50%) of its full-time, part-time, and contract employees are domiciled and regularly based, and from which a substantial role in the E/S/M/V/WBE's performance of a commercially useful function is conducted. A location utilized solely as a post office box, mail drop or telephone message center, or any combination thereof, with no other substantial work function, shall not be construed to constitute a significant business presence.

RR. **Small Business Advisory Committee (SBAC)** – an eleven (11) member citizens committee made up of representatives of trade groups and members of the general business community and appointed by SBBC as an advisory committee to:

1. assist the Officer, EDDC or designee, the Superintendent or designee, and SBBC in reviewing the continuing programs for contractors and prime contractors and subcontractors that promote E/S/M/V/WBE participation;

2. coordinate activities and actions with SBBC or any advisory committees designated or established by SBBC or the Superintendent; and

3. make recommendations to the Officer, EDDC, the Superintendent or designee, and SBBC concerning modifications of such programs and procedures established pursuant to this Policy. Advisory committee members may participate as advisory non-voting members of Goal Setting Committees. Regardless of their voting status, all members of Goal Setting Committees are subject to the requirements of the Sunshine Law.

SS. **Small Business Enterprise** – a corporation, partnership, sole proprietorship, or other legal entity for the purpose of making a profit, which is independently owned and operated by individuals legally residing in, or that are citizens of, the United States or its territories, and has average annual receipts under $7.5 million and 100 employees or fewer and meets the significant business presence requirements as defined herein.

TT. **Emerging/Small/Minority/Veteran/Women Business Enterprise** – any for-profit business firm certified as either emerging, small, minority, veteran and/or women-owned, controlled, and managed per the certification eligibility standards established herein.

UU. **Emerging/Small/Minority/Veteran/Women Business Enterprise Directory** – a listing of E/S/M/V/WBEs certified for participation in the School District's Supplier Diversity Outreach Program.

VV. **Competitive Solicitation Incentives** – additional inducements or enhancements in the competitive solicitation process that are designed to increase the chances for the selection of E/S/M/V/WBE firms in competition with other firms. Such inducements and enhancements may include such terms as additional contract option years, increased quantities in supply contracts, and evaluation preferences, where not prohibited by law. These competitive solicitation incentives may be applied as appropriate to solicitations, contracts, and letter agreements for construction, professional services, other services, and goods contracts, including change orders and amendments.

WW. **Subcontractor** – any vendor or contractor that is providing goods or services to a prime contractor in furtherance of the prime contractor's performance under a contract or purchase order with the School District. A copy of the binding agreement between the prime contractor and the subcontractor shall be submitted prior to the School District's issuance of a notice to proceed.

XX. **Supplier Diversity Outreach Program (SDOP)** – refers to the program established by this Policy and the department that falls under the office of Economic Development & Diversity Compliance is primarily responsible for administering this Policy and promoting the economic inclusion of emerging, small, minority, veterans, and/or women-owned businesses in prime contracts and subcontracts that are solicited by, or on behalf of, the School District.

YY. **Suspension** – the temporary stoppage of an EBE, SBE, MBE, VBE or WBE firm's beneficial participation in the School District's SDOP for a finite period of time due to cumulative contract payments the EBE, SBE, MBE, VBE or WBE firm received during a fiscal year that exceed a certain dollar threshold as set forth in Section (7) of the Standard Operating Procedures for this Policy or pursuant to the penalties and sanctions set forth in Section 13 of the Standard Operating Procedures for this Policy.

ZZ. **Utilization Documentation** – a binding part of the contract which includes the name of all subcontractors to be utilized in the contract, specifying the E/S/M/V/WBE certification category for each, as approved by the Officer, EDDC or designee. Additions, deletions, or modifications of the utilization amounts, or substitutions or deletions of E/S/M/V/WBE subcontractors, require an amendment to be approved by the Officer, EDDC or designee.

AAA. **White Woman-Owned Business Enterprise (WBE)** – any legal entity, except a joint venture, that is organized to engage in for-profit transactions, that is certified for purposes of this Policy as being at least fifty-one percent (51%) owned, managed, and controlled by one (1) or more non-minority women individuals that are lawfully residing in, or are citizens of, the United States or its territories, that is ready, willing, and able to sell goods or services that are purchased by the SBBC and that meets the significant business presence requirements as defined herein. In addition, for purposes of being a certified WBE that is eligible to benefit from race and gender-conscious APIs in this Policy, the enterprise has average annual receipts under $7.5 million and 100 employees or fewer and meets the significant business presence requirements defined herein. Unless otherwise stated, the term WBE, as used in this Policy, does not include MBEs.

BBB. **Veteran Business Enterprise** – a corporation, partnership, sole proprietorship, or other legal entity to make a profit, which is at least fifty-one percent (51%) owned, managed, and controlled by one or more veterans or service-disabled veterans that are lawfully residing in, or are citizens of, the United States or its territories, that is ready, willing, and able to sell goods or services that are purchased by SBBC and that meets the significant business presence requirements as defined herein. In addition, for being a VBE eligible to benefit from race-neutral APIs in this Policy, the enterprise has average annual receipts under $7.5 million and 100 employees or fewer and meets the significant business presence requirements defined herein.

V. Administrative Reforms and Non-Industry-Specific Remedies

A. In furtherance of the policies and objectives of this Policy, the Superintendent or designee shall be responsible for implementing the following procurement policy reforms and non-industry-specific remedies to address ongoing effects of discrimination that adversely affect MBE and WBE access to public and private sector contracting opportunities and that will further facilitate the efficient implementation and successful enforcement of the SDOP:

1. Commercial Nondiscrimination Policy

It is SBBC's policy to not enter into a contract or to be engaged in a business relationship with any business entity that has discriminated in the solicitation, selection, hiring, or commercial treatment of vendors, suppliers, subcontractors, or commercial customers on the basis of race, color, religion, ancestry or national origin, sex, age, marital status, sexual orientation, or on the basis of disability or any otherwise unlawful use of characteristics regarding the vendor's, supplier's or commercial customer's employees or owners; provided that nothing in this policy shall be construed to prohibit or limit otherwise lawful efforts to remedy the effects of discrimination that have occurred or are occurring in the relevant marketplace.

The EDDC Department shall implement this policy by periodically conducting outreach and distributing educational materials to the School District's contracting and vendor community and related trade associations to advise such contractors, vendors, and prospective respondents of this policy and the procedures to be followed in submitting complaints alleging violations of this policy. In addition, the Superintendent or designee, the Office of the Chief Financial Officer, Financial Management, the Executive Director, Operations, the Director of the Department of Purchasing & Warehousing Services, Officer, Economic Development & Diversity Compliance, the Executive Director, Capital Programs, and the Office of the General Counsel shall ensure that the following commercial nondiscrimination clause language is set forth in, and incorporated into, all SBBC contracts that result from competitive solicitations:

Every contract and subcontract shall contain a nondiscrimination clause that materially reads as follows:

"As a condition of entering into this agreement, the company represents and warrants that it will comply with the District's Commercial Nondiscrimination Policy, as described under, Section D.1 of the District's Policy No. 3330 – Supplier Diversity Outreach Program.

As part of such compliance, the company shall not discriminate on the basis of race, color, religion, ancestry or national origin, sex, age, marital status, sexual orientation, or on the basis of disability or other unlawful forms of discrimination in the solicitation, selection, hiring, or commercial treatment of subcontractors, vendors, suppliers, or commercial customers, nor shall the company retaliate against any person for reporting instances of such discrimination. The company

shall provide equal opportunity for subcontractors, vendors, and suppliers to participate in all of its public sector and private sector subcontracting and supply opportunities, provided that nothing contained in this clause shall prohibit or limit otherwise lawful efforts to remedy the effects of marketplace discrimination that have occurred or are occurring in the School District's relevant marketplace. The company understands and agrees that a material violation of this clause shall be considered a material breach of this agreement and may result in termination of this agreement, disqualification of the company from participating in SBBC contracts, or other sanctions. This clause is not enforceable by or for the benefit of, and creates no obligation to, any third party."

All competitive solicitations issued for SBBC contracts shall include the following certification to be completed by the respondent:

The undersigned respondent hereby certifies and agrees that the following information is correct:

In preparing its response on this project, the respondent has considered all proposals submitted from qualified, potential subcontractors and suppliers, and has not engaged in "discrimination" as defined in the District's Policy No. 3330 – Supplier Diversity Outreach Program, Section D.1; to wit: Discrimination in the solicitation, selection, or commercial treatment of any subcontractor, vendor, supplier, or commercial customer on the basis of race, color, religion, ancestry or national origin, sex, age, marital status, sexual orientation or on the basis of disability or other unlawful forms of discrimination. Without limiting the foregoing, "discrimination" also includes retaliating against any person or other entity for reporting any incident of "discrimination." Without limiting any other provision of the solicitation for responses on this project, it is understood and agreed that, if this certification is false, such false certification will constitute grounds for the School District to reject the response submitted by the respondent on this project, and terminate any contract awarded based on the response. As part of its response, the respondent shall provide to the School District a list of all instances within the immediate past four (4) years where there has been a final adjudicated determination in a legal or administrative proceeding in the State of Florida that the respondent discriminated against its subcontractors, vendors, suppliers, or commercial customers, and a description of the status or resolution of that complaint, including any remedial action taken. As a condition of submitting a response to SBBC, the respondent agrees to comply with the School District's Commercial Nondiscrimination Policy as described under its School Board Policy No. 3330 – Supplier Diversity Outreach Program, Section D.1.

2. Centralized Bidder Registration Policy

SBBC shall establish an electronic Centralized Bidder Registration ("CBR") system to provide the elements and functionalities necessary to advance and facilitate the program objectives of the SDOP policy stated herein. The CBR shall, at a minimum, include the following:

a. The CBR shall allow a prospective vendor to electronically enter, maintain, and update its vendor registration and profile data. The CBR shall capture relevant vendor contact information, nationally recognized industry/commodity identification codes, ownership status, length of time in business, number of employees, and the unique identifiers deemed necessary by the School District. Vendors shall be required to update critical fields, as defined by the Officer, EDDC or designee, within seventy-two (72) hours of any changes. Vendors shall be required to update any changes to their entire registration and profile and confirm their interest in performing work for the School District on an annual basis.

b. Every vendor that seeks to respond to SBBC solicitations, to receive an SBBC prime contract or subcontract, or to receive payment for work performed, and/or to receive payment for goods or services delivered on behalf of SBBC, is recommended to register through the CBR System. All businesses awarded a School District contract shall be required to register in the CBR. The School District shall designate the acceptable methods for the unique identification of vendors. Each respondent/vendor must complete registration on the CBR to be eligible to respond to any SBBC solicitations, to receive a contract award, or to receive a payment from the School District.

c. The School District shall use the CBR for electronic outreach purposes and to send alerts to CBR registrants of upcoming solicitation opportunities based upon the identified industry/commodity codes of CBR registrants or vendor-identified areas of interest unless such notification is declined.

d. The CBR shall track all payments, by industry/commodity classification codes that are made to each CBR registrant.

e. Upon payment by the School District to a vendor for goods or services provided, vendors shall be required to provide and aver at such times and in the format required by the School District:

   i. Their CBR vendor identifiers;

   ii. The CBR vendor identifiers for all subcontractors and

suppliers;

iii. The claimed value of the respective goods or services provided by the vendor and any subcontractor or supplier; and

iv. The nationally recognized industry/commodity identification codes for all goods or services provided by the vendor and any subcontractors or suppliers.

SBBC shall electronically notify such identified subcontractors and suppliers and require that they confirm and aver payment from prime contractors for goods and services for which the SBBC has paid the prime contractor.

f. The CBR shall provide users the ability to identify prospective respondents, subcontractors, and vendors that are ready, willing, and able to sell specific types of goods or services. Consistent with applicable law regarding privacy and public records, SBBC may establish policies regarding the access and use of the CBR system by vendors and by the general public.

g. SBBC shall strive to ensure this registration process is integrated with any other registrations required by law or available by common practice. The Superintendent shall recommend any inter-local, intergovernmental, and data-sharing agreements, as necessary for the development of this CBR, in a manner that promotes integration with other registrations. The CBR shall contain links to such other mandatory on-line business registration systems, business-licensing applications, and business ownership status certification applications that are not directly integrated with the CBR, as deemed appropriate by the School District.

3. Respondent De-briefings

For any contract in which SBBC has undertaken a formal solicitation and subsequent evaluation of responses in accordance with a "Best Value Contracting" method of procurement, the Director of the department issuing the competitive solicitation, or of the department on whose behalf the competitive solicitation was issued, or their designees, shall provide a de-briefing to any non-recommended respondent, upon request. At a minimum, de-briefings shall include disclosures of scoring criteria and scores from the evaluation panel responsible for making the selection for each response that was evaluated. To the extent possible, the de-briefing should also identify for each non-recommended respondent those areas where its submittal was not as competitive as others, with an explanation as to why.

VI. Industry-Specific Remedial Affirmative Procurement Initiatives

A. The GSC shall be established by the Superintendent or designee in accordance with this Policy and shall have the responsibility of evaluating categories of informal solicitations and each prospective competitive solicitation document in advance of its advertised posting to the public to determine which of the following APIs it should apply to a given contract within a particular industry. Once any API is selected for application by the GSC, then it shall be applied to the bid solicitation language in advance of advertised posting to the public, and also to the resultant contract language for that awarded contract as follows:

1. Race-Neutral Construction Program Elements

a. Direct Owner Purchasing Program

Under this Program element, the Office of Facilities and Construction shall continue and expand its practice of directly purchasing large dollar item equipment and supply purchases for its construction projects that are valued at $200,000 or less (e.g., heating, ventilation and air conditioning units, kitchen equipment, pool pump, sprinkler systems) so as to level the playing field for smaller contractors that may not be able to negotiate as low of a price with suppliers or vendors. In this way, contractors will not need to provide bonding for that portion of the contract that would normally require them to purchase those large dollar equipment and supply items. The Executive Director, Capital Programs or designee shall be responsible for establishing systems and procedures for coordinating the warehousing of such items that are purchased directly by SBBC and for managing efficient and accountable delivery of the inventory of the purchased items to the correct job sites for installation by selected contractors.

b. SBE Prime Contract Program

Under this Program element, the GSC may establish an SBE prime contractor capacity-building initiative to enhance long-term competition and to provide SBBC with its "Best Value" on Construction projects valued at $500,000 or less using alternative construction delivery methods of contracting in accordance with Florida law. Under this Program, the GSC may allocate from fifteen percent up to a maximum of twenty percent (15%-20%) of weighted selection criteria in favor of the selection of a respondent that is a certified SBE firm. A SBE prime contractor that is awarded a prime contract under this Program may not subcontract more than forty-nine percent (49%) of the contract value to a non-SBE firm. In determining whether the SBE Prime Contract Program should be applied to

a particular contract, the GSC shall consider: the relative availability of SBEs, with a preference for at least three (3) SBEs that are likely to bid as a prime contractor for the contract; and the degree of underutilization of the SBEs in the specific industry categories. In addition, under this Program element, the GSC may elect to waive bonding on contracts valued under $200,000 and may further exclusively reserve prime contracts valued at under $50,000 for bids by SBE firms only.

c. EBE Prime Contract Program

Under this Program element, the GSC may establish an Emerging Small Business Enterprise prime contract capacity-building initiative to enhance long-term competition and to provide SBBC with its "Best Value" on construction projects valued at $500,000 or less using alternative construction delivery methods of contracting in accordance with Florida law. Under this program, the GSC may allocate from fifteen percent up to a maximum of twenty percent (15%-20%) of weighted selection criteria in favor of the selection of a respondent that is a certified EBE. An EBE contractor that is awarded a prime contract under this program may not subcontract more than forty-nine percent (49%) of the contract value to a non-EBE firm. In determining whether a particular contract is eligible for this program, the GSC shall consider: a) the relative availability of EBEs, with a preference for at least three (3) EBEs that are likely to bid as a prime contractor for the contract; and b) the degree of underutilization of EBEs in the specific industry categories. In addition, under this Program element, the GSC may elect to waive bonding on contracts valued under $200,000 and may further exclusively reserve prime contracts valued at under $50,000 for bids by EBE firms only.

d. SBE Subcontracting Program

Under this Program element, the GSC may, at its discretion, and on a contract-by-contract basis, require that a predetermined percentage of a specific contract, up to forty percent (40%) be subcontracted to eligible SBEs. Factors to be considered by the GSC in making this determination shall include the relative availability of SBE firms to perform commercially useful functions on the specific contract.

A prospective respondent, to a School District solicitation for which price and scope are defined, shall submit at the time as required in the solicitation such documentation as required by SBBC that provides:

i. The name(s) of the SBE subcontractor(s) it intends to use on the project;

ii. The percentage of prime contract dollars and the absolute dollar value of subcontracting services to be provided by each SBE;

iii. A description of the work that each SBE subcontractor shall perform; and

iv. Documentation confirming the subcontractor's commitment to perform the work at the stated price.

A prospective respondent on a School District competitive solicitation for which respondents are not initially evaluated based on price or for which the project scope is not predefined, shall submit as required in the competitive solicitation such documentation as required by the SBBC to affirm its intent to meet the subcontracting requirements indicated in the competitive solicitation. Failure of a respondent to commit as required in the competitive solicitation to satisfying the SBE subcontracting goal, shall render its response non-responsive. During the price proposal negotiation phase, respondents shall be required to submit:

v. Subcontractor(s) it intends to use on the project;

vi. The percentage of prime contract dollars and the absolute dollar value of subcontracting services to be provided by each SBE;

vii. A description of the work that each SBE subcontractor shall perform; and

viii. Documentation confirming the subcontractor's commitment to perform the work at the stated price.

A respondent may request a full or partial waiver of this mandatory subcontracting requirement for good cause by submitting the appropriate form(s) and documentation at the time as required in the solicitation. Under no circumstances shall a waiver of a mandatory subcontracting requirement be granted without submission of adequate documentation of good faith efforts by the respondent and careful review by the SDOP. The SDOP shall base its determination of a waiver request on criteria such as, but not limited to:

ix. Whether the requestor of the waiver has made good faith efforts to subcontract with qualified and available SBEs;

x. Whether subcontracting would be inappropriate and/or not provide a "commercially useful function" under the scope of the contract; and

xi. Whether there are no certified SBE firms that are qualified and available to provide the goods or services required.

In the absence of a waiver granted by the SDOP, failure of a prime contractor to commit as required in the solicitation to satisfying the SBE subcontracting goal, shall render its response non-responsive. Provided, however, that on any prime contract valued under $10 million, if the prime contractor is a certified SBE firm, then the prime contractor is allowed to self-perform up to the entire SBE subcontracting goal amount with its own forces. To the extent that the certified SBE prime contractor does not self-perform a portion of the SBE subcontracting goal, it shall be responsible for complying with all other requirements of this API for that portion of work that is subcontracted. This self-performance option for certified SBE prime contractors may be suspended at the discretion of the Officer, EDDC or designee in the event it determines that the adverse cumulative effect of the use of this self-performance option upon subcontractor opportunities is too great.

In the absence of a waiver granted by the SDOP or the self-performance of a portion or all of the SBE subcontracting goal by a certified SBE prime contractor, the failure of a prime contractor to attain a subcontracting goal for SBE participation in the performance of its contract or otherwise comply with the provisions of this API shall be considered a material breach of contract, grounds for termination of that contract with SBBC, and shall be subject to any penalties and sanctions available under the terms of the SDOP policy, its contract terms with SBBC, or by law.

A prime contractor is required to notify and obtain prior written approval from the SDOP in advance of any reduction in subcontract scope, unless such reduction in scope is the direct and immediate result of a School District-mandated change order or contract amendment, or the SBBC has mandated the de-certification, suspension, graduation, or termination of a designated SBE subcontractor. However, under such circumstances, the prime contractor shall undertake good faith

efforts to replace the de- certified, suspended, graduated, or terminated SBE with one or more other certified SBE subcontractors and shall submit a waiver request to the SDOP in the event such good faith efforts are unsuccessful.

Upon award of the prime contract to a respondent, the prime contractor shall be required to submit accurate progress payment information with each invoice regarding each of its subcontractors, including SBE subcontractors. The originating department shall audit the reported payments to SBE and non-SBE subcontractors to ensure that the prime contractor's reported subcontract participation is accurate. SBBC contracts with prime contractors shall include clauses requiring prime contractors to pay subcontractors in compliance with Florida prompt payment laws, and such clauses shall mandate that in the event of a prime contractor's non- compliance regarding such payments, the prime contractor shall be subject to any penalties and sanctions available under the terms of the SDOP policy, its contract terms with SBBC, or by law.

e. EBE Subcontracting Program

Under this Program element, the GSC may, at its discretion, and on a contract-by-contract basis, require that a predetermined percentage of a specific contract, up to forty percent (40%), be subcontracted to eligible EBEs. Factors to be considered by the GSC in making this determination shall include the relative availability of EBE firms to perform commercially useful functions on the specific contract. A prospective respondent, to a School District solicitation for which price and scope are defined, shall submit at the time as required in the solicitation such documentation as required by SBBC that provides:

i. The name(s) of the EBE subcontractor(s) it intends to use on the project;

ii. The percentage of prime contract dollars and the absolute dollar value of subcontracting services to be provided by each EBE;

iii. A description of the work that each EBE subcontractor shall perform; and

iv. Documentation confirming the subcontractor's commitment to perform the work at the stated price.

A prospective respondent on a School District competitive

solicitation for which respondents are not initially evaluated based on price or for which the project scope is not predefined, shall submit as required in the competitive solicitation such documentation as required by SBBC to affirm its intent to meet the subcontracting requirements indicated in the competitive solicitation. Failure of a respondent to commit as required in the competitive solicitation to satisfying the EBE subcontracting goal, shall render its response non-responsive.

During the price proposal negotiation phase, respondents shall be required to submit:

v. Subcontractor(s) it intends to use on the project;

vi. The percentage of prime contract dollars and the absolute dollar value of subcontracting services to be provided by each EBE;

vii. A description of the work that each EBE subcontractor shall perform; and

viii. Documentation confirming the subcontractor's commitment to perform the work at the stated price.

A respondent may request a full or partial waiver of this mandatory subcontracting requirement for good cause by submitting the appropriate form(s) and documentation at the time as required in the solicitation. Under no circumstances shall a waiver of a mandatory subcontracting requirement be granted without submission of adequate documentation of good faith efforts by the respondent and careful review by the SDOP. The SDOP shall base its determination of a waiver request on criteria such as, but not limited to:

ix. Whether the requestor of the waiver has made good faith efforts to subcontract with qualified and available EBEs;

x. Whether subcontracting would be inappropriate and/or not provide a "commercially useful function" under the scope of the contract; and

xi. Whether there are no certified EBE firms that are qualified and available to provide the goods or services required.

In the absence of a waiver granted by the SDOP failure of a prime contractor to commit as required in the solicitation to satisfying the EBE subcontracting goal, shall render its response non-responsive. Provided, however, that on any

prime contract valued under $1 million, if the prime contractor is a certified EBE firm, then the prime contractor is allowed to self-perform up to the entire EBE subcontracting goal amount with its own forces. To the extent that the certified EBE prime contractor does not self-perform a portion of the EBE subcontracting goal, it shall be responsible for complying with all other requirements of this API for that portion of work that is subcontracted. This self-performance option for certified EBE prime contractors may be suspended at the discretion of the Officer, EDDC or designee in the event it determines that the adverse cumulative effect of the use of this self-performance option upon subcontractor opportunities is too great.

In the absence of a waiver granted by the SDOP, or the self-performance of a portion or all of the EBE subcontracting goal by a certified EBE prime contractor, the failure of a prime contractor to attain a subcontracting goal for EBE participation in the performance of its contract or otherwise comply with the provisions of this API shall be considered a material breach of contract, grounds for termination of that contract with SBBC, and shall be subject to any penalties and sanctions available under the terms of the SDOP policy, its contract terms with SBBC, or by law.

A prime contractor is required to notify and obtain prior written approval from the SDOP in advance of any reduction in subcontract scope, unless such reduction in scope is the direct and immediate result of a School District-mandated change order or contract amendment, or SBBC has mandated the de-certification, suspension, graduation, or termination of a designated EBE subcontractor. However, under such circumstances, the prime contractor shall undertake good faith efforts to replace the de-certified, suspended, graduated, or terminated EBE with one or more other certified EBE subcontractors and shall submit a waiver request to the SDOP in the event such good faith efforts are unsuccessful.

Upon award of the prime contract to a respondent, the prime contractor shall be required to submit accurate progress payment information with each invoice regarding each of its subcontractors, including EBE

subcontractors. The originating department shall audit the reported payments to EBE and non-EBE subcontractors to ensure that the prime contractor's reported subcontract participation is accurate. SBBC contracts with prime contractors shall include clauses requiring prime contractors to pay subcontractors in compliance with Florida prompt payment laws, and such clauses shall mandate that in the event of a prime contractor's non- compliance regarding such payments,

the prime contractor shall be subject to any penalties and sanctions available under the terms of the SDOP policy, its contract terms with SBBC, or by law.

f. EBE, SBE and VBE Mentor-Protégé Program

Under this Program element, the SDOP shall consult with the Small Business Advisory Committee to establish an EBE, SBE and VBE Mentor-Protégé Program that provides technical assistance to EBEs, SBEs and VBEs to build their capacity by pairing EBE, SBE and VBE protégé firms with a more established, successful mentor firm that can provide the EBE, SBE and VBE protégé with knowledge to further grow their business. The Officer, EDDC shall examine various "best practices" of other mentor-protégé programs including, but not limited to, incentives for mentor firms to pair with protégé firms; approval and monitoring of written mentor-protégé team agreements that outline the respective objectives and responsibilities of the mentor-protégé teams; maintaining the independence and business autonomy of the protégé firms from mentor team members; terms for dissolution of mentor-protégé teams; and objective criteria for quantifying the success of mentor-protégé relationships. The Officer, EDDC or designee shall seek to establish the guidelines for this program within one (1) year of the effective date of this Policy and shall have discretion to modify the Mentor-Protégé Program as necessary to address weaknesses or unintended consequences.

2. Race-Conscious Construction Program Elements

GSC shall consider establishment of an overall M/WBE annual Aspirational Goal in accordance with subsection "a" below and, in addition, shall review each prospective SBBC construction formal solicitation in advance of its public release and advertisement, and shall make a determination whether to apply any of the other race-conscious APIs to those construction solicitations and resultant contracts based upon the following criteria:

i. Whether the most recent data on M/WBE utilization in the absence of race-conscious APIs indicate that construction contracts of this type have exhibited significant disparities in the utilization of M/WBE subcontractors and/or M/WBE prime contractors;

ii. Whether race and/or gender-neutral remedies alone are likely to fully eliminate any such disparities in the utilization of M/WBE subcontractors and/or M/WBE prime contractors based upon past contract award and payment data;

iii. Whether a particular API is the least burdensome available remedy to non-M/WBE Respondents that is narrowly tailored and that can effectively eliminate the disparities in the utilization of M/WBEs in construction contracts; and whether the particular API is appropriate for the specific type of construction contract being procured. Whenever the GSC uses its discretion to apply any of the following race-conscious APIs to construction competitive solicitations, it shall provide an explanation in the competitive solicitation documents of its reasons for doing so based upon its determinations pursuant to these criteria. In making such determinations, the GSC may also take into consideration the experiences of other jurisdictions within the District's relevant marketplace for construction services.

a. MBE/WBE Annual Aspirational Goals

For each fiscal year, the GSC may establish a non-mandatory annual aspirational percentage goal for overall M/WBE prime and subcontract participation on SBBC construction contracts.

This annual Aspirational Goal for M/WBE participation in SBBC construction contracts has initially been established at fifty percent (51%) MBE contract participation (10% African American, 5% Asian American, 35% Hispanic American, and 5% Native American) and three percent (3%) WBE based upon the industry availability estimates in accordance with the District's 2023Disparity Study findings.

This annual Aspirational Goal is to be reviewed on an annual basis for potential adjustment by the GSC based upon the School District's relative MBE/WBE availability data to be collected by SBBC through its CBR system once established for at least one (1) year and the utilization of MBE/WBE s.

Annual Aspirational Goals are not to be routinely applied to individual solicitations but are intended to serve as a benchmark against which to measure the overall effectiveness of the SDOP policy on an annual basis, and to gauge the need for future adjustments to the mix and aggressiveness of race-conscious and race-neutral remedies and APIs being applied pursuant to this Policy.

MBE/WBE annual Aspirational Goals may be stated only in those SBBC solicitations that do not contain contract-specific goals, and when provided, shall be advisory only, and must also be accompanied by the full definition of the term as stated in this Policy.

b. MBE/WBE Subcontracting Program

Under this Program element, the GSC may, on a contract-by-contract basis, at its discretion, require that a predetermined percentage of a specific construction contract, up to forty percent (40%), be subcontracted to eligible MBE/WBEs. Factors to be considered by the GSC in making this determination shall include the relative availability of M/WBE firms to perform commercially useful functions on the specific contract.

A prospective respondent on a School District competitive solicitation, for which price and scope are defined, shall submit at the time as required in the solicitation such documentation as required by SBBC that provides:

1. The name(s) of the MBE/WBEs subcontractor(s) it intends to use on the project;

2. The percentage of prime contract dollars and the absolute dollar value of subcontracting services to be provided by each MBE/WBEs;

3. A description of the work that each MBE/WBEs subcontractor shall perform; and

4. Documentation confirming the subcontractor's commitment to perform the work at that price.

A prospective respondent to a School District competitive solicitation, for which respondents are not initially evaluated based on price or for which project scope is not predefined, shall submit at the time as required in the competitive solicitation such documentation as required by SBBC to affirm its intent to meet the subcontracting requirements indicated in the competitive solicitation.

In the absence of a waiver granted by the SDOP, failure of a respondent to commit as required in the solicitation to satisfying the MBE/WBEs subcontracting goal, shall render its response non-responsive.

During the price proposal negotiation phase, respondents shall be required to submit:

5. The name(s) of the MBE/WBEs subcontractor(s) it intends to use on the project;

6. The percentage of prime contract dollars and the absolute dollar value of subcontracting services to be provided by each MBE/WBEs; and

7. A description of the work that each MBE/WBEs subcontractor shall perform.

A respondent may request a full or partial waiver of this mandatory subcontracting requirement for good cause by submitting the appropriate form(s) and documentation at the time as required in the solicitation. Under no circumstances shall a waiver of a mandatory subcontracting requirement be granted without submission of adequate documentation of good faith efforts by the respondent and careful review by the SDOP. The SDOP shall base its determination on a waiver request on criteria such as, but not limited to:

8. Whether the requestor of the waiver has made good faith efforts to subcontract with qualified and available MBE/WBEs;

9. Whether subcontracting would be inappropriate and/or not provide a "commercially useful function" under the scope of the contract; and

10. Whether there are no certified MBE/WBE firms that are qualified and available to provide the goods or services required.

In the absence of a waiver granted by the SDOP, failure of a prime contractor to commit as required in the competitive solicitation to satisfying the MBE/WBE subcontracting goal, shall render its response non-responsive. Provided, however, that on any prime contract valued under $10 million, if the prime contractor is a certified MBE/WBE firm, then the prime contractor is allowed to self-perform up to the entire MBE/WBE subcontracting goal amount with its own forces. To the extent that the certified MBE/WBE prime contractor does not self-perform a portion of the MBE/WBE subcontracting goal, it shall be responsible for complying with all other requirements of this API for that portion of work that is subcontracted. This self-performance option for certified MBE/WBEs prime contractors may be suspended at the discretion of the Office, EDDC or designee in the event it determines that the adverse cumulative effect of the use of this self-performance option upon subcontractor opportunities is too great.

In the absence of a waiver granted by the SDOP, or the self-performance of a portion or all of the MBE/WBE subcontracting goal by a certified MBE/WBE prime contractor, the failure of a prime contractor to attain a subcontracting goal for MBE/WBE participation in the performance of its contract or otherwise comply with the provisions of this API shall be considered a

material breach of contract, grounds for termination of that contract with SBBC and shall be subject to any penalties and sanctions available under the terms of the SDOP policy, its contract with the SBBC, or by law.

With the exception of certified MBE/WBE prime contractors that are self- performing a portion or all of a subcontracting goal, in the absence of a waiver granted by the SDOP, failure of a prime contractor to attain a subcontracting goal for MBE/WBE participation in the performance of its contract shall be considered a material breach of contract, shall be grounds for termination of that contract with SBBC, and shall be subject to any penalties and sanctions available under the terms of the SDOP policy, the terms of its contract with SBBC, or by law.
A prime contractor is required to notify and obtain prior written approval from the SDOP in advance of any reduction in subcontract scope, unless such reduction in scope is the direct and immediate result of a School District-mandated change order or contract amendment, or the SBBC has mandated the de-certification, suspension, graduation, or termination of a designated MBE/WBE subcontractor. However, under such circumstances, the prime contractor shall undertake good faith efforts to replace the de- certified, suspended, graduated, or terminated MBE/WBE subcontractor(s) with one (1) or more other certified MBE/WBE subcontractor(s) and shall submit a waiver request to the SDOP in the event such good faith efforts are unsuccessful.

Upon award of the prime contract to a respondent, the prime contractor shall be required to submit accurate progress payment information with each invoice regarding each of its subcontractors, including MBE/WBE subcontractors. The originating department shall audit the reported payments to MBE/WBE and non-MBE/WBE subcontractor to ensure that the prime contractors' reported subcontract participation is accurate. Absent a waiver from the SDOP, a prime contractor's failure to reach the required level of MBE/WBE subcontracting shall be considered a material breach of contract. SBBC Invitations to Bid, RFPs, RFQs, and/or contracts shall include language pertaining to responsibilities for prime contractors or vendors regarding invoicing and payment schedules. Prime contractors shall include clauses requiring them to pay subcontractors in compliance with Florida prompt payment laws (the "Prompt Payment Act"), and such clauses shall mandate that in the event of prime contractor non-compliance regarding such payments, the prime contractor shall be subject to any penalties and sanctions available under the terms of the SDOP policy, its contract with SBBC, or by law.

c. MBE/WBE Segmented Subcontracting Goals

The GSC may establish segmented MBE/WBE goals within the annual Aspirational Goal based upon the MBE/WBE availability by industry in accordance with the SBBC's 2023 KIR Disparity Study Update findings, along with relative MBE/WBE availability data to be collected by SBBC through its CBR system, and the utilization of MBE/WBEs. The GSC may also establish MBE/WBE segmented subcontracting goals on an individual SBBC contract wherein an overall combined MBE/WBE goal is accompanied by subsets of one or more smaller goals that specifically target the participation of a particular segment of minority group member categories or the WBE segment based upon relative availability. Such segmented goals shall specifically target the participation of a particular segment of business enterprises owned and controlled by WBEs or certain minority group members (e.g., African Americans or Hispanic Americans) based upon relative availability and significantly greater patterns of underutilization and disparity within an industry as compared to other gender and minority group member categories of MBE/WBEs. The application of segmented MBE/WBE goals is intended to ensure that those segments of MBE/WBEs that have been most significantly and persistently underutilized receive a fair measure of remedial assistance. Segmented MBE/WBE goals shall operate in the same manner as the MBE/WBE Subcontracting Program set forth in Section E. 2. C. of this Policy.

d. MBE/WBE Mentor-Protégé Program

Under this Program element, the SDOP shall consult with the Small Business Advisory Committee to establish an MBE/WBE Mentor-Protégé Program that provides technical assistance to MBE/WBEs to build their capacity by pairing MBE/WBE protégé firms with a more established successful mentor firm that can provide the MBE/WBE business knowledge to further grow their business. The Officer, EDDC shall examine various "best practices" of other mentor-protégé programs including, but not limited to, incentives for mentor firms to pair with protégé firms; approval and monitoring of written mentor-protégé team agreements that outline the respective objectives and responsibilities of the mentor-protégé team members; maintaining the independence and business autonomy of the protégé firms from mentor team members; terms for dissolution of mentor-protégé teams; and objective criteria for quantifying the success of mentor-protégé relationships. The Officer,

EDDC or designee shall seek to establish the guidelines for this program within one (1) year of the effective date of this Policy and shall have discretion to modify the MBE/WBE Mentor-Protégé Program as necessary to address weaknesses or unintended consequences.

e. Minority Inclusion Language in RFPs

Under this Program element, in "Best Value" contracts that are issued pursuant to RFPs rather than lowest responsible bid Invitation to Bid (e.g., construction manager or design-build contracts), the GSC may include language in the RFP to include diversity in participation on a respondent's team and its plans to encourage M/WBE subcontract participation as one (1) element in the selection criteria. An additional element in such selection criteria may be past performance of the respondent in achieving diversity in subcontract awards on similar projects, as well as inclusion of MBE/WBE primes, MBE/WBE suppliers, and MBE/WBE professional services firms in prior projects.

f. MBE/WBE Evaluation Preference for "Best Value" RFPs

Under this Program element, the GSC may establish an MBE/WBE prime contractor capacity-building initiative to enhance long-term competition and to provide SBBC with its "Best Value" on construction projects using alternative construction delivery methods of contracting in accordance with Florida law. The GSC may allocate from fifteen percent up to a maximum of twenty percent (15%-20%) of weighted selection criteria in favor of the selection of a respondent that is a certified MBE/WBE firm. An MBE/WBE prime contractor that is awarded a prime contract under this program may not subcontract more than forty-nine percent (49%) of the contract value to a non-MBE/WBE firm. In determining whether the MBE/WBE Evaluation Preference for "Best Value" RFPs should be applied to a particular contract, the GSC shall consider: a) the relative availability of MBE/WBEs, with the preference for at least three (3) MBE/WBEs that are likely to bid as a prime contractor for the contract; and b) the degree of underutilization of the MBE/WBEs in the specific industry categories.

3. Race-Neutral Professional Services Program Elements

The Goal Setting Committee (GSC) shall consider the application of one (1) or more of the following race-neutral Affirmative Procurement Initiatives for each SBBC professional services solicitation:

a. Emerging/Small Business Enterprise Vendor Rotation

Under this Program element, the GSC may use vendor rotation

of a pre-qualified panel of certified EBE/SBE professional services firms for smaller SBBC contracts valued at less than $50,000. Work tasks are rotated among this pre-qualified panel of EBE/SBE professional services firms. The order of the vendor rotation is periodically adjusted by the EDDC Department or designee to account for ranking from the lowest dollar volume of work tasks assigned to the highest dollar volume of work tasks assigned to each EBE/SBE vendor that is listed on the pre-qualified panel of vendors. Participation on vendor rotation panel is contingent on vendor having no negative history of unsatisfactory performance on prior SBBC contracts.

b. Evaluation Preference for EBE/SBE Prime Bidders

Under this Program element, on "Best Value" contract solicitations where low price is not the only factor considered in contract award, the GSC may reserve from fifteen percent up to a maximum of twenty percent (15%- 20%) of the total available evaluation points for award to those prime bidders or respondents that are certified as EBE/SBE s. Out of those fifteen to twenty percent (15%-20%) of the total evaluation preference points, the GSC may limit EBE/SBE bidders that have prior experience performing work on behalf of SBBC to half of the evaluation preference points seven and a half to ten percent (7.5%-10%) out of the total fifteen to twenty percent (15%-20%) evaluation preference points that are reserved for EBE/SBE firms.

EBE/SBEs that have never before received SBBC work may be eligible for the entire fifteen to twenty percent (15%-20%) of reserved EBE/SBE evaluation preference points. Alternatively, the GSC may, at its discretion, reserve all of the fifteen to twenty percent (15%-20%) of evaluation preference points for those EBE/SBE firms that have never previously performed any professional services work on behalf of the SBBC.

c. Evaluation Panel Diversity

Under this Program element, on "Best Value" contract solicitations where low price is not the only factor considered in contract awards, the Officer, EDDC may appoint a voting representative to serve on the evaluation panel to ensure that scoring is fair and to guard against inherent bias against non-incumbent firms and Emerging/Small/Minority/Veteran/Women Business Enterprise firms.

d. EBE/SBE Reserve of Contracts Up to $50,000

Under this Program element, the GSC may reserve some

smaller professional services contracts valued at less than $50,000 for competition solely among EBE/SBE professional services firms. The GSC shall determine whether there are at least three (3) qualified EBE/SBE firms that are available to compete for the work prior to applying this API.

e. EBE/SBE Subcontracting Goals Program

Under this Program element, the GSC may, at its discretion, and on a contract-by-contract basis, require that a predetermined percentage of a specific contract, up to forty percent (40%), be subcontracted to eligible EBE/SBEs. Factors to be considered by the GSC in making this determination shall include the relative availability of EBE/SBE firms to perform commercially useful functions on the specific contract.

A prospective respondent to a School District competitive solicitation for which price and scope are defined, shall submit at the time as required in the competitive solicitation such documentation as required by SBBC that provides:

i. The name(s) of the EBE/SBE subcontractor(s) it intends to use on the project;

ii. The percentage of prime contract dollars and the absolute dollar value of subcontracting services to be provided by each EBE/SBE;

iii. A description of the work that each EBE/SBE subcontractor shall perform; and

iv. Documentation confirming the subcontractor's commitment to perform the work at the stated price.

A prospective respondent on a School District competitive solicitation for which respondents are not initially evaluated based on price or for which the project scope is not predefined, shall submit as required in the competitive solicitation such documentation as required by SBBC to affirm its intent to meet the subcontracting requirements indicated in the competitive solicitation. Failure of a respondent to commit as required in the competitive solicitation to satisfying the EBE/SBE subcontracting goal, shall render its response non-responsive.

During the price proposal negotiation phase, respondents shall be required to submit:

v. Subcontractor(s) it intends to use on the project;

vi. The percentage of prime contract dollars and the

absolute dollar value of subcontracting services to be provided by each E/SBE;

vii. A description of the work that each EBE/SBE subcontractor shall perform; and

viii. Documentation confirming the subcontractor's commitment to perform the work at the stated price.

A respondent may request a full or partial waiver of this mandatory subcontracting requirement for good cause by submitting the appropriate form(s) and documentation at the time as required in the competitive solicitation. Under no circumstances shall a waiver of a mandatory subcontracting requirement be granted without submission of adequate documentation of good faith efforts by the respondent and careful review by the SDOP. The SDOP shall base its determination of a waiver request on criteria such as, but not limited to:

ix. Whether the requestor of the waiver has made good faith efforts to subcontract with qualified and available EBE/SBEs;

x. Whether subcontracting would be inappropriate and/or not provide a "commercially useful function" under the scope of the contract; and

xi. Whether there are no certified EBE/SBE firms that are qualified and available to provide the goods or services required.

In the absence of a waiver granted by the SDOP, failure of a prime contractor to commit as required in the competitive solicitation to satisfying the EBE/SBE subcontracting goal, shall render its response non-responsive. Provided, however, that on any prime contract valued under $10 million, if the prime contractor is a certified EBE/SBE firm, then the prime contractor is allowed to self-perform up to the entire EBE/SBE subcontracting goal amount with its own forces. To the extent that the certified EBE/SBE prime contractor does not self-perform a portion of the EBE/SBE subcontracting goal, it shall be responsible for complying with all other requirements of this API for that portion of work that is subcontracted. This self-performance option for certified EBE/SBE prime contractors may be suspended at the discretion of the Director of Procurement & Warehousing Services or designee in the event it determines that the adverse cumulative effect of the use of this self- performance option upon subcontractor opportunities is too great.

In the absence of a waiver granted by the SDOP or the self-performance of a portion or all of the EBE/SBE subcontracting goal by a certified EBE/SBE prime contractor, the failure of a prime contractor to attain a subcontracting goal for EBE/SBE participation in the performance of its contract or otherwise comply with the provisions of this API shall be considered a material breach of contract, grounds for termination of that contract with SBBC, and shall be subject to any penalties and sanctions available under the terms of the SDOP policy, its contract terms with SBBC, or by law.

A prime contractor is required to notify and obtain prior written approval from the SDOP in advance of any reduction in subcontract scope, unless such reduction in scope is the direct and immediate result of a School District-mandated change order or contract amendment, or SBBC has mandated the de-certification, suspension, graduation, or termination of a designated EBE/SBE subcontractor. However, under such circumstances, the prime contractor shall undertake good faith efforts to replace the de-certified, suspended, graduated, or terminated EBE/SBE with one (1) or more other certified EBE/SBE subcontractors and shall submit a waiver request to the SDOP in the event such good faith efforts are unsuccessful.

Upon award of the prime contract to a respondent, the prime contractor shall be required to submit accurate progress payment information with each invoice regarding each of its subcontractors, including EBE/SBE subcontractors. The originating department shall audit the reported payments to EBE/SBE and non-EBE/SBE subcontractors to ensure that the prime contractor's reported subcontract participation is accurate. SBBC contracts with prime contractors shall include clauses requiring prime contractors to pay subcontractors in compliance with Florida prompt payment laws, and such clauses shall mandate that in the event of a prime contractor's non-compliance regarding such payments, the prime contractor shall be subject to any penalties and sanctions available under the terms of the SDOP policy, its contract terms with SBBC, or by law.

4. Race-Conscious Professional Services Program Elements

The GSC shall consider establishment of an overall MBE/WBE annual Aspirational Goal in accordance with subsection "a" below and, in addition, shall review each prospective SBBC professional services formal solicitation in advance of its public release and advertisement, and shall determine whether to apply any of the other race-conscious APIs to those professional services solicitations and resultant

contracts based upon the following criteria:

i. Whether the most recent data on MBE/WBE utilization in the absence of race-conscious APIs indicate that professional services contracts of this type have exhibited significant disparities in the utilization of MBE/WBE subcontractors and/or MBE/WBE prime contractors;

ii. Whether race- and/or gender-neutral remedies alone are likely to fully eliminate any such disparities in the utilization of MBE/WBE subcontractors and/or MBE/WBE prime contractors based upon past contract award and payment data;

iii. Whether a particular API is the least burdensome available remedy to non-MBE/WBE respondents that is narrowly tailored and that can effectively eliminate the disparities in the utilization of MBE/WBEs in professional services contracts; and

iv. Whether the particular API is appropriate for the specific type of professional services contract being procured. Whenever the GSC uses its discretion to apply any of the following race-conscious APIs to professional services competitive solicitations, it shall provide an explanation in the solicitation documents of its reasons for doing so based upon its determinations pursuant to these criteria. In making such determinations, the GSC may also take into consideration the experiences of other jurisdictions within the School District's relevant marketplace for professional services.

a. MBE/WBE Annual Aspirational Goals

For each fiscal year, the GSC may establish a non-mandatory annual aspirational percentage goal for overall MBE/WBE prime and subcontract participation on SBBC professional services contracts.

This annual Aspirational Goal for MBE/WBE participation in SBBC professional services contracts has initially been established at thirty-six percent (36%) MBE contract participation (5% African American, (22%) Asian American, (9%) Hispanic American) MBE contract participation and twenty-nine percent (29%) WBE contract participation based upon the industry availability estimates in accordance with the District's 2023KIR Disparity Study Update findings.

This annual Aspirational Goal is to be reviewed on an annual basis for potential adjustment by the GSC based upon the School District's relative MBE/WBE availability data to be

collected by the SBBC through its CBR system once established for at least one (1) year and the utilization of MBE/WBEs.

Annual Aspirational Goals are not to be routinely applied to individual solicitations but are intended to serve as a benchmark against which to measure the overall effectiveness of the SDOP policy on an annual basis and to gauge the need for future adjustments to the mix and aggressiveness of race-conscious and race-neutral remedies and APIs being applied pursuant to this Policy.

MBE/WBE annual Aspirational Goals may be stated only in those SBBC solicitations that do not contain contract-specific E/S/M/V/WBE goals, and when provided, shall be advisory only, and must also be accompanied by the full definition of the term as stated in this Policy.

b. MBE/WBE Evaluation Preference for "Best Value" RFPs

Under this Program element, the GSC may establish an MBE/WBE prime contractor capacity-building initiative to enhance long-term competition and to provide SBBC with its "Best Value" on professional services contracts in accordance with Florida law. The GSC may reserve from fifteen percent up to a maximum of twenty percent (15%-20%) of the total available evaluation points for award to a respondent that is a certified MBE/WBE firm. Out of those fifteen to twenty percent (15%-20%) of the total evaluation preference points, the GSC may limit MBE/WBE bidders that have prior experience performing work on behalf of SBBC to half of the evaluation preference points seven and a half to ten percent (7.5%-10%) out of the total fifteen to twenty percent (15%-20%) evaluation preference points that are reserved for MBE/WBE firms. MBE/WBEs that have never before received SBBC work, may be eligible for the entire fifteen to twenty percent (15%-20%) of reserved MBE/WBE evaluation preference points. Alternatively, the GSC may, at its discretion, reserve all of the fifteen to twenty percent (15%-20%) of evaluation preference points for those M/WBE firms that have never previously performed any professional services work on behalf of SBBC. An MBE/WBE prime contractor that is awarded a prime contract under this program element may not subcontract more than forty-nine percent (49%) of the contract value to a non-MBE/WBE firm. In determining whether the MBE/WBE Evaluation Preference for "Best Value" RFPs should be applied to a particular contract, the GSC shall consider: a) the relative availability of MBE/WBEs, with a preference for at least three (3) MBE/WBEs that are likely to bid as a prime contractor for the contract; and b) the degree of underutilization of the MBE/WBEs in the specific industry categories.

c. MBE/WBE Subcontracting Program for Professional Services

Under this Program element, the GSC may, on a contract-by-contract basis, at its discretion, require that a predetermined percentage of a specific professional services contract, up to forty percent (40%) be subcontracted to eligible MBE/WBEs. Factors to be considered by the GSC in making this determination shall include the relative availability of MBE/WBE firms to perform commercially useful functions on the specific contract.

A prospective respondent on a School District competitive solicitation, for which price and scope are defined, shall submit at the time as required in the competitive solicitation such documentation as required by SBBC that provides:

v. The name(s) of the MBE/WBE subcontractor(s) it intends to use on the project;

vi. The percentage of prime contract dollars and the absolute dollar value of subcontracting services to be provided by each MBE/WBE;

vii. A description of the work that each MBE/WBE subcontractor shall perform; and

viii. Documentation confirming the subcontractor's commitment to perform the work at that price.

A prospective respondent to a School District competitive solicitation, for which respondents are not initially evaluated based on price or for which project scope is not predefined, shall submit at the time as required in the competitive solicitation such documentation as required by SBBC to affirm its intent to meet the subcontracting requirements indicated in the competitive solicitation. In the absence of a waiver granted by the SDOP, failure of a respondent to commit as required in the solicitation to satisfying the MBE/WBE subcontracting goal shall render its response non-responsive.

During the price proposal negotiation phase, respondents shall be required to submit:

ix. The name(s) of the MBE/WBE subcontractor(s) it intends to use on the project;

x. The percentage of prime contract dollars and the absolute dollar value of subcontracting services to be provided by each MBE/WBE; and

xi. A description of the work that each MBE/WBE subcontractor shall perform.

A respondent may request a full or partial waiver of this mandatory subcontracting requirement for good cause by submitting the appropriate form(s) and documentation at the time as required in the competitive solicitation. Under no circumstances shall a waiver of a mandatory subcontracting requirement be granted without submission of adequate documentation of good faith efforts by the respondent and careful review by the SDOP. The SDOP shall base its determination on a waiver request on criteria such as, but not limited to:

xii. Whether the requestor of the waiver has made good faith efforts to subcontract with qualified and available MBE/WBEs;

xiii. Whether subcontracting would be inappropriate and/or not provide a "commercially useful function" under the scope of the contract; and

xiv. Whether there are no certified MBE/WBE firms that are qualified and available to provide the goods or services required.

In the absence of a waiver granted by the SDOP, failure of a prime contractor to commit as required in the solicitation to satisfying the MBE/WBE subcontracting goal, shall render its response non-responsive. Provided, however, that on any prime contract valued under $10 million, if the prime contractor is a certified MBE/WBE firm, then the prime contractor is allowed to self-perform up to the entire MBE/WBE subcontracting goal amount with its own forces. To the extent that the certified MBE/WBE prime contractor does not self-perform a portion of the MBE/WBE subcontracting goal, it shall be responsible for complying with all other requirements of this API for that portion of work that is subcontracted. This self-performance option for certified M/WBE prime contractors may be suspended at the discretion of the Director of the Procurement & Warehousing Services or designee in the event it determines that the adverse cumulative effect of the use of this self-performance option upon subcontractor opportunities is too great.

In the absence of a waiver granted by the SDOP, or the self-performance of a portion or all of the MBE/WBE subcontracting goal by a certified MBE/WBE prime contractor, the failure of a prime contractor to attain a subcontracting goal for MBE/WBE participation in the performance of its contract or otherwise comply with the provisions of this API shall be considered a

material breach of contract, grounds for termination of that contract with SBBC, and shall be subject to any penalties and sanctions available under the terms of the SDOP policy, its contract with SBBC, or by law.

With the exception of certified MBE/WBE prime contractors that are self- performing a portion or all of a subcontracting goal, in the absence of a waiver granted by the SDOP, failure of a prime contractor to attain a subcontracting goal for MBE/WBE participation in the performance of its contract shall be considered a material breach of contract, shall be grounds for termination of that contract with SBBC, and shall be subject to any penalties and sanctions available under the terms of the SDOP policy, the terms of its contract with SBBC, or by law.

A prime contractor is required to notify and obtain prior written approval from the SDOP in advance of any reduction in subcontract scope, unless such reduction in scope is the direct and immediate result of a School District-mandated change order or contract amendment, or SBBC has mandated the de-certification, suspension, graduation, or termination of a designated MBE/WBE subcontractor. However, under such circumstances, the prime contractor shall undertake good faith efforts to replace the de-certified, suspended, graduated, or terminated M/WBE subcontractor(s) with one or more other certified MBE/WBE subcontractor(s) and shall submit a waiver request to the SDOP in the event such good faith efforts are unsuccessful.

Upon award of the prime contract to a respondent, the prime contractor shall be required to submit accurate progress payment information with each invoice regarding each of its subcontractors, including MBE/WBE subcontractors. The originating department shall audit the reported payments to MBE/WBE and non-MBE/WBE subcontractor to ensure that the prime contractors' reported subcontract participation is accurate. Absent a waiver from the SDOP, a prime contractor's failure to reach the required level of MBE/WBE subcontracting shall be considered a material breach of contract. SBBC contracts with prime contractors shall include clauses requiring prime contractors to pay subcontractors in compliance with Florida prompt payment laws (the "Prompt Payment Act"), and such clauses shall mandate that in the event of prime contractor non-compliance regarding such payments, the prime contractor shall be subject to any penalties and sanctions available under the terms of the SDOP policy, its contract with SBBC, or by law.

d. MBE/WBE Vendor Rotation

Under this Program element, the GSC may use vendor rotation of a pre-qualified panel of certified MBE/WBE professional services firms for smaller SBBC contracts valued at less than $50,000. Work tasks are rotated among this pre-qualified panel of MBE/WBE professional services firms. The order of the vendor rotation is periodically adjusted by the SDOP or designee to account for ranking from the lowest dollar volume of work tasks assigned to the highest dollar volume of work tasks assigned to each MBE/WBE vendor that is listed on the pre-qualified panel of vendors. Participation on vendor rotation panel is contingent on vendor having no negative history of unsatisfactory performance on prior SBBC contracts.

5. Race-Neutral Goods Program Elements

a. EBE/SBE/VBE Vendor Rotation

Under this Program element, the GSC may use vendor rotation of a pre-qualified panel of certified EBE/SBE/VBE goods vendors for smaller SBBC contracts valued at less than $50,000. Supply orders are rotated among this pre-qualified panel of EBE/SBE/VBE goods vendors. The order of the vendor rotation is periodically adjusted by the SDOP or designee to account for ranking from the lowest dollar volume of purchase orders assigned to the highest dollar volume of purchase orders assigned to each EBE/SBE/VBE vendor that is listed on the pre-qualified panel of vendors. Participation on vendor rotation panel is contingent on vendor having no negative history of unsatisfactory performance on prior SBBC contracts.

b. EBE/SBE/VBE Reserve for Contracts Up $50,000

Under this Program element, the GSC may reserve some smaller goods contracts valued at less than $50,000 for bid competition solely among EBE/SBE/VBE goods firms. The GSC shall determine whether there are at least three (3) qualified EBE/SBE/VBE firms that are available to compete for the sale of the goods to SBBC prior to applying this API.

6. Race-Conscious Goods Program Elements

The GSC shall consider establishment of an overall MBE/WBE annual Aspirational Goal in accordance with subsection "a" below and, in addition, shall review each prospective SBBC goods competitive solicitation in advance of its public release and advertisement and shall make a determination whether to apply any of the other race-conscious APIs to those goods competitive solicitations and resultant contracts based upon

the following criteria:

i. Whether the most recent data on MBE/WBE utilization in the absence of race-conscious APIs indicate that goods contracts of this type have exhibited significant disparities in the utilization of MBE/WBE subcontractors and/or MBE/WBE prime contractors;

ii. Whether race- and/or gender-neutral remedies alone are likely to fully eliminate any such disparities in the utilization of MBE/WBE subcontractors and/or MBE/WBE prime contractors based upon past contract award and payment data;

iii. Whether a particular API is the least burdensome available remedy to non-MBE/WBE respondents that is narrowly tailored and that can effectively eliminate the disparities in the utilization of MBE/WBEs in goods contracts; and

iv. Whether the particular API is appropriate for the specific type of goods contract being procured. Whenever the GSC uses its discretion to apply any of the following race-conscious APIs to goods competitive solicitations, it shall provide an explanation in the competitive solicitation documents of its reasons for doing so based upon its determinations pursuant to these criteria. In making such determinations, the GSC may also take into consideration the experiences of other jurisdictions within the School District's relevant marketplace for goods.

a. MBE/WBE Annual Aspirational Goals

For each fiscal year, the GSC may establish a non-mandatory annual aspirational percentage goal for overall MBE/WBE participation on SBBC goods contracts.

This annual Aspirational Goal for MBE/WBE participation in SBBC goods contracts has initially been established at fifty-six (56%) MBE contract participation (9%) African American, (4%) Asian American, (43%) Hispanic American) and eight percent (8%) WBE contract participation based upon the industry availability estimates in accordance with the School District's 2023 KIR Disparity Study Update findings.

This annual Aspirational Goal is to be reviewed on an annual basis for potential adjustment by the GSC based upon the School District's relative MBE/WBE availability data to be collected by the SBBC through its Centralized Bidder Registration system once established for at least one (1) year and the School District's utilization of MBE/WBEs.

Annual Aspirational Goals are not to be routinely applied to individual solicitations but are intended to serve as a benchmark against which to measure the overall effectiveness of the SDOP policy on an annual basis and to gauge the need for future adjustments to the mix and aggressiveness of race-conscious and race-neutral remedies and APIs being applied pursuant to this Policy.

MBE/WBE annual Aspirational Goals may be stated only in those SBBC solicitations that do not contain contract-specific E/S/M/WBE goals and when provided, shall be advisory only, and must also be accompanied by the full definition of the term as stated in this Policy.

b. MBE/WBE Vendor Rotation

Under this Program element, the GSC may use vendor rotation of a pre-qualified panel of certified MBE/WBE goods firms for smaller SBBC contracts valued at less than $50,000. Purchase orders are rotated among this pre-qualified panel of MBE/ WBE firms.

The order of the vendor rotation is periodically adjusted by the SDOP or designee to account for ranking from the lowest dollar volume of purchase orders assigned to the highest dollar volume of purchase orders assigned to each MBE/WBE vendor that is listed on the pre-qualified panel of vendors. Participation on vendor rotation panel is contingent on vendor having no negative history of unsatisfactory performance on prior SBBC contracts.

c. MBE/WBE Subcontracting Program for Goods

Under this Program element, the GSC may, on a contract-by-contract basis, at its discretion, require that a predetermined percentage of a specific goods contract, up to forty percent (40%) be subcontracted to eligible MBE/WBEs. Factors to be considered by the GSC in making this determination shall include the relative availability of MBE/WBE firms to perform commercially useful functions on the specific contract.

A prospective respondent on a School District competitive solicitation, for which price and scope are defined, shall submit at the time as required in the competitive solicitation such documentation as required by SBBC that provides:

i. The name(s) of the MBE/WBE subcontractor(s) it intends to use on the project;

ii. The percentage of prime contract dollars and the absolute dollar value of subcontracting services to be provided by each MBE/WBE;

iii. A description of the work that each MBE/WBE subcontractor shall perform; and

iv. Documentation confirming the subcontractor's commitment to perform the work at that price.

A prospective respondent to a School District competitive solicitation, for which respondents are not initially evaluated based on price or for which project scope is not predefined, shall submit at the time as required in the competitive solicitation such documentation as required by SBBC to affirm its intent to meet the subcontracting requirements indicated in the competitive solicitation. In the absence of a waiver granted by the SDOP, failure of a respondent to commit as required in the competitive solicitation to satisfying the MBE/WBE subcontracting goal shall render its response non-responsive.

During the price proposal negotiation phase, respondents shall be required to submit:

v. The name(s) of the MBE/WBE subcontractor(s) it intends to use on the project;

vi. The percentage of prime contract dollars and the absolute dollar value of subcontracting services to be provided by each MBE/WBE; and

vii. A description of the work that each MBE/WBE subcontractor shall perform.

A respondent may request a full or partial waiver of this mandatory subcontracting requirement for good cause by submitting the appropriate form(s) and documentation at the time as required in the solicitation. Under no circumstances shall a waiver of a mandatory subcontracting requirement be granted without submission of adequate documentation of good faith efforts by the respondent and careful review by the SDOP. The SDOP shall base its determination on a waiver request on criteria such as, but not limited to:

viii. Whether the requestor of the waiver has made good faith efforts to subcontract with qualified and available MBE/WBEs;

ix. Whether subcontracting would be inappropriate and/or not provide a "commercially useful function" under the scope of the contract; and

x. Whether there are no certified MBE/WBE firms that are qualified and available to provide the goods or services required.

In the absence of a waiver granted by the SDOP, failure of a prime contractor to commit as required in the competitive solicitation to satisfying the MBE/WBE subcontracting goal, shall render its response non-responsive. Provided, however, that on any prime contract valued under $10 million, if the prime contractor is a certified MBE/WBE firm, then the prime contractor is allowed to self-perform up to the entire MBE/WBE subcontracting goal amount with its own forces. To the extent that the certified MBE/WBE prime contractor does not self-perform a portion of the MBE/WBE subcontracting goal, it shall be responsible for complying with all other requirements of this API for that portion of work that is subcontracted. This self-performance option for certified M/WBE prime contractors may be suspended at the discretion of the Director of the Procurement & Warehousing Services or designee in the event it determines that the adverse cumulative effect of the use of this self-performance option upon subcontractor opportunities is too great.

In the absence of a waiver granted by the SDOP, or the self-performance of a portion or all of the MBE/WBE subcontracting goal by a certified MBE/WBE prime contractor, the failure of a prime contractor to attain a subcontracting goal for MBE/WBE participation in the performance of its contract or otherwise comply with the provisions of this API shall be considered a material breach of contract, grounds for termination of that contract with SBBC, and shall be subject to any penalties and sanctions available under the terms of the SDOP policy, its contract with SBBC, or by law.

With the exception of certified MBE/WBE prime contractors that are self-performing a portion or all of a subcontracting goal, in the absence of a waiver granted by the SDOP, failure of a prime contractor to attain a subcontracting goal for MBE/WBE participation in the performance of its contract shall be considered a material breach of contract, shall be grounds for termination of that contract with SBBC, and shall be subject to any penalties and sanctions available under the terms of the SDOP policy, the terms of its contract with SBBC, or by law.

A prime contractor is required to notify and obtain prior written approval from the SDOP in advance of any reduction in subcontract scope, unless such reduction in scope is the direct and immediate result of a School District-mandated change order or contract amendment, or SBBC has mandated the de-certification, suspension, graduation, or termination of a designated MBE/WBE subcontractor. However, under such circumstances, the prime contractor shall undertake good faith efforts to replace the de-certified, suspended, graduated, or terminated M/WBE subcontractor(s) with one or more other certified MBE/WBE subcontractor(s) and shall submit a waiver request to the SDOP in the event such good faith efforts are unsuccessful.

Upon award of the prime contract to a respondent, the prime contractor shall be required to submit accurate progress payment information with each invoice regarding each of its subcontractors, including MBE/WBE subcontractors. The originating department shall audit the reported payments to MBE/WBE and non-MBE/WBE subcontractor to ensure that the prime contractors' reported subcontract participation is accurate. Absent a waiver from the SDOP, a prime contractor's failure to reach the required level of MBE/WBE subcontracting shall be considered a material breach of contract. SBBC contracts with prime contractors shall include clauses requiring prime contractors to pay subcontractors in compliance with Florida prompt payment laws (the "Prompt Payment Act"), and such clauses shall mandate that in the event of prime contractor non-compliance regarding such payments, the prime contractor shall be subject to any penalties and sanctions available under the terms of the SDOP policy, its contract with SBBC, or by law.

d. Voluntary MBE/WBE Distributorship Development Program

Under this Program element, where there is low availability of MBE/WBE distributorships that are able to sell particular goods to the SBBC, the GSC may apply incentives to encourage manufacturers to establish authorized dealerships or distributorships with MBE/WBE suppliers of their products on a non-discriminatory basis. Such incentives may include two (2) or three (3) additional option years in supply contracts that may be exercised by SBBC when the manufacturer sells its products through its authorized MBE/WBE distributorship and demonstrates that its distributorship with that MBE/WBE vendor is established and operated in a non-discriminatory fashion as compared to its other distributorships. When this API is applied by the GSC to a goods program solicitation, the SDOP shall review the distributorship agreements of the

selected manufacturer that accepts the incentives as part of its bid to ensure that the terms of the designated authorized MBE/WBE's distributorship agreement are similar to that of non- MBE/WBE distributors for that manufacturer. Specifically, as a condition of the application of the incentives under this API, the SDOP will review relevant documentation to determine whether the MBE/WBE distributor is in no way more limited in geographic territory, credit terms, marketing support, public and private sector customer allocations and access, pricing, rebates, volume discounts, etc. as compared to the terms of similar non-MBE/WBE distributorship agreements for that manufacturer. The SDOP will also determine whether the MBE/WBE distributorship is performing a commercially useful function on behalf of the SBBC prior to exercising each additional option year under the contract. An additional incentive that may be provided by the GSC to the manufacturer and MBE/WBE distributorship under this API is accelerated payment terms of invoices for payment from the SBBC within fifteen (15) calendar days of receipt of goods and invoices.

7. Race-Neutral Other Services Program Elements

a. Direct Contracting for Other Services

Under this Program element, the GSC may direct the originating department to separate out certain other services categories (e.g., trucking, hauling, surveying, demolition, environmental consulting, testing, and landscaping) that normally would be bundled within much larger construction contracts or architecture and engineering design contracts, and issue separate bid solicitations to permit SBBC to directly award contracts for those specialty or non-license services. This API is intended to expand opportunities for such E/S/M/V/WBE firms to gain experience as prime vendors and prime contractors.

b. EBE/SBE/VBE Vendor Rotation

Under this Program element, the GSC may use vendor rotation of a pre-qualified panel of certified EBE/SBE/VBE other services vendors for smaller SBBC contracts valued at less than $50,000. Work tasks are rotated among this pre-qualified panel of EBE/SBE/VBE other services vendors. The order of the vendor rotation is periodically adjusted by the SDOP or designee to account for ranking from the lowest dollar volume of work tasks assigned to the highest dollar volume of work tasks assigned to each EBE/SBE/VBE vendor that is listed on the pre-qualified panel of vendors.

Participation on vendor rotation panel is contingent on vendor

having no negative history of unsatisfactory performance on prior SBBC contracts.

c. EBE/SBE/VBE Evaluation Preference for Prime Bidders

Under this Program element, on "Best Value" contract solicitations where low price is not the only factor considered in contract award, the GSC may reserve from fifteen percent up to a maximum of twenty percent (15%- 20%) of the total available evaluation points for award to those prime bidders or respondents that are certified as EBE/SBE/VBEs. Out of those fifteen to twenty percent (15%-20%) of the total evaluation preference points, the GSC may limit EBE/SBE/VBE bidders that have prior experience performing work on behalf of SBBC to half of the evaluation preference points seven and a half to ten percent (7.5%-10%) out of the total fifteen to twenty percent (15%-20%) evaluation preference points that are reserved for EBE/SBE/VBE firms. EBE/SBE/VBEs that have never before received SBBC work may be eligible for the entire fifteen to twenty percent (15%-20%) of the reserved EBE/SBE/VBE evaluation preference points. Alternatively, the GSC may, at its discretion, reserve all of the fifteen to twenty percent (15%-20%) of evaluation preference points for those EBE/SBE/VBE firms that have never previously performed any other services work on behalf of SBBC.

8. Race-Conscious Other Services Program Elements

The GSC shall consider establishment of an overall MBE/WBE annual Aspirational Goal in accordance with subsection "a" below and, in addition, shall review each prospective SBBC other services formal solicitation in advance of its public release and advertisement, and shall make a determination whether to apply any of the other race-conscious APIs to those other services solicitations and resultant contracts based upon the following criteria:

i. Whether the most recent data on MBE/WBE utilization in the absence of race-conscious APIs indicate that other services contracts of this type have exhibited significant disparities in the utilization of MBE/WBE subcontractors and/or MBE/WBE prime contractors;

ii. Whether race- and/or gender-neutral remedies alone are likely to fully eliminate any such disparities in the utilization of MBE/WBE subcontractors and/or MBE/WBE prime contractors based upon past contract award and payment data;

iii. Whether a particular API is the least burdensome available

remedy to non-MBE/WBE respondents that is narrowly tailored and that can effectively eliminate the disparities in the utilization of M/WBEs in other services contracts; and

iv. Whether the particular API is appropriate for the specific type of other services contract being procured. Whenever the GSC uses its discretion to apply any of the following race-conscious APIs to other services solicitations, it shall provide an explanation in the solicitation documents of its reasons for doing so based upon its determinations pursuant to these criteria. In making such determinations, the GSC may also take into consideration the experiences of other jurisdictions within the School District's relevant marketplace for other services.

a. MBE/WBE Annual Aspirational Goals

For each fiscal year, the GSC may establish a non-mandatory annual aspirational percentage goal for overall MBE/WBE prime participation on SBBC other services contracts.

This annual Aspirational Goal for MBE/WBE participation in SBBC other services contracts has initially been established at forty-five (45%) MBE contract participation (22%) African American, (1%) Asian American, (21%) Hispanic American, and (1%) Native American) contract participation and ten percent (10%) WBE contract participation based upon the industry availability estimates in accordance with the District's 2023 KIR Disparity Study Update findings.

This annual Aspirational Goal is to be reviewed on an annual basis for potential adjustment by the GSC based upon the School District's relative MBE/WBE availability data to be collected by SBBC through its CBR system once established for at least one (1) year and the School District's utilization of MBE/WBEs.

Annual Aspirational Goals are not to be routinely applied to individual solicitations but are intended to serve as a benchmark against which to measure the overall effectiveness of the SDOP policy on an annual basis and to gauge the need for future adjustments to the mix and aggressiveness of race-conscious and race-neutral remedies and APIs being applied pursuant to this Policy.

MBE/WBE annual Aspirational Goals may be stated only in those SBBC solicitations that do not contain contract-specific E/S/M/WBE goals, and when provided, shall be advisory only, and must also be accompanied by the full definition of the term

as stated in this Policy.

b. MBE/WBE Vendor Rotation

Under this Program element, the GSC may use vendor rotation of a pre-qualified panel of certified MBE/WBE other services vendors for smaller SBBC contracts valued at less than $50,000. Work tasks are rotated among this pre-qualified panel of MBE/WBE other services vendors. The order of the vendor rotation is periodically adjusted
by the SDOP or designee to account for ranking from the lowest dollar volume of work tasks assigned to the highest dollar volume of work tasks assigned to each EBE/SBE/VBEBE vendor that is listed on the pre-qualified panel of vendors. Participation on vendor rotation panel is contingent on vendor having no negative history of unsatisfactory performance on prior SBBC contracts.

c. MBE/WBE Evaluation Preference for Prime Bidders

Under this Program element, on "Best Value" contract solicitations where low price is not the only factor considered in contract award (i.e., Request for Proposal), the GSC may reserve from fifteen points up to a maximum of twenty points(15- 20) of the total available evaluation points for award to those prime bidders or respondents that are certified as MBE/WBEs. Out of those fifteen to twenty points(15-20) of the total evaluation preference points, the GSC may limit MBE/WBE bidders that have prior experience performing work on behalf of SBBC to half of the evaluation preference points seven and a half to ten points(7.5-10) out of the total fifteen to twenty points(15-20) evaluation preference points that are reserved for MBE/WBE firms. MBE/WBEs that have never before received SBBC work may be eligible for the entire fifteen to twenty points(15-20) of the reserved MBE/WBE evaluation preference points. Alternatively, the GSC may, at its discretion, reserve all of the fifteen to twenty points(15- 20) of evaluation preference points for those MBE/WBE firms that have never previously performed any other services work on behalf of SBBC.

9. Race-Neutral Architecture & Engineering Program Elements

The Goal Setting Committee (GSC) shall consider the application of one or more of the following race-neutral Affirmative Procurement Initiatives for each SBBC Architecture & Engineering solicitation:

a. Emerging/Small Business Enterprise Vendor Rotation

Under this Program element, the GSC may use vendor rotation

of a pre-qualified panel of certified EBE/SBE Architecture & Engineering firms for smaller SBBC contracts valued at less than $50,000. Work tasks are rotated among this pre-qualified panel of EBE/SBE Architecture & Engineering firms. The order of the vendor rotation is periodically adjusted by the EDDC Department or designee to account for ranking from the lowest dollar volume of work tasks assigned to the highest dollar volume of work tasks assigned to each SBE vendor that is listed on the pre-qualified panel of vendors. Participation on vendor rotation panel is contingent on vendor having no negative history of unsatisfactory performance on prior SBBC contracts.

b. Evaluation Preference for EBE/SBE Prime Bidders

Under this Program element, on "Best Value" contract solicitations where low price is not the only factor considered in contract award, the GSC may reserve from fifteen percent up to a maximum of twenty percent (15%- 20%) of the total available evaluation points for award to those prime bidders or respondents that are certified as EBE/SBE s. Out of those fifteen to twenty percent (15%-20%) of the total evaluation preference points, the GSC may limit EBE/SBE bidders that have prior experience performing work on behalf of SBBC to half of the evaluation preference points seven and a half to ten percent (7.5%-10%) out of the total fifteen to twenty percent (15%-20%) evaluation preference points that are reserved for EBE/SBE firms.

EBE/SBEs that have never before received SBBC work may be eligible for the entire fifteen to twenty percent (15%-20%) of reserved EBE/SBE evaluation preference points. Alternatively, the GSC may, at its discretion, reserve all of the fifteen to twenty percent (15%-20%) of evaluation preference points for those EBE/SBE firms that have never previously performed any architecture & engineering services work on behalf of SBBC.

c. Evaluation Panel Diversity

Under this Program element, on "Best Value" contract solicitations where low price is not the only factor considered in contract awards, the Officer, EDDC may appoint a voting representative to serve on the evaluation panel to ensure that scoring is fair and to guard against inherent bias against non-incumbent firms and Emerging/Small/Minority/Veteran/Women Business Enterprise firms.

d. EBE/SBE Reserve of Contracts Up to $50,000

Under this Program element, the GSC may reserve some smaller professional services contracts valued at less than $50,000 for competition solely among EBE/SBE architecture & engineering firms. The GSC shall determine whether there are at least three (3) qualified EBE/SBE firms that are available to compete for the work prior to applying this API.

e. EBE/SBE Subcontracting Goals Program

Under this Program element, the GSC may, at its discretion, and on a contract-by-contract basis, require that a predetermined percentage of a specific contract, up to forty percent (40%), be subcontracted to eligible EBE/SBEs. Factors to be considered by the GSC in making this determination shall include the relative availability of EBE/SBE firms to perform commercially useful functions on the specific contract.

A prospective respondent, to a School District competitive solicitation for which price and scope are defined, shall submit at the time as required in the competitive solicitation such documentation as required by SBBC that provides:

i. The name(s) of the EBE/SBE subcontractor(s) it intends to use on the project;

ii. The percentage of prime contract dollars and the absolute dollar value of subcontracting services to be provided by each EBE/SBE;

iii. A description of the work that each EBE/SBE subcontractor shall perform; and

iv. Documentation confirming the subcontractor's commitment to perform the work at the stated price.

A prospective respondent on a School District competitive solicitation for which respondents are not initially evaluated based on price or for which the project scope is not predefined, shall submit as required in the competitive solicitation such documentation as required by SBBC to affirm its intent to meet the subcontracting requirements indicated in the solicitation. Failure of a respondent to commit as required in the competitive solicitation to satisfying the EBE/SBE subcontracting goal, shall render its response non-responsive.

During the price proposal negotiation phase, respondents shall

be required to submit:

v. Subcontractor(s) it intends to use on the project;

vi. The percentage of prime contract dollars and the absolute dollar value of subcontracting services to be provided by each EBE/SBE;

vii. A description of the work that each EBE/SBE subcontractor shall perform; and

viii. Documentation confirming the subcontractor's commitment to perform the work at the stated price.

A respondent may request a full or partial waiver of this mandatory subcontracting requirement for good cause by submitting the appropriate form(s) and documentation at the time as required in the competitive solicitation. Under no circumstances shall a waiver of a mandatory subcontracting requirement be granted without submission of adequate documentation of good faith efforts by the respondent and careful review by the SDOP. The SDOP shall base its determination of a waiver request on criteria such as, but not limited to:

ix. Whether the requestor of the waiver has made good faith efforts to subcontract with qualified and available EBE/SBEs;

x. Whether subcontracting would be inappropriate and/or not provide a "commercially useful function" under the scope of the contract; and

xi. Whether there are no certified EBE/SBE firms that are qualified and available to provide the goods or services required.

In the absence of a waiver granted by the SDOP, failure of a prime contractor to commit as required in the solicitation to satisfying the EBE/SBE subcontracting goal, shall render its response non-responsive. Provided, however, that on any prime contract valued under $10 million, if the prime contractor is a certified EBE/SBE firm, then the prime contractor is allowed to self-perform up to the entire EBE/SBE subcontracting goal amount with its own forces. To the extent that the certified EBE/SBE prime contractor does not self-perform a portion of the EBE/SBE subcontracting goal, it shall be responsible for complying with all other requirements of this API for that portion of work that is subcontracted. This self-performance option for certified EBE/SBE prime contractors

may be suspended at the discretion of the Director of Procurement & Warehousing Services or designee in the event it determines that the adverse cumulative effect of the use of this self-performance option upon subcontractor opportunities is too great.

In the absence of a waiver granted by the SDOP or the self-performance of a portion or all of the EBE/SBE subcontracting goal by a certified EBE/SBE prime contractor, the failure of a prime contractor to attain a subcontracting goal for EBE/SBE participation in the performance of its contract or otherwise comply with the provisions of this API shall be considered a material breach of contract, grounds for termination of that contract with SBBC, and shall be subject to any penalties and sanctions available under the terms of the SDOP policy, its contract terms with SBBC, or by law.

A prime contractor is required to notify and obtain prior written approval from the SDOP in advance of any reduction in subcontract scope, unless such reduction in scope is the direct and immediate result of a District-mandated change order or contract amendment, or SBBC has mandated the de-certification, suspension, graduation, or termination of a designated EBE/SBE subcontractor. However, under such circumstances, the prime contractor shall undertake good faith efforts to replace the de-certified, suspended, graduated, or terminated EBE/SBE with one (1) or more other certified EBE/SBE subcontractors and shall submit a waiver request to the SDOP in the event such good faith efforts are unsuccessful.

Upon award of the prime contract to a respondent, the prime contractor shall be required to submit accurate progress payment information with each invoice regarding each of its subcontractors, including EBE/SBE subcontractors. The originating department shall audit the reported payments to EBE/SBE and non-EBE/SBE subcontractors to ensure that the prime contractor's reported subcontract participation is accurate. SBBC contracts with prime contractors shall include clauses requiring prime contractors to pay subcontractors in compliance with Florida prompt payment laws, and such clauses shall mandate that in the event of a prime contractor's non- compliance regarding such payments, the prime contractor shall be subject to any penalties and sanctions available under the terms of the SDOP policy, its contract terms with SBBC, or by law.

10. Race-Conscious Architecture & Engineering Program Elements

i. The GSC shall consider establishment of an overall MBE/WBE

annual Aspirational Goal in accordance with subsection "a" below and, in addition, shall review each prospective SBBC architecture & engineering formal solicitation in advance of its public release and advertisement, and shall make a determination whether to apply any of the other race-conscious APIs to those architecture & engineering solicitations and resultant contracts based upon the following criteria:

ii. Whether the most recent data on MBE/WBE utilization in the absence of race-conscious APIs indicate that professional services contracts of this type have exhibited significant disparities in the utilization of MBE/WBE subcontractors and/or MBE/WBE prime contractors;

iii. Whether race- and/or gender-neutral remedies alone are likely to fully eliminate any such disparities in the utilization of MBE/WBE subcontractors and/or MBE/WBE prime contractors based upon past contract award and payment data;

iv. Whether a particular API is the least burdensome available remedy to non-MBE/WBE respondents that is narrowly tailored and that can effectively eliminate the disparities in the utilization of MBE/WBEs in architecture & engineering contracts; and

v. Whether the particular API is appropriate for the specific type of architecture & engineering contract being procured. Whenever the GSC uses its discretion to apply any of the following race-conscious APIs to architecture & engineering competitive solicitations, it shall provide an explanation in the competitive solicitation documents of its reasons for doing so based upon its determinations pursuant to these criteria. In making such determinations, the GSC may also take into consideration the experiences of other jurisdictions within the District's relevant marketplace for architecture & engineering services.

a. MBE/WBE Annual Aspirational Goals

For each fiscal year, the GSC may establish a non-mandatory annual aspirational percentage goal for overall MBE/WBE prime and subcontract participation on SBBC architecture & engineering contracts.

This annual Aspirational Goal for MBE/WBE participation in SBBC architecture & engineering contracts has initially been established at thirty-eight percent (38%) MBE contract participation (2% African American, 5% Asian American, 31% Hispanic American) MBE contract participation and twenty percent (20%) WBE contract participation based upon the

industry availability estimates in accordance with the School District's 2023 KIR Disparity Study Update findings.

This annual Aspirational Goal is to be reviewed on an annual basis for potential adjustment by the GSC based upon the School District's relative MBE/WBE availability data to be collected by SBBC through its CBR system once established for at least one (1) year and the utilization of MBE/WBEs.

Annual Aspirational Goals are not to be routinely applied to individual solicitations but are intended to serve as a benchmark against which to measure the overall effectiveness of the SDOP policy on an annual basis and to gauge the need for future adjustments to the mix and aggressiveness of race-conscious and race-neutral remedies and APIs being applied pursuant to this Policy.

MBE/WBE annual Aspirational Goals may be stated only in those SBBC solicitations that do not contain contract-specific E/S/M/V/WBE goals, and when provided, shall be advisory only, and must also be accompanied by the full definition of the term as stated in this Policy.

b. MBE/WBE Evaluation Preference for "Best Value" RFPs

Under this Program element, the GSC may establish an MBE/WBE prime contractor capacity-building initiative to enhance long-term competition and to provide SBBC with its "Best Value" on architecture & engineering contracts in accordance with Florida law. The GSC may reserve from fifteen percent up to a maximum of twenty percent (15%-20%) of the total available evaluation points for award to a respondent that is a certified MBE/WBE firm. Out of those fifteen to twenty percent (15%-20%) of the total evaluation preference points, the GSC may limit MBE/WBE bidders that have prior experience performing work on behalf of SBBC to half of the evaluation preference points seven and a half to ten percent (7.5%-10%) out of the total fifteen to twenty percent (15%-20%) evaluation preference points that are reserved for MBE/WBE firms. MBE/WBEs that have never before received SBBC work, may be eligible for the entire fifteen to twenty percent (15%-20%) of reserved MBE/WBE evaluation preference points. Alternatively, the GSC may, at its discretion, reserve all of the fifteen to twenty percent (15%-20%) of evaluation preference points for those M/WBE firms that have never previously performed any architecture & engineering work on behalf of SBBC. An MBE/WBE prime contractor that

is awarded a prime contract under this program element may not subcontract more than forty-nine percent (49%) of the contract value to a non-MBE/WBE firm. In determining whether the MBE/WBE Evaluation Preference for "Best Value" RFPs should be applied to a particular contract, the GSC shall consider: a) the relative availability of MBE/WBEs, with a preference for at least three (3) MBE/WBEs that are likely to bid as a prime contractor for the contract; and b) the degree of underutilization of the MBE/WBEs in the specific industry categories.

c. MBE/WBE Subcontracting Program for Architecture & Engineering

Under this Program element, the GSC may, on a contract-by-contract basis, at its discretion, require that a predetermined percentage of a specific Architecture & Engineering contract, up to forty percent (40%) be subcontracted to eligible MBE/WBEs. Factors to be considered by the GSC in making this determination shall include the relative availability of MBE/WBE firms to perform commercially useful functions on the specific contract.

A prospective respondent on a School District competitive solicitation, for which price and scope are defined, shall submit at the time as required in the competitive solicitation such documentation as required by SBBC that provides:

xii. The name(s) of the MBE/WBE subcontractor(s) it intends to use on the project;

xiii. The percentage of prime contract dollars and the absolute dollar value of subcontracting services to be provided by each MBE/WBE;

xiv. A description of the work that each MBE/WBE subcontractor shall perform; and

xv. Documentation confirming the subcontractor's commitment to perform the work at that price.

A prospective respondent to a School District competitive solicitation, for which respondents are not initially evaluated based on price or for which project scope is not predefined, shall submit at the time as required in the competitive solicitation such documentation as required by SBBC to affirm its intent to meet the subcontracting requirements indicated in the solicitation. In the absence of a waiver granted by the SDOP, failure of a respondent to commit as required in the

solicitation to satisfying the MBE/WBE subcontracting goal shall render its response non-responsive.

During the price proposal negotiation phase, respondents shall be required to submit:

xvi. The name(s) of the MBE/WBE subcontractor(s) it intends to use on the project;

xvii. The percentage of prime contract dollars and the absolute dollar value of subcontracting services to be provided by each MBE/WBE; and

xviii. A description of the work that each MBE/WBE subcontractor shall perform.

A respondent may request a full or partial waiver of this mandatory subcontracting requirement for good cause by submitting the appropriate form(s) and documentation at the time as required in the solicitation. Under no circumstances shall a waiver of a mandatory subcontracting requirement be granted without submission of adequate documentation of good faith efforts by the respondent and careful review by the SDOP. The SDOP shall base its determination on a waiver request on criteria such as, but not limited to:

xix. Whether the requestor of the waiver has made good faith efforts to subcontract with qualified and available MBE/WBEs;

xx. Whether subcontracting would be inappropriate and/or not provide a "commercially useful function" under the scope of the contract; and

xxi. Whether there are no certified MBE/WBE firms that are qualified and available to provide the goods or services required.

In the absence of a waiver granted by the SDOP, failure of a prime contractor to commit as required in the solicitation to satisfying the MBE/WBE subcontracting goal, shall render its response non-responsive. Provided, however, that on any prime contract valued under $10 million, if the prime contractor is a certified MBE/WBE firm, then the prime contractor is allowed to self-perform up to the entire MBE/WBE subcontracting goal amount with its own forces. To the extent that the certified MBE/WBE prime contractor does not self-perform a portion of the MBE/WBE subcontracting goal, it shall be responsible for complying with all other requirements of this API for that portion of work that is subcontracted. This self-performance option for certified M/WBE prime contractors may

be suspended at the discretion of the Director of the Procurement & Warehousing Services or designee in the event it determines that the adverse cumulative effect of the use of this self-performance option upon subcontractor opportunities is too great.

In the absence of a waiver granted by the SDOP, or the self-performance of a portion or all of the MBE/WBE subcontracting goal by a certified MBE/WBE prime contractor, the failure of a prime contractor to attain a subcontracting goal for MBE/WBE participation in the performance of its contract or otherwise comply with the provisions of this API shall be considered a material breach of contract, grounds for termination of that contract with SBBC, and shall be subject to any penalties and sanctions available under the terms of the SDOP policy, its contract with SBBC, or by law.

With the exception of certified MBE/WBE prime contractors that are self-performing a portion or all of a subcontracting goal, in the absence of a waiver granted by the SDOP, failure of a prime contractor to attain a subcontracting goal for MBE/WBE participation in the performance of its contract shall be considered a material breach of contract, shall be grounds for termination of that contract with SBBC, and shall be subject to any penalties and sanctions available under the terms of the SDOP policy, the terms of its contract with SBBC, or by law.

A prime contractor is required to notify and obtain prior written approval from the SDOP in advance of any reduction in subcontract scope, unless such reduction in scope is the direct and immediate result of a District-mandated change order or contract amendment, or SBBC has mandated the de-certification, suspension, graduation, or termination of a designated MBE/WBE subcontractor. However, under such circumstances, the prime contractor shall undertake good faith efforts to replace the de-certified, suspended, graduated, or terminated M/WBE subcontractor(s) with one or more other certified MBE/WBE subcontractor(s) and shall submit a waiver request to the SDOP in the event such good faith efforts are unsuccessful.

Upon award of the prime contract to a respondent, the prime contractor shall be required to submit accurate progress payment information with each invoice regarding each of its subcontractors, including MBE/WBE subcontractors. The originating department shall audit the reported payments to MBE/WBE and non-MBE/WBE subcontractor to ensure that the prime contractors' reported subcontract participation is accurate. Absent a waiver from the SDOP, a prime contractor's

failure to reach the required level of MBE/WBE subcontracting shall be considered a material breach of contract. SBBC contracts with prime contractors shall include clauses requiring prime contractors to pay subcontractors in compliance with Florida prompt payment laws (the "Prompt Payment Act"), and such clauses shall mandate that in the event of prime contractor non-compliance regarding such payments, the prime contractor shall be subject to any penalties and sanctions available under the terms of the SDOP policy, its contract with SBBC, or by law.

d. MBE/WBE Vendor Rotation

Under this Program element, the GSC may use vendor rotation of a pre- qualified panel of certified MBE/WBE architecture & engineering firms for smaller SBBC contracts valued at less than $50,000. Work tasks are rotated among this pre-qualified panel of MBE/WBE professional services firms. The order of the vendor rotation is periodically adjusted by the SDOP or designee to account for ranking from the lowest dollar volume of work tasks assigned to the highest dollar volume of work tasks assigned to each MBE/WBE vendor that is listed on the pre-qualified panel of vendors. Participation on vendor rotation panel is contingent on vendor having no negative history of unsatisfactory performance on prior SBBC contracts.

VII. Periodic Review and Factual Predicate

SBBC shall issue a Request for Proposals to undertake a comprehensive update of the full disparity study when deemed necessary, by the Superintendent or SBBC. The existing Policy shall remain in effect through the complete, SBBC review of the Disparity Study update and implementation of the Policy. Upon completion of each disparity study update, present disparity study results to SBBC, and following SBBC review and a public comment period regarding those study findings and recommendations., the SBBC shall consider any proposed modifications to, or sunset of, this Policy. As part of this review process, the Superintendent or designee shall make, or recommend to SBBC, as appropriate, modifications to the procedures or substantive provisions of this Policy and submit any necessary draft amendments to policies and procedures to SBBC for adoption as appropriate to effectuate the continuation, modification, or termination of the SDOP's EBE, MBE, SBE, VBE and WBE program elements.

VIII. SDOP Policy Review, Modification, and Sunset

The SBBC shall issue a Request for Proposals to undertake a comprehensive update of the full disparity study when deemed necessary by the Superintendent and SBBC, and upon completion of each disparity study update, present disparity

study results to SBBC, and following SBBC review and a public comment period regarding those study findings and recommendations, SBBC shall consider any proposed modifications to, or sunset of, this Policy. As part of this review process, the Superintendent or designee shall make or recommend to SBBC as appropriate, modifications to the procedures or substantive provisions of this Policy and submit any necessary draft amendments to policies and procedures to SBBC for adoption as appropriate to effectuate the continuation, modification, or termination of the SDOP's EBE, SBE, MBE, VBE, and ~~M~~WBE program elements. The existing Policy shall remain in effect through the completion and SBBC review of the Disparity Study update. Absent SBBC implementation and approval prior to the sunset date for this amended SDOP policy by SBBC, the provisions of this Policy shall be void and may not be enforced after December 31, 2028.

IX. Severability Clause

If any section, paragraph, sentence, clause, phrase, or word of this SDOP policy, or the application thereof, to any person or circumstance is for any reason held by a court of competent jurisdiction to be unconstitutional, inoperative, invalid, or void, such holding shall not affect the remainder of this Policy or the application of any other provisions of this Policy which can be given effect without the invalid provision or application, and to this end, all the provisions of this Policy are hereby declared to be severable.

Policy Custodian: Economic Development & Diversity Compliance (EDDC)

Policy Status [Active/Inactive]: Active

Authority: Sections 120.52(6), 120.54, 120.81(1)(a), 1001.41(1) and (2), and 1001.42(29), Florida Statutes.

History: Adopted/Amended: 1/18/17; Amended 4/21/2020; 01/23/2024.

POLICY 1270

SUPERINTENDENT'S SCHOOL SITE REVIEW COMMITTEE FOR THE ACQUISITION OF NEW SCHOOL SITES

The location of district schools and future school sites shall be in accordance with applicable law, rules, and School Board Policies. Concurrent with the decision-making process in this policy, the proposed location and construction of additional new district school facilities shall be based upon the criteria in this policy, the Superintendent of Schools shall analyze and consider the option of upgrading, renovating, or expanding existing district schools. The purpose of this analysis is to assure an equitable opportunity for quality education and full capacity utilization of existing facilities prior to the Superintendent of Schools making a recommendation for The School Board of Broward County, Florida's (SBBC's) consideration and action regarding the acquisition of a new school site. This policy is not intended to preclude the construction of new district schools when such upgrading, renovating, and expanding existing district schools would be inadequate to meet the pressures of overcrowding and achieve educational objectives that are best met by constructing or replacing schools.

Definitions:

1. **New School:** A district school (or center) that has never existed before.
2. **Replacement School:** A new physical plant for a district school (or center) that presently exists.
3. **School Facility:** The improvements (building(s) and feature(s)) on a Site.
4. **Site:** A space of ground occupied or to be occupied by an educational facility.

RULES:

New district schools and district special centers shall be located to serve the intended district student population in accordance with the following:

7. For Site(s) designated for acquisition, FP&RE shall consult with and provide written notice to the affected local government entity in whose jurisdiction the Site(s) under consideration are located; and who has regulatory authority over the permitted use of the Site(s), consistent with the Third Amended and Restated Interlocal Agreement for Public School Facility Planning (TRILA) to verify that the Site(s) could be used for a New School or Replacement School. As applicable, the Site(s) shall be assessed for factors including, but not limited to, environmental suitability, transportation and pedestrian access, availability of infrastructure and services, safety concerns, land use compatibility, and other relevant issues. This assessment and consultation shall occur at least sixty (60) calendar days before the initial meeting of the Superintendent's Site Review Committee (hereafter referenced as "Committee"). The local governmental entity, upon receipt of the written notice, shall notify SBBC within forty-five (45) calendar days if the Site is consistent with the land use categories and policies of the local governmental entity's comprehensive plan. This preliminary notice does not constitute the local governmental entity's determination of consistency.

8. Based on the feedback received from consultations with representatives from the innovation zone(s) and the local governmental entity, SBBC staff shall submit the list of potential Sites and related data to the Committee, which shall be convened to review and deliberate on the list of potential Sites. Based on its review and deliberations, the Committee will recommend to the Superintendent of Schools, one or more Sites in order of preference to consider and potentially acquire for location of the New School or Replacement School. This recommendation will allow school district staff to complete due diligence on one or more of the Sites and enable school district staff to revise its Site recommendation(s) if further information makes the initial site undesirable or unfeasible.

9. Except as stated herein, the members of the Committee shall be appointed by Superintendent of School. The Committee shall consist of the following: six (6) district school staff members; the Building Official or designee Building Department; Director or designee, Demographic and Enrollment Planning Department; Director or designee, Environmental Health & Safety; Director or designee, Pre-construction, Office of Facilities & Construction, Director or designee Transportation Services Department; Director or designee, Facility Planning & Real Estate Department; five (5) community representatives consisting of one (1) representative from the Diversity Committee, one (1) representative from the Facilities Task Force, one (1) representative from the Parent Teachers Association (PTA) selected by the Organization from impacted schools; one representative from the Parent Teachers Organization (PTO) selected by the Organization from impacted schools; one (1) at large community representative selected by the Superintendent of Schools, one (1) representative from the Broward County Traffic Engineering Department; and one (1) representative designated by either (a) manager or administrator of the local governmental entity in which the subject School Facility is located. Additional Committee Members may be appointed at the Superintendent's discretion.

17. As early as feasible in the design phase and consistent with the (TRILA), but not later than ninety (90) calendar days before the commencement of construction of the New School or Replacement School, school district staff shall request in writing, a formal determination of consistency with the local governmental entity's comprehensive plan.

18. The local governmental entity that regulates the use of the Site shall determine, in writing within forty-five (45) calendar days after receiving any necessary information and the school district's request for a determination, whether a proposed New School or Replacement School is consistent with the local comprehensive plan and consistent with the local land development regulations. If the determination is affirmative, school construction may commence and further local government approvals are not required, except as provided under applicable law, rules, or School Board Policies. Failure of the local governmental entity to decide in writing within forty-five (45) calendar days after the school district's request for a determination of consistency shall be considered an approval of SBBC's application.

19. Pursuant to applicable law, a local governmental entity may not deny the site applicant based on adequacy of the site plan as it relates solely to the needs of the school. If the Site is consistent with the comprehensive plan's land use policies and categories in which public schools are identified as allowable uses, the local governmental entity may not deny the application - but it may impose reasonable development standards and conditions in accordance with Section 1013.51(1) Florida Statutes, and consider the site plan and its adequacy as it relates to environmental concerns, health, safety and welfare, and effects on adjacent property. Standards and conditions may not be imposed which conflict with those established at law or the Florida building code, unless mutually agreed and consistent with the interlocal agreement required by Subsections (2) - (8). (See Section 1013.33 (11) - (13), Florida Statutes).

20. Members of the Committee shall not be qualified to represent SBBC in any real estate transaction(s) until two (2) years after the conclusion of their service as an active member of the Committee.

21. School Board Members, school district staff involved with any active purchase or disposal of real property, and members of the Committee must disclose any direct or indirect business associations they have, or their spouses or children have, with any party involved with any real estate purchase and disposal. (See Section 112.313(3), Florida Statutes).

Policy Custodian: Facility Planning and Real Estate Department

Former Policy Number: 7000

Policy Status: Active

Policy # 5306.1

Technology Advisory Committee

A BROWARD COUNTY SCHOOLS TECHNOLOGY ADVISORY COMMITTEE SHALL BE ESTABLISED.

A. PURPOSE

The Technology Advisory Committee (TAC) will:

- Provide strategic input, advice, assistance and recommendations in the procurement of technology.
- Ensure alignment with The School Board of Broward County, Florida's Mission and Goals along with all documents that govern the use of technology in the Broward County Public School (BCPS) system.
- Maintain strategic relationships/communications with all BCPS departments and divisions involved in systemic technology related initiatives and procurements, as identified in district flowcharts.
- Play a significant role in the planning and evaluation of current and new technology initiatives, especially those related to all documents that govern the use of technology in BCPS (i.e. District Technology Strategic Plan) in order to provide recommendations to the School Board of Broward County, Florida.

B. MEMBERSHIP

1. Membership of the Technology Advisory Committee (TAC) shall be as follows.

a. Voting Membership

i. The Committee shall be representative of the ethnic and gender diversity of the school's/district's student population. All members should have an expertise in technology and its uses and issues related to technology. The requirement of "expertise in technology" shall be satisfied as set forth below:

A. 1–Information & Technology representative will be elected/appointed by Information and Technology
B. 1–Office of Communications representative will be elected/appointed by the Office of Communications.
C. 1–Procurement & Warehousing Services representative will be elected/appointed by Procurement & Warehousing Services.
D. 2–Office of Academics representatives will be elected/appointed by Office of Academics.
E. 1–Facilities & Construction Management representative will be elected/appointed by Facilities & Construction Management.

F. 3-Teacher representatives. (The four (4) Level Chairs will be jointly responsible for electing/appointing the teachers for this representation.)
G. 1–Professional Development Standards and Support representative will be elected/appointed by Professional Development Standards and Support.
H. 2–Union representatives. Two representatives from the Broward Teachers Union (BTU) will be elected/appointed by BTU. These representatives may be from different organizational units within BTU.
I. 3–School District Administrators or designee(s) (Office of School Performance and Accountability (OSPA) will be responsible for electing/appointing the administrators for this representation.)
J. 9–Board member representatives. Each Board Member will appoint one representative.
K. 1–Diversity Committee representative will be elected/appointed by the Diversity Committee.
L. 4–District Advisory/Parent Representatives consisting of the following where each organization has the responsibility of electing/appointing its representative:
   a. 1–District Advisory Council representative
   b. 1–Exceptional Student Education Advisory Council representative
   c. 1–English Speakers of Other Languages Leadership Council representative
   d. 1–Gifted Advisory Council representative
M. 2 - Students will be elected/appointed by Student Government.
N. 1 – Safety and Security representative appointed by the Division of Safety and Security.

b. Non-Voting Membership

i. In addition to the Committee's voting members:

ii. The Chief Information Officer or designee shall attend all TAC General Meetings in a non-voting capacity.

iii. One non-voting staff person or designee will work with the Chair on setting the agenda and conducting the business of the Committee.

c. Term of Membership

i. Length of Term: **No term limits shall be imposed upon any individual's service as an appointee or member of the TECHNOLOGY ADVISORY COMMITTEE.** Technology Advisory Committee members shall be elected/appointed for one (1) year and may be elected/appointed for additional terms as per policy 1.7. A term shall begin July 1 and end on June 30 of the following year or as directed by School Board Action. Each designated group listed in Section 1 (Voting Membership) shall elect or appoint its representative to this Committee no later than August 31st of the current year.

ii. Any member may resign by filing a written resignation addressed to the Chair of the Technology Advisory Committee.

iii. Any vacancy of the Technology Advisory Committee shall be filled for the remainder of the unexpired term through appointment/election, by the electing/appointing body or agency which member represents.

d. Each new member shall receive training as stated in policy 1.7.

2. The Technology Advisory Committee will elect Chair from the full TAC membership to a term of one (1) year.

3. The Chief Information Officer or appointee, at Director level or above, shall attend all TAC meetings in a non-voting capacity.

4. Technology Advisory Committee members shall be elected/appointed for one (1) year and may be elected/appointed for additional terms. Appointment of School Board member representatives to TAC shall follow School Board Policy 1.7.

5. A quorum is the minimum number of members who must be present at a meeting for business to be conducted and for voting to take place. A quorum for the Technology Advisory Committee is met if more than half of the voting members (referenced above in Section B.1.a.i) are physically present.

6. Each Committee member must sign a Conflict of Interest form prior to serving on the Committee.

C. DUTIES

The Technology Advisory Committee will:

1. Provide strategic input, advice, and assistance in the procurement of technology in accordance with the School and District Technology Usage Policy (5306).

2. Receive feedback about the acceptance (or non acceptance) of all its recommendations, and the need for possible revisions, from the Chief Information Officer, within a specified time established by TAC.

3. Play a strategic role in district and department processes, and will be positioned in the district's flowcharts regarding technology initiatives.

4. Be actively involved in the planning for existing and new systemic technology initiatives especially those related to all documents that govern the use of technology in BCPS (i.e. District Technology Strategic Plan). This will include planning for the modification of the documents that govern the use of technology in BCPS (i.e. District Technology Strategic Plan), and align to the timeframe of the Broward County Public School District Strategic Plan.

5. Develop an annual report of the accomplishments of its current goals, and provide projected goals for the following year. These goals will align with both the District Strategic Plan and District Technology Plan.

6. Act in an advisory capacity only and will not conflict with any of the powers and duties reserved by law, policy, or administrative guidelines to the School Board or Superintendent of Schools.

D. MEETINGS and ATTENDANCE

1. The Technology Advisory Committee shall meet regularly once each month during the school year.

2. The Technology Advisory Committee must conduct meetings in accordance with the Florida Sunshine Law and Roberts Rules of Order, Newly Revised.

3. Any member who misses three (3) consecutive meetings or four (4) absences in one calendar year shall be removed from TAC. The individual/group that originally appointed/elected the affected member shall appoint/elect a replacement to the TAC.

4. All Technology Advisory Committee meetings must be scheduled and officially advertised in advance.

5. Special meetings shall be scheduled at least three (3) calendar days in advance.

6. Minutes will be recorded, maintained and available to the public.

Authority: F.S. 1001.41 (1) (2)
Policy Adopted: 10/6/2020

Policy 6830

WELLNESS

THE SCHOOL BOARD OF BROWARD COUNTY PROMOTES HEALTHY SCHOOLS BY SUPPORTING WELLNESS, GOOD NUTRITION, AND REGULAR PHYSICAL ACTIVITY AS PART OF THE LEARNING ENVIRONMENT. THE DISTRICT SUPPORTS A HEALTHY ENVIRONMENT WHERE CHILDREN LEARN AND PARTICIPATE IN POSITIVE DIETARY AND LIFESTYLE PRACTICES. BY FACILITATING LEARNING THROUGH THE SUPPORT OF GOOD NUTRITION, HEALTHY FOOD CHOICES AVAILABLE AT SCHOOL, PHYSICAL ACTIVITY AND HEALTH PRACTICES, SCHOOLS CONTRIBUTE TO THE BASIC HEALTH STATUS OF CHILDREN.

THE BROWARD COUNTY SCHOOL WELLNESS AND LEARNING SUPPORTS COMMITTEE DETERMINES AND MONITORS ALL WELLNESS INITIATIVES OF THE SCHOOL BOARD OF BROWARD COUNTY, INCLUDING OBESITY PREVENTION. THE BROWARD SCHOOL BOARD WELLNESS AND LEARNING SUPPORTS COMMITTEE WILL RECOMMEND AND MONITOR OBJECTIVES FOR THE WELLNESS POLICY.

GOALS

I. HEALTH AND NUTRITION EDUCATION

A. School programs offer students in pre-kindergarten through grade 12 comprehensive sequential health and nutrition education curriculum providing the knowledge needed to adopt healthy lifestyles and reduce high risk behaviors for all students as specified in Policy 4000. Schools will include the following essential nutrition education topics in their health education curriculum: the relationship between healthy eating and personal health, food guidance from MyPlate, eating a variety of foods every day, and eating more fruits and vegetables.

B. Nutrition education is a component in elementary through high school.

C. Resources and training are available for employees responsible for providing nutrition and health education.

D. The school cafeteria serves as a learning laboratory to teach and practice good nutrition, incorporating nutrition promotions and foods from school gardens to enhance the experience.

E. The District provides nutrition education and encourages healthy eating for families, both within the home and outside. Family members are engaged as a critical part of the team responsible for teaching children about health and nutrition. Nutrition and health information for families is provided in multiple languages on the District's website.

II. PHYSICAL ACTIVITY AND OTHER SCHOOL BASED ACTIVITIES

A. Schools work to provide the opportunity for every student to receive regular, age- appropriate, quality physical education.

B. Schools recommend that students participate in physical activity before, during and after school in accordance with nationally recommended guidelines.

C. All physical education classes will be taught by qualified teachers as defined in the State Statutes, and to the extent possible, by certified physical education teachers, and be designed to build interest and proficiency in skills, knowledge, and attitudes essential to a lifelong physically active lifestyle.

D. Physical education should provide safe and satisfying physical activity for all students including those with varying exceptionalities. Exceptional Student Education strategies for students with varying exceptionalities are noted on the lesson plan and verified by school's administrator.

E. Elementary students will have physical education as defined in Policy 4000.

F. Elementary schools offer at least 20 minutes per day of consecutive, supervised, safe, and unstructured free play (recess) for elementary students on all full school days in addition to required physical education.

G. Schools shall not use participation or non-participation in physical education class or recess (free play) as a way to punish or discipline students.

H. After-school programs shall include supervised, age-appropriate physical activities that appeal to a variety of interests.

I. Schools shall disseminate, in multiple languages, information for parents to help them promote and incorporate physical activity and healthy eating into their children's lives.

III. GUIDELINES FOR ALL FOOD SERVED ON CAMPUS- ALL SCHOOLS WILL HAVE AN ENVIRONMENT THAT SUPPORTS THE CONSUMPTION OF HEALTHY FOODS BY STUDENTS, THEIR FAMILIES AND STAFF WITH THE INTENT OF PROMOTING STUDENT HEALTH AND REDUCING CHILDHOOD OBESITY.

A. Food and beverages offered over the course of the school week as part of the National School Lunch and Breakfast Programs are nutrient dense, including whole grain products and fiber rich fruits, and vegetables to provide students a variety of choices to maintain a balanced diet. Guidelines for a reimbursable meal shall not be less restrictive than regulations and guidance

issued by the United States Department of Agriculture (USDA).

1. A variety of nutrient dense foods are offered to students at each meal, always including low fat milks, fruits/vegetables, meat/meat alternates and grains.
2. Food and beverages served during the school day include a variety of healthy choices that are of excellent quality, appealing to the students and served at the proper temperature.
3. Foods and beverages available during the school day should minimize the use of trans fats and saturated fats, sodium and sugar as defined by the Dietary Guidelines for Americans.
4. Salad bars or pre-packaged salads are available, at a minimum of, three (3) times per week.
5. Fresh fruit or vegetables are available every school day.
6. Food and Nutrition Services will encourage whole grain breads and cereals.
7. Food and Nutrition Services offer only milk designated as low fat or lower and makes available nutritionally equivalent soy milk for students upon parent or practitioner request.
8. At a minimum, foods served as part of a school lunch or breakfast will meet the Dietary Guidelines for Americans.
9. A vegan meal option is available daily for students.
10. The District supports healthy food and beverage choices for all students throughout the school campus by implementing evidence-based healthy food promotion techniques through the school meal program, such as Smarter Lunchrooms™.
11. The District will include produce grown in Florida as part of a Farm to School Program.
12. Guidelines will be located on the District's website in multiple languages on how to pack healthy lunches.
13. During the school day, marketing of food products shall be limited to those foods and beverages which meet the Smart Snack requirements.

B. If a la carte, vending or other food sales are available, they should include a variety of choices of nutritious foods, such as fruits, vegetables, low fat dairy items, and water. All packaged snacks and beverages sold during the school day must meet or exceed USDA Smart Snack requirements. Food and Nutrition Service Administrators participate in assessing the nutritional value of foods available in vending machines and monitoring compliance to Smart Snack rules.

C. Drinking water and hand sanitizing facilities should be conveniently available for students at all times.

D. A list of healthy food and non-food alternatives will be made available to

parents and teachers for classroom celebrations and rewards. School Food served in the classrooms will be obtained from approved sources, per Chapter 64E-11 of the *Florida Administrative Code*. The punitive denial of food and the punitive denial of food rewards are prohibited.

E. Schools shall encourage fundraisers that promote positive health habits such as the sale of non-food and nutritious food items as well as fundraising to support physical activity events. All fundraisers held during the school's day must be in compliance with Florida's Competitive Food Rule, 5P-2.002. Off campus fundraising and fundraising after the school day are not restricted by this policy.

F. Food and beverages sold at events must be obtained from approved sources, per Chapter 64E-11 of the *Florida Administrative* Code and reinforce the importance of healthy choices.

G. Snacks and rewards provided in after-care programs will re-enforce the importance of healthy choices. Items available for purchase will comply with Smart Snack requirements.

IV. ADDITIONAL DISTRICT – SCHOOL BASED WELLNESS GOALS

A. The District continually coordinates a comprehensive outreach and promotion plan to ensure maximum participation in the school meal program.

B. Schools ensure that students who receive free or reduced-price meals are not treated differently from other students or identified by their peers.

C. Each school in the District serves breakfast and lunch as part of the National School Lunch and Breakfast Programs.

D. The District shall employ a food service executive director who is properly credentialed according to professional standards to administer the school food service program.

E. All Food and Nutrition Services personnel have adequate pre-training and participate in on-going professional development in the areas of sanitation, school food service essentials, nutrition, and quantity cooking. Food and Nutrition Services Managers receive training regarding food allergies and Cardiopulmonary Resuscitation. Specific guidelines for managing students with life-threatening hypersensitivity (Kelsey Ryan Act) can be found on the District's website under Health Education Services, Chronic Health Conditions.

F. School menus meet the requirements of the USDA for school meals, and over the course of a week meet the nutritional standards recommended by the *Recommended Dietary Allowances* or equivalent. Each meal served

meets the guidelines for a USDA reimbursable meal.

G. Food and Nutrition Services ensures that required and effective food safety practices are applied to all foods prepared, sold and served through the Food and Nutrition Services Department.

H. Meals are scheduled as close as possible to the middle of the day. Dining areas should be clean, safe and provide an environment for an enjoyable meal break.

I. The District formally involves families and community organizations to address food and nutrition issues, recommend nutrition policy and programs and school meal options which are culturally sensitive and meet special dietary needs.

J. Coordination of health services will be provided in schools in accordance with the School Health Services Act.

K. All schools will promote positive behavioral health and interventions to affect student well-being and achievement through prevention liaisons and utilization of District and community resources.

L. All schools will provide a learning environment that is physically and psychologically safe and secure for all students and staff through prevention liaisons and utilization of District and community resources.

M. All benefit-eligible Broward County Public School Employees, and their covered dependents, will have access to an on-line Health Risk Assessment, which will provide them the opportunity to create physical and/or biometric goals to encourage a healthier lifestyle.

N. Learning Support Services are coordinated with existing and community stakeholder groups to ensure Learning Support Services are culturally competent and provided through collaboration with community partnerships for the best utilization of resources.

O. All benefit-eligible Broward County Public School Employees will have access to wellness services such as the 3D mobile mammography van, professional learning seminars on topics related to healthy living, and on-site wellness fairs where health services such as blood pressure, bone density, vision exams, skin screenings, etc. are administered. Employees will also have access to a monthly employee wellness newsletter published online, archived, and posted to the Benefits & Employment Services website.

V. EVALUATION BROWARD COUNTY SCHOOLS WELLNESS POLICY

A. Each school and non-school based department is responsible for identifying an individual or group responsible for implementation of the

Broward County Schools Wellness Policy requirements in that school or department. Each school must establish a Healthy Schools Team with the responsibility of annually evaluating the school's adherence to Smart Snack requirements in fund-raising, ala carte and vending sales, and compliance to the District's Wellness Policy. The team must meet at least twice during the year.

B. The Wellness and Learning Supports Committee shall convene at least biannually to assess whether policies are effective in improving student health. The Florida Healthy Schools Self-Assessment, conducted by Coordinated Student Health Services may serve as the evaluation tool of the District's Wellness Policy. The District's Wellness Policy will be formally evaluated every three years. The chairperson will appoint a District Administrator to coordinate the evaluation process.

C. The Broward County School Health Advisory Committee, and other stakeholder advisory committees will continue to provide input and recommendations regarding wellness initiatives and outcomes. The District's website will identify opportunities for parents to provide input directly to the Wellness and Learning Supports Committee.

D. The Wellness and Learning Supports Committee will annually determine wellness promotion objectives based on annual review Wellness Policy and make recommendations for changes or revisions in the policy to the Board when appropriate. The results of the Wellness Policy evaluations along with the Wellness Policy will be posted on the District's website. Additionally, a summary of revisions will be provided to stakeholder groups and on the District's website.

E. The superintendent through the principals and District administrators is responsible for implementation of the District's Wellness Policy.

Policy Custodian: Food and Nutrition Services Department

Former Policy Number: 5314

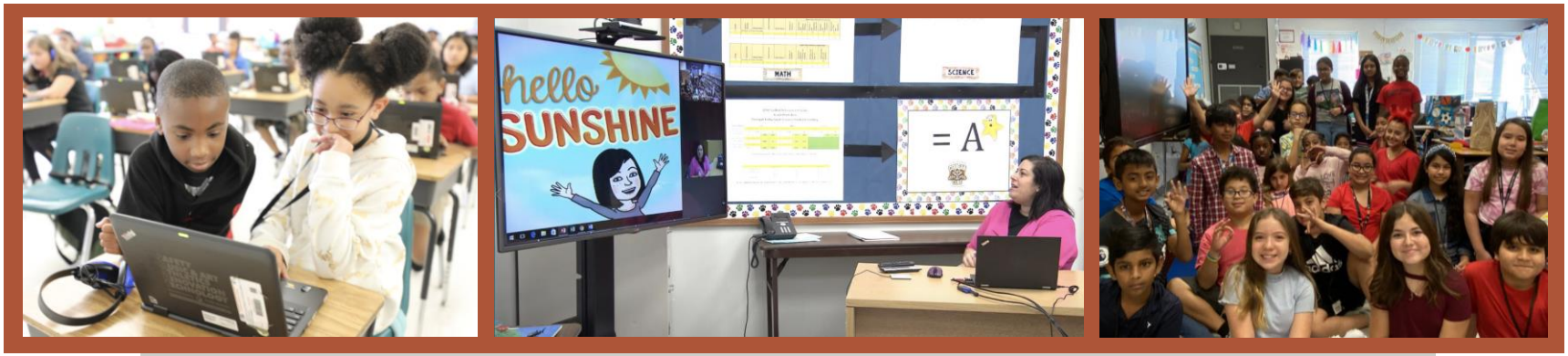
Policy Status: Active

Authority: §§ 1001.41, 1006.6, 595.404, 381.0056, 381.057, 402.3026 F.S.

Procedures Adopted: 7/25/2006, 10/03/2017

Amended: 1/16/2007, 8/6/2013, 1/23/2024

REVISED



Communications and Legislative Affairs

School Board Advisory Committees and Their Memberships

Rule Development: School Board Workshop
March 4, 2025

Established 1915
BROWARD
County Public Schools

Introduction

At the December 17, 2024, Regular School Board Meeting, agenda item B-2. **Initiate Rulemaking for Policy 1070 District Committees and Their Membership**, a motion was made by Ms. Thompson, seconded by Dr. Zeman and carried, to move to add language to the Requested Action to read as follows: Direct the Superintendent of Schools to initiate rulemaking for revisions to Policy 1070, and their membership and all policies that create any and all committees currently in existence.

Purpose

To orient all School Board members on the current structure, district comparisons, reporting and operational challenges, and recommendations as it relates to School Board Appointed Committees and Public Stakeholders.

2022-2027 STRATEGIC PLAN

GUARDRAIL: ACCOUNTABILITY

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

Request of School Board

Please review the various policies and Recommended Advisory Committee Model presented in this presentation and provide guidance and direction to the Superintendent for Rulemaking at a subsequent Board meeting.

Financial Impact: None

Full List of SBBC Advisories and Committees (19)

Advisory Committees Established by Policy	Establishing Policy	Mandate/Requirement
District Committees and Their Memberships	School Board Policy 1070	N/A
1-3. Area Advisory Council *(North, Central, South)*	School Board Policy 1.21	Optional
4. Audit Committee	School Board Policy 1700	Optional
5. District Advisory Council	School Board Policy 1.2	Optional
6. Diversity Committee	School Board Policy 1240	CCC Settlement Agreement
7. ESE Advisory Council	School Board Policy 1.22	Optional
8. ESOL Leadership Council	School Board Policy 1.23	Optional
9. Facilities Task Force	School Board Policy 7012	Optional
10. Gifted Advisory Council	School Board Policy 1.24	Optional
11. Green Advisory Committee	School Board Policy 4210	Optional
12. Human Relations Committee	School Board Policy 1.51	Optional
13. Multilingual Advisory Committee	School Board Policy 1440	Optional
14. Parent Community Involvement Task Force	School Board Policy 1140	Optional
15. Qualifications Selection and Evaluation Committee	School Board Policy 7003	Optional
16. Small Business Advisory Committee	School Board Policy 3330	Optional
17. Superintendent's School Site Review Committee	School Board Policy 1270	Optional
18. Technology Advisory Committee	School Board Policy 5306.1	Optional
19. Wellness & Learning Support Committee	School Board Policy 6830	Optional

List does not include the Bond Oversight Committee as it will sunset following the conclusion of the Final Report for the SMART Bond

Broward County	Miami-Dade	Orange	Palm Beach	Duval	Polk	Lee	Pinellas
Enrollment 247,000+	Enrollment 333,000+	Enrollment 200,000+	Enrollment 190,000+	Enrollment 130,000+	Enrollment 117,000+	Enrollment 100,000+	Enrollment 90,000+
Committees **19**	Committees **10**	Committees **2**	Committees **7**	Committees **1**	Committees **4**	Committees **7**	Committees **1**
Members: renewed annually, one-year terms **Chair**: four one-year terms; may not serve as a Chair of that advisory committee for a period of two (2) years following the conclusion of their term as chair	**Members**: four years terms and/or shall run concurrent with the term of service of the respective Board member **Chair**: appointed every two years	**Members**: term of no less than two (2) calendar years, The initial term shall be no less than twelve (12) months **Chair**: one-year term, The Vice-Chair shall routinely become the Chair at the start of the following calendar year, past chair may be re-elected as Vice-Chair	**Members**: term is entitled to remain a committee member if that Board member serves on the Board **Chair:** four (4) consecutive years. Extension require Board approval; if approved, committee's chair will be considered as elected for the next year	**Members**: serve a minimum of 2 years terms per appointment **Chair**: serves earlier of two-year max or at conclusion of membership on committee	**Members**: members serve for three (3) years, up to a maximum of two (2) terms **Chair**: One-year terms **Audit Committee**: Chair of School Board serve as committee chair (*non-voting*)	**Members**: coincide with the term of the Board member that appointed them. The maximum term for any voting member is four (4) years, at which point they may reapply **Chair**: one-year terms	**Members**: four-year terms **Chair**: one-year terms

Based off available information for the respective district websites, policy manuals, and data provided by their Board offices

Hillsborough County Public Schools

Enrollment 224,000+

Committees
0

Hillsborough County does not have permanent School Board-established committees

All Citizen Committees are ad hoc and sunset immediately following the conclusion of their tasks. Membership, officers, and terms are outlined in their respective establishing document
(Hillsborough Policy 9140 - Advisory Committees)

- The Board may establish various advisory committees when there is a definite function to be performed.
- Specific topics for study or well-defined areas of activities shall be assigned in writing to each committee immediately following its appointment.
- Upon completing its assignment, a committee either shall be given a new problem or shall be dissolved promptly. No advisory committee shall be permitted to continue for prolonged periods without a definite assignment.
- Each committee shall be instructed as to the length of time each member is asked to serve, the resources the Board intends to provide, the approximate dates on which the Board wishes it to submit reports, and the approximate date on which the Board wishes it to dissolve.
- Furthermore, the committee shall be instructed as to the relationship it has to the Board, to individual Board members, to the Superintendent, and to the remainder of the instructional staff.
- The Board shall have the sole power to dissolve any of its advisory committees and shall reserve the right to exercise this power at any time during the life of any committee.

District	List of Committees
Broward	1. Area Advisory Councils (*3 groups: North, Central South*) 2. Audit Committee 3. District Advisory Council 4. Diversity Committee 5. ESE Advisory Council 6. ESOL Leadership Council 7. Facilities Task Force 8. Gifted Advisory Council 9. Green Advisory Committee 10. Human Relations Committee 11. Multilingual Advisory Committee 12. Parent Community Involvement Task Force 13. Qualifications Selection and Evaluation Committee 14. Small Business Advisory Committee 15. Superintendent's School Site Review Committee 16. Technology Advisory Committee 17. Wellness & Learning Support Committee
Miami-Dade	1. Attendance Boundary Committee 2. Audit & Budget Advisory Committee 3. Diversity Equity and Excellence Advisory Committee 4. District Wellness Advisory Committee 5. Small, Micro and Minority Women-Owned Business Enterprise Advisory Committee 6. Student Services Advisory Committee 7. Citizens' Oversight Committee to the Interlocal Agreement for Public Schools in Facility Planning in Miami-Dade County 8. Ethics Advisory Committee 9. Achievement Gap Oversight Committee 10. Technology Advisory Committee

District	List of Committees
Orange	1. Audit Committee 2. Unitary Status Advisory and Oversight Committee
Palm Beach	1. Academic Advisory Committee 2. Audit Committee 3. Budget Committee 4. Construction Oversight and Review Committee 5. District Diversity and Equity Committee 6. Finance Committee 7. Technology Committee
Duval	1. Audit Advisory Committee
Polk	1. District Advisory Council 2. ESE Advisory Council 3. Attendance/ Boundary Committee 4. Audit Committee
Lee	1. Audit Committee 2. Construction Advisory Committee 3. Curriculum Advisory Committee 4. District Advisory Committee 5. Equity and Diversity Advisory Committee 6. Finance Advisory Committee 7. Strategic Plan and Accountability Advisory Committee
Pinellas	1. District Monitoring and Advisory Committee

Based off available information for the respective district websites, policy manuals, and data provided by their Board offices

Annual Reporting and Operating Challenges

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Annual Reporting Rates- *express the verbal reports presented by the committee chairs (or designees) to School Board members at the Regular School Board meetings. Rates do not account for any written reports sent by the committee chairs directly to School Board members*

Quorum Rate*- express the ratio of operational meetings held by each advisory committee group; where official business may be conducted, such as votes considered and taken*

No Records- *committee liaison was not provided with the records upon request, or the attendance records could not be located*

	Verbal Reports Received by the School Board	Annual Reporting Rate	Established Quorum	Quorum Rate
	(Jan. 2024 – Jan. 2025)		*(Aug. 2023 – June 2024)*	
Diversity Committee	**13 Reports**	**100%**	**7**	**64%**
ESE Advisory Council	**13 Reports**	**100%**	**8**	**73%**
Facilities Task Force	**11 Reports**	**85%**	*No Records*	*No Records*
Audit Committee	**10 Reports**	**77%**	**10**	**91%**
District Advisory Council	**9 Reports**	**70%**	*No Records*	*No Records*
Multilingual Advisory Committee (*5 maximum*)	**3 Reports**	**60%**	*No Records*	*No Records*
Human Relations Committee	**6 Reports**	**46%**	**3**	**27%**
Technology Advisory Committee	**5 Reports**	**38%**	**10**	**91%**
Parent Community Involvement Task Force	**4 Reports**	**31%**	**6**	**55%**
ESOL Leadership Council	**3 Reports**	**23%**	**7**	**64%**
Small Business Advisory Committee	**3 Reports**	**23%**	**5**	**45%**
Gifted Advisory Council	**1 Reports**	**1%**	**9**	**82%**
Green Advisory Committee	**0 Reports**	**0%**	*No Records*	*No Records*

Additional Operating Challenges

School Board Policy 1070: District Committees and Their Membership

Advisory Committee Bylaws
Article VIII.

"The bylaws of each School Board-Established Advisory Committee, as well as any subsequent modifications, must be approved by The School Board. Bylaws must specify an effective date and be reviewed every two (2) years by the committee and conform to applicable law, rules, and Board policies."

District Staff has not been able to obtain copies of the committee bylaws from most of the advisory committee groups. This inability to obtain these documents prohibited the district from confirming compliance of the advisory groups with the above parameters located in School Board policy.

Composition of Advisory Committees
Article VI.

Current policy language excludes the Exceptional Student Education Advisory Council, the ESOL Leadership Council, and the Gifted Advisory Council from having a finite and set number of committee members be specified within their establishing policy or resolution.

This exclusion allows for a rolling membership amongst voting members on committee agenda items. This composition structure obscures the committee and the district's abilities to properly track and report attendance. Additionally, this model disguises the true comprehension level of committee business and the understanding of voting items to be reported back to the School Board.

Quorum for the Conduct of Committee Business.
Article IX.

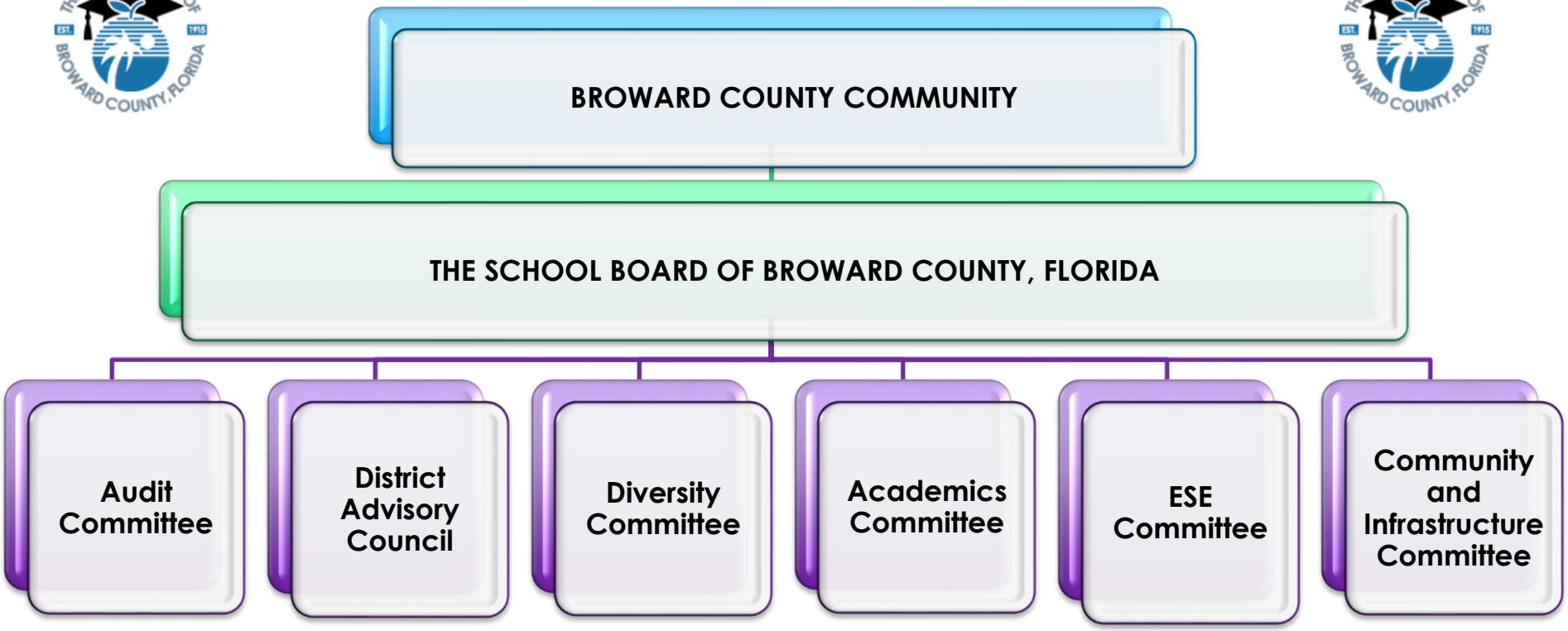
If the committee fails to establish a physical quorum, the meeting may be adjourned or may become an informational meeting only.

Per page 7, only **4** committees established quorum 75% of the year or higher for 2023-2024. Numerous advisory groups have expressed an inability to establish quorum throughout the year, resulting in informational meetings. At these informational meetings, member attendance may be recorded, but no motions will be considered, or votes taken; hence impacting the effectiveness of the committee group's objectives and responsibilities as set by their establishing policy.

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Recommendation- Advisory Committee Model

The district will realign its 2025-2026 Appointed Committees and Public Stakeholder Structure to streamline advisory objectives by forming 6 permanent committees



ADDED

Advantages to Adopt the Recommended Advisory Committee Model

Implementing the recommended model will result in positive impacts to the school district by enhancing operational efficiency, improving student outcomes, fostering a more collaborative learning environment, and optimizing resource allocation. These benefits will contribute to a stronger, more supportive educational experience for students, educators, and the Broward County Community.

	Benefits	Progressive Impacts to the District
1	**Enhanced Productivity**	Streamlining the number of committees can help modernize processes and decision-making. This can prevent overlap in responsibilities and make it easier to coordinate actions across committees, allowing for quicker reviews on important issues or needs.
2	**Healthier Collaboration and Communication**	This new model will improve coordination strategies, reducing fragmentation. Members of these committees will have a broader, more holistic view of the district's operations, leading to better collaboration across departments and between schools.
3	**Boost Committee Focus**	Streamlining committee complexity allows members of the public to focus on their primary responsibilities rather than being stretched across multiple committees. This can lead to better operations and recommendations submitted to the School Board in supporting students and educators.
4	**Greater Clarity and Transparency**	Streamlining committees can make it easier for the public to understand who is responsible for specific decisions. A simpler structure means clearer communication about how decisions are made and by whom, which helps build trust among the public.
5	**Increased Impact and Accountability**	Through this model, it's easier for the members of the School Board to track the outcomes and effectiveness of each committee. Streamlining gives committees the chance to focus on the most impactful projects, and they can hold themselves more accountable for measurable results.

ADDED

Advantages to Adopt the Recommended Advisory Committee Model

Implementing the recommended model will result in positive impacts to the school district by enhancing operational efficiency, improving student outcomes, fostering a more collaborative learning environment, and optimizing resource allocation. These benefits will contribute to a stronger, more supportive educational experience for students, educators, and the Broward County Community.

	Benefits	Progressive Impacts to the District
6	**Clearer Focus and Prioritization**	Through this restructuring model, it's easier for the committees to concentrate resources on the most critical areas of need or the most important topics. The district can prioritize and align committees' work with strategic goals and initiatives more effectively.
7	**More Effective Use of Stakeholder Input**	Having fewer, but more focused, committees allows for deeper involvement of stakeholders in key decisions. Each committee can engage with its specific community group, leading to stronger advocacy, more meaningful feedback, and greater alignment with community needs.
8	**Simplified Governance**	A streamlined set of advisory committees helps ensure that governance processes are simpler and more coherent, especially for School Board members. A clearer committee structure can make decision-making more transparent and responsive.
9	**Cost Savings**	By consolidating committees, the district may save on administrative costs, such as staff time, meeting expenses, and coordination efforts. These resources can be redirected to areas with a more direct impact on student outcomes.
10	**Sustainability**	By focusing on a smaller number of committees, the district can ensure that the advisory system is more sustainable in the long term. Less strain on staff and resources will help ensure that committees can continue to operate effectively over time.

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Scope of Review for Recommended Advisory Committee Model

Any restructuring of the advisory committees will require rulemaking to their respective policies listed on page 3

Audit Committee	• Review and make recommendations to the Office of the Chief Auditor and the School Board on audit reports and plans completed by the district and external firms
Academics Committee	• Assist in identifying and monitoring the needs, priorities, and issues of students of limited English proficiencies. Coordination of community resources, parent involvement, legislative support, and funding for ESOL programs, Dual Language Program, and multilingual education • Assist in identifying and monitoring the needs, priorities, and issues of gifted students and gifted education issues and initiatives, legislative support, and funding. Provide a forum for communicating information regarding such gifted education issues, initiatives, services, needs, and programs • Determines and monitors all wellness initiatives of the School Board of Broward County, including obesity prevention and objectives of the Wellness policy
Community and Infrastructure Committee	• Provide a forum for community participation in the planning, construction, maintenance, and monitoring processes of district facilities. Review school needs assessments, potential issues, and successes relative to maintenance of facilities, new construction, renovation, and remodeling projects • When the need for a new school is identified in the Five-Year ADEFP, the Superintendent's School Site Review Committee will consider a list of potential sites in the area of need. Make a recommendation of one or more sites in order of preference. Review data pertaining to such property and make recommendation to either dispose or retain school sites that are no longer needed for educational purposes to construct a new/replacement school and should be disposed as surplus property • Promote S/M/WBE participation by reviewing programs for contractors. Make recommendations on programs and procedures for such participation and coordinate such action of the district • Review and advise on the procurement of technology, align the use of technology in the schools and departments with district goals. Plan and evaluate technological initiatives and provide recommendations to the School Board

REVISED

Scope of Review for Recommended Advisory Committee Model

Any restructuring of the advisory committees will require rulemaking to their respective policies listed on page 3

District Advisory Council (DAC)	• Assemble members of the various advisory councils to propose recommendations and discuss issues that identify and assess the educational needs of the District • Promote parental/community involvement in schools • Foster, promote communication, and serve as the liaison between School Advisory Forums, School Advisory Councils, and the District Advisory Council. • Review current Parent/Community Involvement models to identify gaps and deficiencies in efforts increasing citizen participation in input in public education
Diversity Committee	• Recommend policies that promote equity, diversity, and cultural outreach • Monitor the terms of the Citizens Concerned About Our Children (CCC) Settlement Agreement • Review policies related to diversity, educational/vocational equity, nondiscrimination, inclusion and character education for fostering a mutual respect and understanding among groups of people
Exceptional Student Education (ESE) Committee	• Assist in developing, identifying, and monitoring the educational needs, systemic issues, and priorities of students with exceptionalities and programs. All students with exceptionalities, including eligible students with 504 plans, are represented by this advisory through collaboration, consultation, and participation on school, District, and community-derived committees and organizations • Provide a forum for information about school and community programs, advocacy, support, procedural guidelines, Individual Education Plans (IEP)/Transition IEP (TIEP) procedures, transition at all levels, college, and career readiness skills, school board initiatives, educational enrichment, resources, and data
Ad Hoc Committees *(dedicated projects)*	• Based on the needs of the district, the School Board shall adopt specialized ad hoc committees through a resolution with a definite function to be performed. Upon completing its assignment, the committee either shall be given a new assignment or shall be dissolved promptly. (ex. Bond Oversight Committee and Redefining and Boundary Resolutions)



Board Discussion

&

Guidance

Debra Hixon, Chair
Sarah Leonardi, Vice Chair

Lori Alhadeff
Maura McCarthy Bulman
Brenda Fam, Esq.
Dr. Jeff Holness
Nora Rupert
Rebecca Thompson
Dr. Allen Zeman

Dr. Howard Hepburn
Superintendent of Schools

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department & District's Equity Coordinator/Title IX Coordinator at 754-321-2150 or email eeo@browardschools.com.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or email eeo@browardschools.com.

SIGN IN SHEET

February 25, 2025 - Community Feedback

	NAME Please Print as You Wish to be Recognized	City	Zip Code	Check Below if Lobbyist or City Official
1.	Carolyn Krohn	Davie	33331	
2.	Narnike Pierre-Grant	Parkland FL	33076	
3.	Lew Naylor	Oakland Park	33334	
4.	Erin Gohl	Fort Lauderdale	33315	
5.	Jacqui Luscombe	C/Springs	33071	
6.	Trudy Lemonovich	Ft Laud	33315	
7.	Janet Bravo	Pembroke Pines	33024	
8.	Karla Figueroa	Coral Springs	33071	
9.	Nathalie Hydr-Walsh	Plantation	33322	
10.	Brooke Bardy	Plantation	33317	
11.	Dee STLouis	LAUDERHILL(6-12)	33313	
12.	Ashley Yau	Sunrise	33326	
13.	Alexa Mark	Coral Springs	33065	

SIGN IN SHEET

February 25, 2025 - Community Feedback

	NAME Please Print as You Wish to be Recognized	City	Zip Code	Check Below if Lobbyist or City Official
14.	Jordan Jones	Hollywood	33019	
15.	Alexander Coker	Sunrise	33326	
16.	Theresa Coleman	SBBC employ		
17.	Lucia Candiotti	Weston	33326	
18.	Chris Bajor	weston	33326	
19.	STEVE MOYER	COOPER CITY	33328	
20.	Marion Williams	BCPS	33311	
21.	Philip Hall	Plantation	33325	
22.	Johanna Fields	FT LAUD	33312	
23.	Ann Monast	Oakland Park	33309	
24.	Chuck Harris	Parkland	33076	
25.				

SIGN IN SHEET

February 25, 2025 - Community Feedback

	NAME Please Print as You Wish to be Recognized	City	Zip Code	Check Below if Lobbyist or City Official
26.				
27.				
28.				
29.				
30.				
31.				
32.				
33.				
34.				
35.				
36.				
37.				

District Advisory Committees, Memberships, and Establishing Documents

Rule Development Community Meeting

February 25, 2025

Community Recommendations and Suggestions for Policy 1070

- General
  - Please provide data to show rationale for the proposal of rule development beyond a request of the School Board
  - Consult with the committees prior to adopting the revisions
  - Add a section for Due Process for volunteers to the policy
  - Add Community Involvement back to the District's Goals and Guardrails
  - Increase training efforts for district liaisons/facilitators
  - The policy was just revised in 2022, allow the policy to remain as it is presented to allow for more time on its effectiveness
  - The proposed policy language makes the public feel disenfranchised
  - Create procedures for the management and compliance of public records
  - Board to ensure that any policy revisions do not negatively impact the area and school advisory committees
  - If the School Board dissolves any of the committees, please ensure that the policy is following in terms of process and procedures
- Article X. (page 16)
  - Keep the voted actions of the committee to the School Board as motions and not recommendations
  - Provide more ways recommendations may be presented to the School Board beyond at a workshop, such as by way of the district liaison/facilitator
- Article XI. (page 17)
  - Keep the election of committee officers to four one-year terms
  - Keep the provision to allow for a two-thirds (2/3) majority vote to extend the term of committee officers
  - Remove the restrict on the number of committees an individual may simultaneously serve as a committee chair/vice chair
  - The recording secretary is a difficult position to fill, please remove all restricts to this position
  - Policy revisions do not account for succession planning for committee officers

Community Recommendations and Suggestions on the Workshop Presentation

- *Page 4*
  - The school district (county) comparisons should not be listed as we should not be reviewing or trying to be like other school districts
  - Other districts listed on this page does not account for the same level of dedication the volunteers of BCPS possess
- Page 7
  - District liaisons were already sent or should already have access to the records being reported on this page, the liaisons/facilitators have never asked for the records for DAC
- Page 8
  - Committees were advised to continue to operate under the provisions of their current by-laws of 10 years ago, advised not to review/revise their documents
  - The ESE Committee has been thorough in maintaining their attendance records and is able to properly track and report attendance
  - Although a committee may not establish quorum, informational meetings are permitted by policy and should be ok
- Page 9
  - Please clarify if the intent is to dissolve committee groups
  - Merging the duties and responsibilities into just 6 committees will not work, the various committees were created separately and should remain separate
- Pages 10-11
  - Add benefits and impacts that will result in the increase of community involvement
  - The two separate focus categories listed on the pages is unclear

Additional Public Written Comments are Exhibited on the Following Pages

Please provide your first and last name	Your feedback is important to us! Do you have any further comments or suggestions? Kindly mention the title of the section in Policy 1070 you are addressing. N/A if Not Applicable
Katiria Colon	My comment is regarding district committees and their memberships under policy 1070. I kindly request that you not remove any of the committees we currently have in place. I believe parents should have the opportunity to voice their opinions and participate in their child's education through multiple avenues. Committees are an important platform for parents to engage and contribute to their child's education at local levels, ensuring that diverse perspectives are heard and considered.
Michael Pezzicola	TERM LIMITS OF CHAIRS: I have already sent a full email to each board member about how the reduction goes against well thought out work from years ago and will result in a drastic reduction in parental involvement (or is that by design)? REMOVAL OF REGIONAL ADVISORY: Now all 200 school SAF chairs will show up to the DAC meeting versus having 3 regions that then send representatives. How productive can we be in this structure?
Lucia Candiotti	Yes. The recommendation to limit the term limits is beyond constricting. The learning curve is hefty, the “year” isn’t really a year, it’s a school year (9 months versus 12 months), and sometimes there are just some people that cannot or do not feel comfortable to rise to a position such as chair. For a lot of committees, recording secretaries are few and far between, and many committees do not event have the role. Trying to revise the policy arbitrarily when the board members or BCPS staff do not fully understand the scope or purpose of the committee or the community it serves is very shortsighted. We will never make any progress as a school district. It is not bad or wrong to have as many advisories as we do. It is virtually impossible to consolidate 19 committees to 6 without someone/thing getting left behind. ESE is essential and now we know is not on the chopping block but the other 18 committees being consolidated into 5 committees is unrealistic. The presentation for the March 4th workshop shows a recommendation that is unrealistic, includes incorrect information and assumptions of many committees and groups. This feels like an attack on bottom up volunteering and parenting inclusion. This isn’t the way to better a school district nor the students.
Cynthia Dominique	I am opposed to the change term limits. It should remain at four years. I’m post any other change that limit community and stakeholder involvement. In addition to process for advisory, member needs to be added.
Cynthia Dominique	Policy 1070 require specific action for the dissolution of advisories and committees. You cannot remove advisories without following policy. I would like a hearing and rule development workshop regarding 1070 in the North Area.
DEE ST LOUIS	Dear Members of the Broward County School Board, I am writing to express my strong opposition to the proposed changes to Policy 1070 regarding parental advisory positions. While I understand the intention to increase parental involvement, I firmly believe that reducing the term limits for chairpersons from four years to two years and prohibiting individuals from serving on more than one committee will have the opposite effect and ultimately harm the representation and effectiveness of these critical committees. Many schools in our district already struggle to fill SAF chair and vice chair positions. By imposing stricter limits on service, the proposed policy would exacerbate this issue, leaving even more schools without proper representation. The reality is that some schools have few, if any, volunteers willing to take on these roles. Reducing the available pool of experienced and dedicated individuals will not encourage new participation but will instead create a vacuum of leadership, further hindering the ability of these committees to function effectively. Additionally, Palm Beach has 4 year limits, not 2 the restriction on serving on more than one committee does not promote greater involvement as intended. Instead, it will simply reduce the number of active and knowledgeable parents contributing to the important work of these advisory committees. Many of us believe that this policy change is not about expanding parental participation, but rather a calculated effort to sideline certain engaged and capable individuals who have dedicated their time to supporting our schools, students, and families. This move would result in more schools falling into bad standing, unable to maintain active SAF committees, which would be a disservice to our children and our community. As parents, we see this as an attempt to quiet those who are well-versed in the policies and workings of these committees, and we want to make it clear that we will remember who supports such a detrimental policy when the next election cycle arrives. I urge you to reconsider these proposed changes and instead work towards solutions that truly foster greater parental involvement, not policies that inadvertently weaken it. Thank you for your attention to this important matter. Sincerely
Danielle Hoffman	I do not agree with the dissolution of the 14 advisories. Parent advocacy and involvement is important as they are one of your most important stakeholders. I do think there is a need to train Chairs on where to upload, how to conduct meetings, where to submit motions, etc. I am a first timer chair on a new committee and have had to try to navigate the process as the District has not provided any resources or requirements with deadlines. Although very new, our committee has been able to pass a motion, identify how DL helps enrollment numbers, and identify some areas of weakness that the district and school board might not have recognized. We hit quorom every meeting, house minutes and meeting documents on our website and are almost done compiling data that will help the district and school board get a better understanding of concerns and actionable take aways. None of this would be feasible without an advisory committee dedicated to the stakeholders of this program.

Dr Trudy Jermanovich	My name is Dr. Trudy Jermanovich. Policy 1070 is not ready to be approved as proposed. I was a teacher for 35 years in three states. We have something very special in this county that you don't find in many places. You have volunteers who will work for the good of his district for many years. The volunteers are the ones who encourage others to vote for important bond issues so teachers have an increase in salaries to keep them here. You have more money for more safety officers and mental health workers. You will need more money to keep schools maintain A level school facilities and technology. The School Board needs strong advocates which we've had since I came to Florida in 1977. Sections 3 and 4 on Page 17 of 18 regarding term limits and voting for committee chairpersons should be kept as it was before these red line changes were proposed. As many have said so eloquently tonight, it takes years to become proficient enough to run committees and have others trust someone to advocate for students. Those changes were made not long ago in order to be sure you have committees functioning with the limited number of people who are willing to chair these committees. The presentation on major changes in Volunteer Committees has so many flaws and should be pulled from the March 4 workshop. Don't spend time fixing something which has worked well for many years with minor adjustments. Now is not the time for diversions when all your focus should be on what's best for students. Both this proposed change in the policy and the presentation seem to be crafted in a way that will actually discourage people from bringing their children to this district. I'm speaking directly to the Superintendent: This workshop proposal is a mistake. Don't make a major error in your first year. You have said you want to bring students back to the district. Instead of welcoming the most important parents, the ones who are willing to give you their time and expertise, you are pushing them away. I hear parents say, I believe in public schools, but I can easily move my child to a charter school or a private school if I don't feel the staff of the district wants to be a partner with me. I also believe that the videos the District made of these rule making meetings should be posted on your website and not just shared with school board members. I hope to see them up very soon.
Marina Bares	Please do not eliminate the Multilingual Advisory Committee
Tricia meave	Keep MAC committee it's the most important for maintaining student population at the district
Jared Andris	Do not dissolve the Multilingual Advisory Committee
Stephanie Rodriguez	I do not want the district to eliminate committees. They give a voice to all subgroups.
Mauricio Larenas	Do not want district to dissolve the advisory committee especially multilingual advisory committee
Mariya Marych	Please do not remove Multilingual committee, it helps us to voice our concerns Thank you
Ninella Chiesa	I do not want the District to dissolve the advisory committees, especially the Multilingual Advisory Committee as it gives parents a forum to voice concerns or recommendations.
Yailen Chenlk	I am writing to express my strong opposition to the proposed dissolution of 14 advisory committees, particularly the Multilingual Advisory Committee. This committee plays a vital role in supporting parents and students in the dual language program, ensuring their voices are heard and their needs addressed. Eliminating it would be a disservice to our multilingual community and the success of these programs. I urge you to reconsider and preserve these valuable advisory committees. Thank you for your time and consideration. Best regards, Yailen Chenlo Dual Language Parent
Ana Zuluaga	Please do not dissolve the advisory committees, especially Multilingual Advisory Committee as it gives parents a forum to voice concerns or recommendations.
Deissy Black	I do not want the District to dissolve the advisory committees, specially Multilingual Advisory Committee.
Katelyn Snyder	I do not want the District to dissolve the advisory committees, especially Multilingual Advisory Committee as it gives parents a forum to voice concerns or recommendations.
Melissa Spencer	Please don't dissolve the multilingual advisory committee as this committee allows parents to voice concerns and give recommendations.
Lorena Cadagan	Please do not dissolve the Multilingual Advisory Committee as it helps to let our comments be heard. Thank you.
Sara Korol	Do not get rid of the Multilingual Advisory Committee, or subsume its responsibilities within the Diversity Committee. Parents want Dual language in our schools and parents works very hard to form the committee over the past two years. The MAC gives parents an important at voice and direct line to the school board and superintendent that we never had before regarding the needs of DL program. Do not take it away.
Larla Tomassini	Please maintain the multilingual advisory committee.
Starr Aleman	I do not want the District to dissolve the advisory committees, especially Multilingual Advisory Committee as it gives parents a forum to voice concerns or recommendations.
Kim Ertag	I do not want the District to dissolve the advisory committees, especially Multilingual Advisory Committee as it gives parents a forum to voice concerns or recommendations.
Maria Arenas	Please do not dissolve advisory committees, especially the Multilingual Advisory Committee, as ot gives parents a chance to voice their concerns and recommendations.
Amelia Castano	Do not disband the newly formed Multilingual Advisory Committee. This committee has been pivotal in getting students further access to classes, support, and resources to learn in another language. This is a newly formed committee and has already accomplished a lot, it would be a disservice to our students and community that has worked so hard to make this committee a reality.

Brittany Ortiz	I do not want the district to dissolve the advisory committees. Especially multilingual advisory committee as it gives parents a forum to voice recommendations or concerns.
Cesar Ortiz	I do not want the district to dissolve the advisory committees. Especially multilingual advisory committee as it gives parents a forum to voice recommendations or concerns.
Adela Nava	I do not want the district to dissolve the advisory committees. Especially multilingual advisory committee as it gives parents a forum to voice recommendations or concerns.
ariaFernanda Freire-Vandi	I would like to request that the District does not dissolve the advisory committees, especially Multilingual Advisory Committee as it gives us the parents a forum to voice concerns or recommendations.
Angelica Baena-Alonso	As a Florida resident, I like to keep Mac team, they helped Manatee Bay elementary maintain the fourth grade and fifth grade Dual Language classes. They were instrumental. It's a very important platform so we as parents can following the dual language program.
Jodi Murphy	Please do not dissolve the multilingual advisory committee. This is a very important committee as it gives parents a forum to speak out regarding concerns or recommendations.
Eileen Tirado	I do not want the district to dissolve the advisory committees, specially the multilingual advisory committee as it gives the parents a forum to voice concerns or recommendations.
Crystal Moore	I am very concerned at the districts attempt to eliminate the advisory committees. As a parent of a child in the dual language program, I feel we finally have a voice to address any concerns and share recommendations with the Multilingual Advisory Committee. Please consider keeping the advisory committees, especially the Multilingual Advisory Committee. Please let us know what we can do to help as parents. Thank you.
Parsiri Stelnik	Please do not dissolve our BCPS advisory committees, in particular the Multilingual Advisory Committee. These advisories provide a valuable forum for parents, educators, and other stakeholders to share valuable information, ideas, and best practices across the district and make our schools work better over a huge range of issues.
Alberto Suarez	Keep the dual program
Meghan Costa	Dissolving educational committees will be a huge disservice to our Broward schools and communities. In particular, the Multi-lingual Advisory Committee plays a vital role in helping create, maintain, and improve the multiple language educational programs in our schools. South Florida has a need for well-educated dual/multi language speakers in the work force. Educating our own children who can remain in their communities and fill these needs is beneficial for both the children in the programs and the local communities/work-force.
Shira Goldstein	These kids deserve better for the dual language program and have been provided support with the newly created Multilingual Advisory Committee. Why would we want to remove their support? The community has worked so hard to keep this program alive and well. The parents work tirelessly to keep the support of the board of education. Please do not remove this committee.
Sofia Castellanos	I do not want the District to dissolve the advisory committees, especially Multilingual Advisory Committee as it gives parents a forum to voice concerns or recommendations.
Konstantin Akimov	I am writing to express my strong support for maintaining the Multilingual Advisory Committee. This committee plays a crucial role in ensuring that the district remains accountable in implementing the dual language program effectively. By providing a platform for parents, educators, and community members, the committee fosters transparency and collaboration, ensuring that the needs of multilingual students are met. Additionally, it allows parents to actively engage in discussions and decisions that impact their children's education, ensuring that language access and equity remain priorities in our district. I urge you to continue supporting the Multilingual Advisory Committee to uphold the integrity of the dual language program and to provide families with a structured means of advocacy and oversight. Thank you for your time and consideration.
Kelvis Su Ham	I do not want the District to dissolve the advisory committees, especially Multilingual Advisory Committee as it gives parents a forum to voice concerns or recommendations.
Kimberly McGrail	Please do not dissolve the advisory committees, especially the Multilingual Advisory Committee. They are important.
Pietro Sbarra	I would like to request for the District NOT to dissolve the advisory committees, especially Multilingual Advisory Committee Thanks!
Amber Mixon Fung	N/A; I do not want the District to dissolve the advisory committees, especially the Multilingual Advisory Committee as it gives parents a forum to voice concerns and recommendations. Thank you.
Abraham Bravo	Good day, I do not support the District to dissolving the advisory committees, especially Multilingual Advisory Committee as it gives parents a forum to voice concerns or recommendations.
N/A	We do not want the District to dissolve the Advisory Committees, especially the Multilingual Advisory Committee, as it gives parents a forum to voice concerns or recommendations.
Maahyar Heidari	I do not want the District to dissolve the advisory committees, especially Multilingual Advisory Committee as it gives parents a forum to voice concerns or recommendations.
Lily holt	I do Not want the district to disolve the committees specially the multilingual committes. They should stay !
Jineht garcia	I do not want the District to dissolve the advisory committees, especially Multilingual Advisory Committee as it gives parents a forum to voice concerns or recommendations.
Santiago Melo	I do not want the District to dissolve the advisory committees, especially Multilingual Advisory Committee as it gives parents a forum to voice concerns or recommendations.
Rocio Ruelas	I do not want the District to dissolve the advisory committees, especially Multilingual Advisory Committee as it gives parents a forum to voice concerns or recommendations.
Monica de Sousa	N/A
Jaime Escalante	I do not want the District to dissolve the advisory committees, especially Multilingual Advisory Committee as it gives parents a forum to voice concerns or recommendations.

vanina molinares	Multilingual advisory committee Please keep the dual language programs. It adds value to our scholars when applying to colleges and workplaces.
Carolina Bruno	I disagree with the dissolution of the of advisory committees especially the Multilingual one that gives parents voice for concerns and recommendations.
Mirna Johnson	I do not want the District to dissolve the advisory committees, especially Multilingual Advisory Committee as it gives parents a forum to voice concerns or recommendations. Program needs to collaborate across the district to build up the program efficiently with the minimal resources available and effectively.

FROM: Jacqui Luscombe

Comments for 2/26 community meeting on Policy 1070

I want to speak to two things: one is the specifics of this policy, and the other is its broader context.

Trying to revise policy when you don't fully understand the nature and complexities of the animal that policy's going to apply to, and that you're trying to reform, is neither logical nor purposeful.

This process is back to front and as we see from the March 4 proposal to abolish/realign Advisories and committees, there is not a comprehensive grasp of certain facts nor - in places - a sound foundation in fact.

There are nine Board members who need to base their decision-making on accuracy of fact and completeness of context. I believe proposed amendments to policy 1070 shown in the redline, coupled with the PowerPoint proposal that was quietly slid onto the workshop agenda last Thursday evening, and then in revised form on Saturday, does not demonstrate holistic understanding of the topic at hand.

So to policy....

Page 17 proposes reversing reforms that were made just two or so years ago to give Advisories and committees an extra layer of stability in recognition of the difficulties of finding consistent, dedicated, volunteerism. Those reforms in 2022 also were an acknowledgment of the fact that leading a district-level Advisory or committee is not like just jumping on a carnival ride and taking a few spins and then jumping off to make way for the next person in the queue.

Those reforms were created to reflect the fact that experience and service and knowledge and consistency - and the ability to voice for others who need a voice - can be assets, not hindrances.

They also reflected the fact that there is no queue. As we said back then and we say again now: we are not having our doors knocked down by people willing and able to serve. Board members know that from their own challenges in finding appointees. And then having those appointees serve consistently.

It also provided a backstop, ***particularly for the grassroots parent-led committees,*** in the event that there is just no line of succession - not because of negligence or 'failure to prepare', but because there just is no one stepping up for the role.

Please put some logical sequence back into this and start over with a process that doesn't just grant us five mins here and two minutes there to explain all this context and how it applies to our individual Advisories and committees, but one that opens meaningful dialogue and informs and educates. Most of all, we need to all be able to translate why these policy revisions on page 17 are not going to serve the best interests of students - which is what we exist to do.

You don't make improvements by steaming in and elbowing people aside. You do it by gaining an understanding of what they do, how they do it and why, and building dialogue and comprehension. The Powerpoint presentation that accompanies this policy item at the 3/4 workshop does not do that. And it is absolutely 100 per cent pertinent to today's discussion.

It also contains falsehoods specifically about the structure of ESE Advisory's membership and attendance being "obscured" when we have been absolutely meticulous in our membership and attendance records. And there is reference to us having a "lack of comprehension of issues".

This process also ignores the considerable work that has gone in by Advisories and committees - certainly ours, over a number of years - to drawing up draft revisions of our own policies and bylaws, which governs our individual Advisories, and which we were asked to do, and which staff know we have worked on. For Board members to be considering 20 different policies as presented, without even knowing or having those draft revisions - which we created to help make our Advisories more effective - is a major omission.

These proposed changes to Policy 1070 are not, as it was stated here today, "just four changes". They are a betrayal of the scant level of volunteerism that you still have left at BCPS district level and they expose the need for better education and more intensive dialogue before decisions can be made.

Shutting down or throttling constructive public advocacy and community dialogue and accountability is not how you best serve students.

Also I mentioned in later comments at the 2/25 meeting:
- Training of staff liaisons to Advisories/committees is lacking/absent: if they don't know what their liaison role entails, they're not doing the job, which is compromising committees' ability to function efficiently
- I echoed others' concerns about the policy providing due process for Board appointees to committees but no due process for elected volunteers.
- I *think* I also stated that if there are beefs with individuals on Advisories/committees, to address them with the individuals

- I suggested that the time allocated for further discussion of all this at the March 4 workshop is inadequate (90 mins to discuss/consider the fate and future structure of 20 committees plus significant policy amendments, minus comprehensive understanding of the historical context and associated issues unique to each Advisory/committee. Also minus the draft policy/bylaws revisions we have worked so hard on ourselves.
- I appealed fot that time-slot at the March 4 workshop to instead be used for discussing any of the critical matters affecting *students* that we have brought forward. Personally I could fill that slot with ESE issues alone!

Thank you

Jacqui Luscombe
954 415 4107
ESE Advisory Council Chair
www.browardeseadvisorycouncil.com

FROM Latrisha Greaves and Noelle Corris

Greetings,

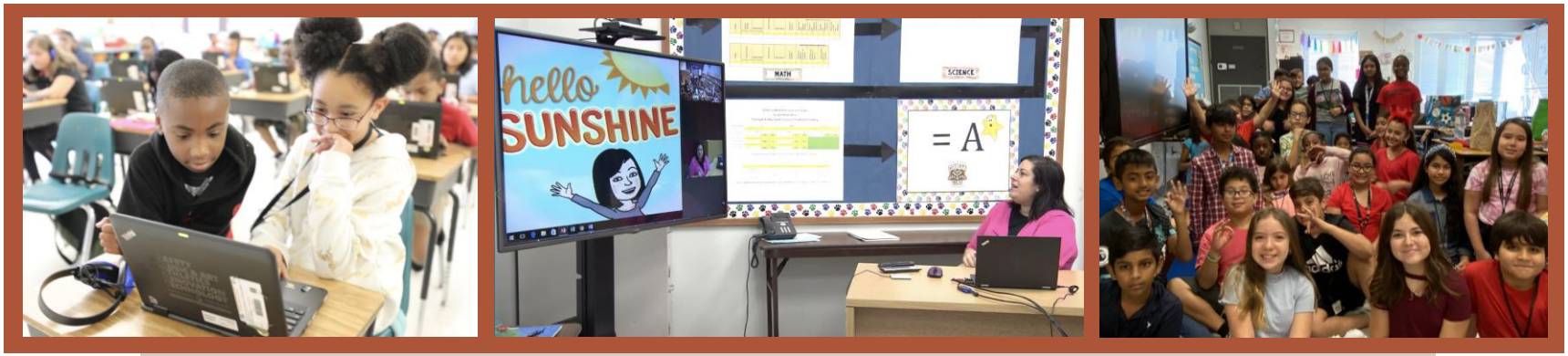
Changes to policy 1070 directly impacts me, as a concerned stakeholder of Broward County Public Schools. Therefore, I am requesting a public rule development workshop for policy 1070 in the North, Central and South Region according to Florida Statute 120.54 2c

(c) An agency may hold public workshops for purposes of rule development. An agency must hold public workshops, including workshops in various regions of the state or the agency's service area, for purposes of rule development if requested in writing by any affected person....When a workshop or public hearing is held, the agency must ensure that the persons responsible for preparing the proposed rule are available to explain the agency's proposal and to respond to questions or comments regarding the rule being developed.

Paste these Emails in Your "to" email line:
"Debra A. Hixon" <debra.hixon@browardschools.com>,
"Sarah M. Leonardi" <sarah.leonardi@browardschools.com>,
"Brenda H. Fam" <brenda.fam@browardschools.com>,
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REVISED



Communications and Legislative Affairs

School Board Advisory Committees and Their Memberships

Rule Development: School Board Workshop
March 4, 2025

Established 1915
BROWARD
County Public Schools

Introduction

At the December 17, 2024, Regular School Board Meeting, agenda item B-2. **Initiate Rulemaking for Policy 1070 District Committees and Their Membership**, a motion was made by Ms. Thompson, seconded by Dr. Zeman and carried, to move to add language to the Requested Action to read as follows: Direct the Superintendent of Schools to initiate rulemaking for revisions to Policy 1070, and their membership and all policies that create any and all committees currently in existence.

Purpose

To orient all School Board members on the current structure, district comparisons, reporting and operational challenges, and recommendations as it relates to School Board Appointed Committees and Public Stakeholders.

2022-2027 STRATEGIC PLAN

GUARDRAIL: ACCOUNTABILITY

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

Request of School Board

Please review the various policies and Recommended Advisory Committee Model presented in this presentation and provide guidance and direction to the Superintendent for Rulemaking at a subsequent Board meeting.

Financial Impact: None

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Full List of SBBC Advisories and Committees (16)

List of advisory committees created through policy and provide advice and recommendations to the School Board

Advisory Committees Established by Policy	Establishing Policy	Mandate/Requirement
District Committees and Their Memberships	School Board Policy 1070	N/A
Area Advisory Council *(North, Central, South)*	School Board Policy 1.21	Optional
1. Audit Committee	School Board Policy 1700	Optional
2. District Advisory Council	School Board Policy 1.2	Optional
3. Diversity Committee	School Board Policy 1240	CCC Settlement Agreement
4. ESE Advisory Council	School Board Policy 1.22	Optional
5. ESOL Leadership Council	School Board Policy 1.23	Optional
6. Facilities Task Force	School Board Policy 7012	Optional
7. Gifted Advisory Council	School Board Policy 1.24	Optional
8. Green Advisory Committee	School Board Policy 4210	Optional
9. Human Relations Committee	School Board Policy 1.51	Optional
10. Multilingual Advisory Committee	School Board Policy 1440	Optional
11. Parent Community Involvement Task Force	School Board Policy 1140	Optional
12. Qualifications Selection and Evaluation Committee	School Board Policy 7003	Optional
13. Small Business Advisory Committee	School Board Policy 3330	Optional
14. Superintendent's School Site Review Committee	School Board Policy 1270	Optional
15. Technology Advisory Committee	School Board Policy 5306.1	Optional
16. Wellness & Learning Support Committee	School Board Policy 6830	Optional

List does not include the Bond Oversight Committee as it will sunset following the conclusion of the Final Report for the SMART Bond

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Broward County	Miami-Dade	Orange	Palm Beach	Duval	Polk	Lee	Pinellas
Enrollment 247,000+	Enrollment 333,000+	Enrollment 200,000+	Enrollment 190,000+	Enrollment 130,000+	Enrollment 117,000+	Enrollment 100,000+	Enrollment 90,000+
Committees **16**	Committees **10**	Committees **2**	Committees **7**	Committees **1**	Committees **4**	Committees **7**	Committees **1**
Members: renewed annually, one-year terms **Chair**: four one-year terms; may not serve as a Chair of that advisory committee for a period of two (2) years following the conclusion of their term as chair	**Members**: four years terms and/or shall run concurrent with the term of service of the respective Board member **Chair**: appointed every two years	**Members**: term of no less than two (2) calendar years, The initial term shall be no less than twelve (12) months **Chair**: one-year term, The Vice-Chair shall routinely become the Chair at the start of the following calendar year, past chair may be re-elected as Vice-Chair	**Members**: term is entitled to remain a committee member if that Board member serves on the Board **Chair:** four (4) consecutive years. Extension require Board approval; if approved, committee's chair will be considered as elected for the next year	**Members**: serve a minimum of 2 years terms per appointment **Chair**: serves earlier of two-year max or at conclusion of membership on committee	**Members**: members serve for three (3) years, up to a maximum of two (2) terms **Chair**: One-year terms **Audit Committee**: Chair of School Board serve as committee chair (*non-voting*)	**Members**: coincide with the term of the Board member that appointed them. The maximum term for any voting member is four (4) years, at which point they may reapply **Chair**: one-year terms	**Members**: four-year terms **Chair**: one-year terms

Based off available information for the respective district websites, policy manuals, and data provided by their Board offices

Hillsborough County Public Schools

Enrollment 224,000+

Committees
0

Hillsborough County does not have permanent School Board-established committees

All Citizen Committees are ad hoc and sunset immediately following the conclusion of their tasks. Membership, officers, and terms are outlined in their respective establishing document
(Hillsborough Policy 9140 - Advisory Committees)

- The Board may establish various advisory committees when there is a definite function to be performed.
- Specific topics for study or well-defined areas of activities shall be assigned in writing to each committee immediately following its appointment.
- Upon completing its assignment, a committee either shall be given a new problem or shall be dissolved promptly. No advisory committee shall be permitted to continue for prolonged periods without a definite assignment.
- Each committee shall be instructed as to the length of time each member is asked to serve, the resources the Board intends to provide, the approximate dates on which the Board wishes it to submit reports, and the approximate date on which the Board wishes it to dissolve.
- Furthermore, the committee shall be instructed as to the relationship it has to the Board, to individual Board members, to the Superintendent, and to the remainder of the instructional staff.
- The Board shall have the sole power to dissolve any of its advisory committees and shall reserve the right to exercise this power at any time during the life of any committee.

District	List of Committees
Broward	Area Advisory Councils (*3 groups: North, Central South*) 1. Audit Committee 2. District Advisory Council 3. Diversity Committee 4. ESE Advisory Council 5. ESOL Leadership Council 6. Facilities Task Force 7. Gifted Advisory Council 8. Green Advisory Committee 9. Human Relations Committee 10. Multilingual Advisory Committee 11. Parent Community Involvement Task Force 12. Qualifications Selection and Evaluation Committee 13. Small Business Advisory Committee 14. Superintendent's School Site Review Committee 15. Technology Advisory Committee 16. Wellness & Learning Support Committee
Miami-Dade	1. Attendance Boundary Committee 2. Audit & Budget Advisory Committee 3. Diversity Equity and Excellence Advisory Committee 4. District Wellness Advisory Committee 5. Small, Micro and Minority Women-Owned Business Enterprise Advisory Committee 6. Student Services Advisory Committee 7. Citizens' Oversight Committee to the Interlocal Agreement for Public Schools in Facility Planning in Miami-Dade County 8. Ethics Advisory Committee 9. Achievement Gap Oversight Committee 10. Technology Advisory Committee

District	List of Committees
Orange	1. Audit Committee 2. Unitary Status Advisory and Oversight Committee
Palm Beach	1. Academic Advisory Committee 2. Audit Committee 3. Budget Committee 4. Construction Oversight and Review Committee 5. District Diversity and Equity Committee 6. Finance Committee 7. Technology Committee
Duval	1. Audit Advisory Committee
Polk	1. District Advisory Council 2. ESE Advisory Council 3. Attendance/ Boundary Committee 4. Audit Committee
Lee	1. Audit Committee 2. Construction Advisory Committee 3. Curriculum Advisory Committee 4. District Advisory Committee 5. Equity and Diversity Advisory Committee 6. Finance Advisory Committee 7. Strategic Plan and Accountability Advisory Committee
Pinellas	1. District Monitoring and Advisory Committee

Based off available information for the respective district websites, policy manuals, and data provided by their Board offices

Annual Reporting and Operating Challenges

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Annual Reporting Rates- *express the verbal reports presented by the committee chairs (or designees) to School Board members at the Regular School Board meetings. Rates do not account for any written reports sent by the committee chairs directly to School Board members*

Quorum Rate*- express the ratio of operational meetings held by each advisory committee group; where official business may be conducted, such as votes considered and taken*

No Records- *committee liaison was not provided with the records upon request, the attendance records could not be located, or data was incomplete to verify quorum*

	Verbal Reports Received by the School Board	Annual Reporting Rate	Established Quorum	Quorum Rate
	(Jan. 2024 – Jan. 2025)		*(Aug. 2023 – June 2024)*	
Diversity Committee	**13 Reports**	*100%*	**7**	*64%*
ESE Advisory Council	**13 Reports**	*100%*	**8**	*73%*
Facilities Task Force	**11 Reports**	*85%*	**2**	*18%*
Audit Committee	**10 Reports**	*77%*	**10**	*91%*
District Advisory Council	**9 Reports**	*70%*	**11**	*100%*
Multilingual Advisory Committee (*5 maximum*)	**3 Reports**	*60%*	*No Records*	*No Records*
Human Relations Committee	**6 Reports**	*46%*	**3**	*27%*
Technology Advisory Committee	**5 Reports**	*38%*	**10**	*91%*
Parent Community Involvement Task Force	**4 Reports**	*31%*	**6**	*55%*
ESOL Leadership Council	**3 Reports**	*23%*	**7**	*64%*
Small Business Advisory Committee	**3 Reports**	*23%*	**5**	*45%*
Gifted Advisory Council	**1 Reports**	*1%*	**9**	*82%*
Green Advisory Committee	**0 Reports**	*0%*	*No Records*	*No Records*

Success Rate: ***75% or higher***

Additional Operating Challenges

School Board Policy 1070: District Committees and Their Membership

Advisory Committee Bylaws
Article VIII.

"The bylaws of each School Board-Established Advisory Committee, as well as any subsequent modifications, must be approved by The School Board. Bylaws must specify an effective date and be reviewed every two (2) years by the committee and conform to applicable law, rules, and Board policies."

District Staff has not been able to obtain copies of the committee bylaws from most of the advisory committee groups. This inability to obtain these documents prohibited the district from confirming compliance of the advisory groups with the above parameters located in School Board policy.

Composition of Advisory Committees
Article VI.

Current policy language excludes the Exceptional Student Education Advisory Council, the ESOL Leadership Council, and the Gifted Advisory Council from having a finite and set number of committee members be specified within their establishing policy or resolution.

This exclusion allows for a rolling membership amongst voting members on committee agenda items. This composition structure obscures the committee and the district's abilities to properly track and report attendance. Additionally, this model disguises the true comprehension level of committee business and the understanding of voting items to be reported back to the School Board.

Quorum for the Conduct of Committee Business.
Article IX.

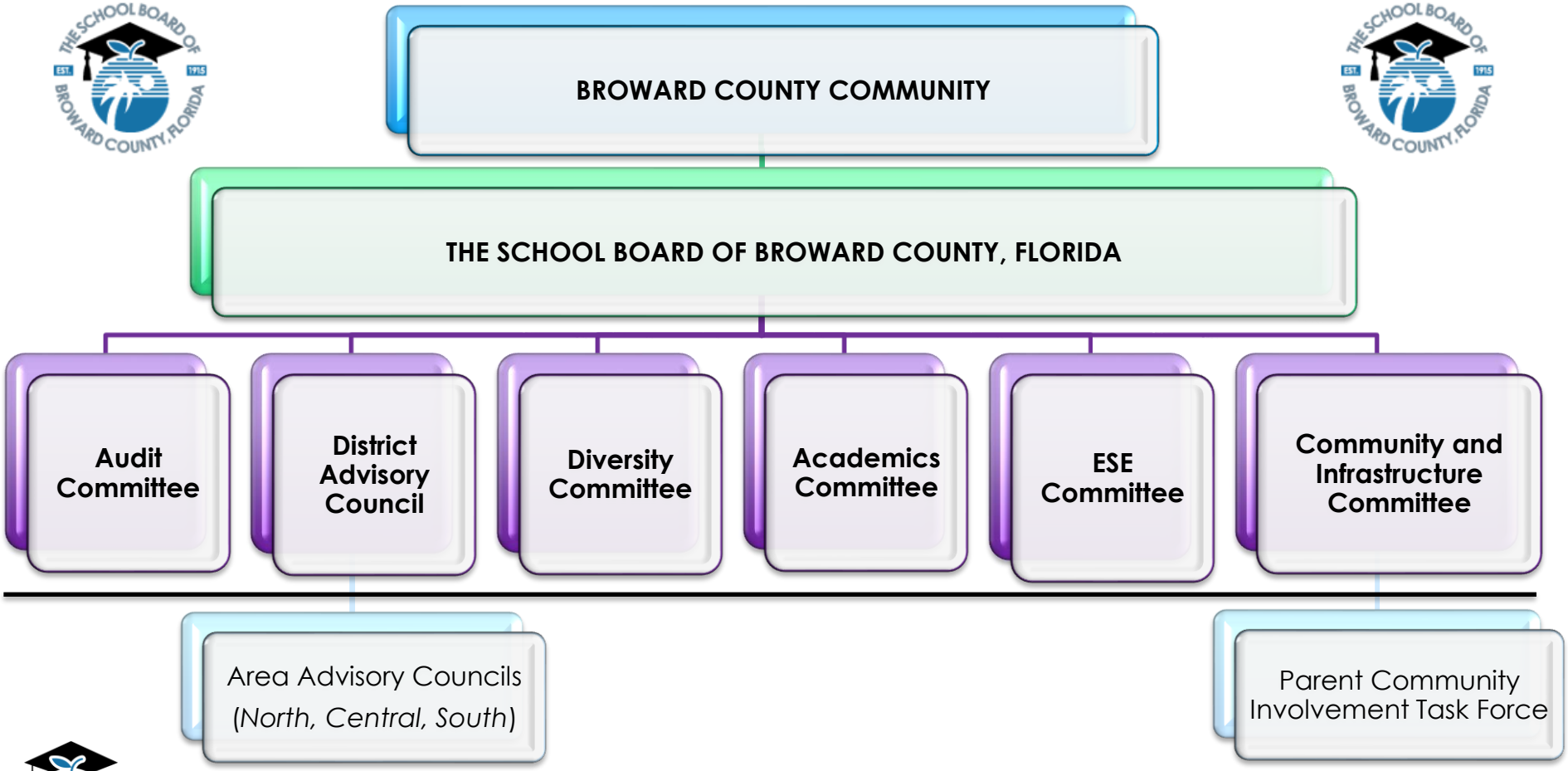
If the committee fails to establish a physical quorum, the meeting may be adjourned or may become an informational meeting only.

Per page 7, only 5 committees established quorum 75% of the year or higher for 2023-2024. Numerous advisory groups have expressed an inability to establish quorum throughout the year, resulting in informational meetings. At these informational meetings, member attendance may be recorded, but no motions will be considered, or votes taken; hence impacting the effectiveness of the committee group's objectives and responsibilities as set by their establishing policy.

REVISED

Recommendation- Advisory Committee Model

The district will realign its 2025-2026 Appointed Committees and Public Stakeholder Structure to streamline advisory objectives by forming 6 permanent committees that shall report, advise, and present recommendations directly to the School Board



ADDED

Advantages to Adopt the Recommended Advisory Committee Model

Implementing the recommended model will result in positive impacts to the school district by enhancing operational efficiency, improving student outcomes, fostering a more collaborative learning environment, and optimizing resource allocation. These benefits will contribute to a stronger, more supportive educational experience for students, educators, and the Broward County Community.

	Benefits	Progressive Impacts to the District
1	**Enhanced Productivity**	Streamlining the number of committees can help modernize processes and decision-making. This can prevent overlap in responsibilities and make it easier to coordinate actions across committees, allowing for quicker reviews on important issues or needs.
2	**Healthier Collaboration and Communication**	This new model will improve coordination strategies, reducing fragmentation. Members of these committees will have a broader, more holistic view of the district's operations, leading to better collaboration across departments and between schools.
3	**Boost Committee Efforts**	Streamlining committee complexity allows members of the public to focus on their primary responsibilities rather than being stretched across multiple committees. This can lead to better operations and recommendations submitted to the School Board in supporting students and educators.
4	**Greater Clarity and Transparency**	Streamlining committees can make it easier for the public to understand who is responsible for specific decisions. A simpler structure means clearer communication about how decisions are made and by whom, which helps build trust among the public.
5	**Increased Impact and Accountability**	Through this model, it's easier for the members of the School Board to track the outcomes and effectiveness of each committee. Streamlining gives committees the chance to focus on the most impactful projects, and they can hold themselves more accountable for measurable results.

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	Benefits	Progressive Impacts to the District
6	**Clearer Focus and Prioritization**	Through this restructuring model, it's easier for the committees to concentrate resources on the most critical areas of need or the most important topics. The district can prioritize and align committees' work with strategic goals and initiatives more effectively.
7	**More Effective Use of Stakeholder Input**	Having fewer, but more focused, committees allows for deeper involvement of stakeholders in key decisions. Each committee can engage with its specific community group, leading to stronger advocacy, more meaningful feedback, and greater alignment with community needs.
8	**Simplified Governance**	A streamlined set of advisory committees helps ensure that governance processes are simpler and more coherent, especially for School Board members. A clearer committee structure can make decision-making more transparent and responsive.
9	**Cost Savings**	By consolidating committees, the district may save on administrative costs, such as staff time, meeting expenses, and coordination efforts. These resources can be redirected to areas with a more direct impact on student outcomes.
10	**Sustainability**	By focusing on a smaller number of committees, the district can ensure that the advisory system is more sustainable in the long term. Less strain on staff and resources will help ensure that committees can continue to operate effectively over time.

REVISED

Scope of Review for Recommended Advisory Committee Model

Any restructuring of the advisory committees will require rulemaking to their respective policies listed on page 3

Audit Committee	• Review and make recommendations to the Office of the Chief Auditor and the School Board on audit reports and plans completed by the district and external firms
Academics Committee	• Assist in identifying and monitoring the needs, priorities, and issues of students of limited English proficiencies. Coordination of community resources, parent involvement, legislative support, and funding for ESOL programs, Dual Language Program, and multilingual education • Determines and monitors all wellness initiatives of the School Board of Broward County, including obesity prevention and objectives of the Wellness policy
Community and Infrastructure Committee	• Promote parental/community involvement in schools • Provide a forum for community participation in the planning, construction, maintenance, and monitoring processes of district facilities. Review school needs assessments, potential issues, and successes relative to maintenance of facilities, new construction, renovation, and remodeling projects • When the need for a new school is identified in the Five-Year ADEFP, the Superintendent's School Site Review Committee will consider a list of potential sites in the area of need. Make a recommendation of one or more sites in order of preference. Review data pertaining to such property and make recommendation to either dispose or retain school sites that are no longer needed for educational purposes to construct a new/replacement school and should be disposed as surplus property • Promote S/M/WBE participation by reviewing programs for contractors. Make recommendations on programs and procedures for such participation and coordinate such action of the district • Review and advise on the procurement of technology, align the use of technology in the schools and departments with district goals. Plan and evaluate technological initiatives and provide recommendations to the School Board

REVISED

Scope of Review for Recommended Advisory Committee Model

Any restructuring of the advisory committees will require rulemaking to their respective policies listed on page 3

District Advisory Council (DAC)	• Assemble members of the various advisory councils to propose recommendations and discuss issues that identify and assess the educational needs of the District • Foster, promote communication, and serve as the liaison between School Advisory Forums, School Advisory Councils, the Area Advisory Councils, and the School Board. • Review current Parent/Community Involvement models to identify gaps and deficiencies in efforts increasing citizen participation in input in public education
Diversity Committee	• Recommend policies that promote equity, diversity, and cultural outreach • Monitor the terms of the Citizens Concerned About Our Children (CCC) Settlement Agreement • Review policies related to diversity, educational/vocational equity, nondiscrimination, inclusion and character education for fostering a mutual respect and understanding among groups
Exceptional Student Education (ESE) Committee	• Assist in developing, identifying, and monitoring the educational needs, systemic issues, and priorities of students with exceptionalities and programs. All students with exceptionalities, including eligible students with 504 plans, are represented by this advisory through collaboration, consultation, and participation on school, District, and community-derived organizations • Assist in identifying and monitoring the needs, priorities, and issues of gifted students and gifted education issues and initiatives, legislative support, and funding. Provide a forum for communicating information regarding such gifted education issues, needs, and programs • Provide a forum for information about school and community programs, advocacy, support, procedural guidelines, Individual Education Plans (IEP)/Transition IEP (TIEP) procedures, transition at all levels, college, and career readiness skills, school board initiatives, educational enrichment, resources, and data
Ad Hoc Committees *(dedicated projects)*	• Based on the needs of the district, the School Board shall adopt specialized ad hoc committees through a resolution with a definite function to be performed. Upon completing its assignment, the committee either shall be given a new assignment or shall be dissolved promptly. (ex. Bond Oversight Committee and Redefining and Boundary Resolutions)



Board Discussion

&

Guidance

Debra Hixon, Chair
Sarah Leonardi, Vice Chair

Lori Alhadeff
Maura McCarthy Bulman
Brenda Fam, Esq.
Dr. Jeff Holness
Nora Rupert
Rebecca Thompson
Dr. Allen Zeman

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SBBC Board Workshop

CAPITAL PROGRAM UPDATE

PRESENTED BY:

WANDA PAUL, CHIEF STRATEGY AND INNOVATION OFFICER

SONJA COLEY, TASK ASSIGNED EXECUTIVE DIRECTOR OF CAPITAL PROGRAMS

March 4, 2025

A RATED SCHOOL DISTRICT

Established 1915 BROWARD County Public Schools

INTRODUCTION

Rationale

On May 9, 2023, the School Board of Broward County, Florida passed a resolution for completion of the Safety, Music and Arts, Athletics, Renovation and Technology (SMART) Program.

The Board requested an update on the status of the District's Transition Plan after the completion of the SMART Program.

Purpose

The item being presented today is to discuss options to closeout the SMART Program and management of the Capital Program.

2027 STUDENT OUTCOMES FOCUSED STRATEGIC PLAN

Business Operations and Continuous Improvement

- **Safety**
- **Equity**
- **Accountability**
- **School Support**

Request of School Board

The goal of this meeting is to obtain the School Board's consensus on the path forward.

Financial Impact: There is no financial impact. This item is strictly informational and for discussion purposes only.

TOPICS FOR DISCUSSION

- Purpose of Workshop
- Background
- Current Status of SMART Program
- Current Status of DEFP Projects – DEFP Projects Managed By AECOM
- Current Status of Capital Projects – Managed by Office of Capital Programs
- Future of the Capital Program
- Management of Capital Program (Long-Term Options)
- Management of Capital Program (Long-Term Options)
- Management of Capital Program (Short-Term Options)
- Risks
- Timeline
- Actionable Next Steps - Board Recommendations and Q & A

PURPOSE OF WORKSHOP







- The closeout of the SMART Program and management of the long-term Capital Program
- Obtain Board consensus on the path forward

BACKGROUND







- **PMOR (AECOM) contract expires July 21, 2025**
- **Remaining capital projects will require ongoing staff augmentation**

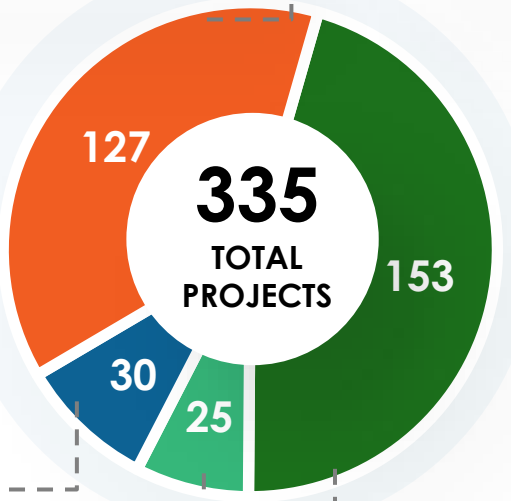
PMOR = Program Manager Owner's Representative

CURRENT STATUS OF SMART PROGRAM

Forecast as of June 30, 2025

30 PROJECTS projected to be completed by 6/30/25

127 PROJECTS projected to remain active as of 6/30/25



25 PROJECTS completed by Heery

153 PROJECTS completed by AECOM

	# Remaining	Remaining Spend	% Spend Remaining
Current	158	$245 M	16 %
As of 6/30/25	127	$160 M	10 %

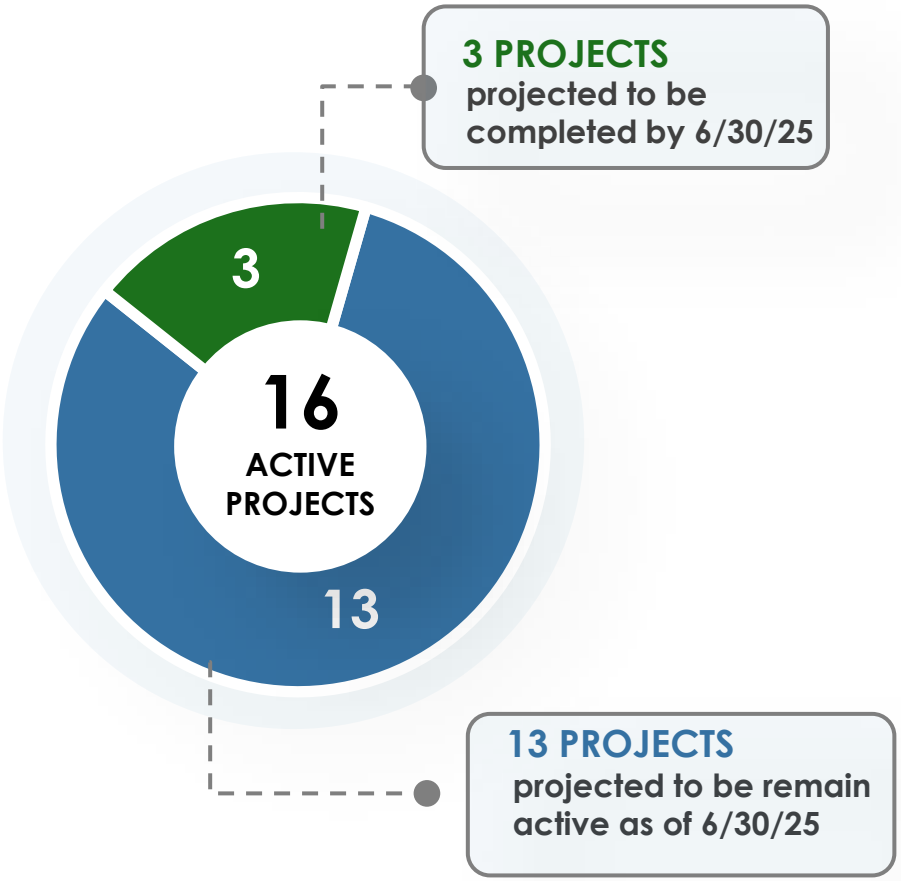
Assumptions are:

- 6 110 b's signed per month (Increase in avg over past 6 months of 4.2)
- $16.94 M spent per month (avg over past 6 months)

A RATED SCHOOL DISTRICT

CURRENT STATUS OF DEFP PROJECTS

DEFP Projects Managed By AECOM



	# Remaining	Remaining Spend	% Spend Remaining
Current	16	$183 M	70 %
As of 6/30/25	13	$160 M	61 %

Assumptions are:

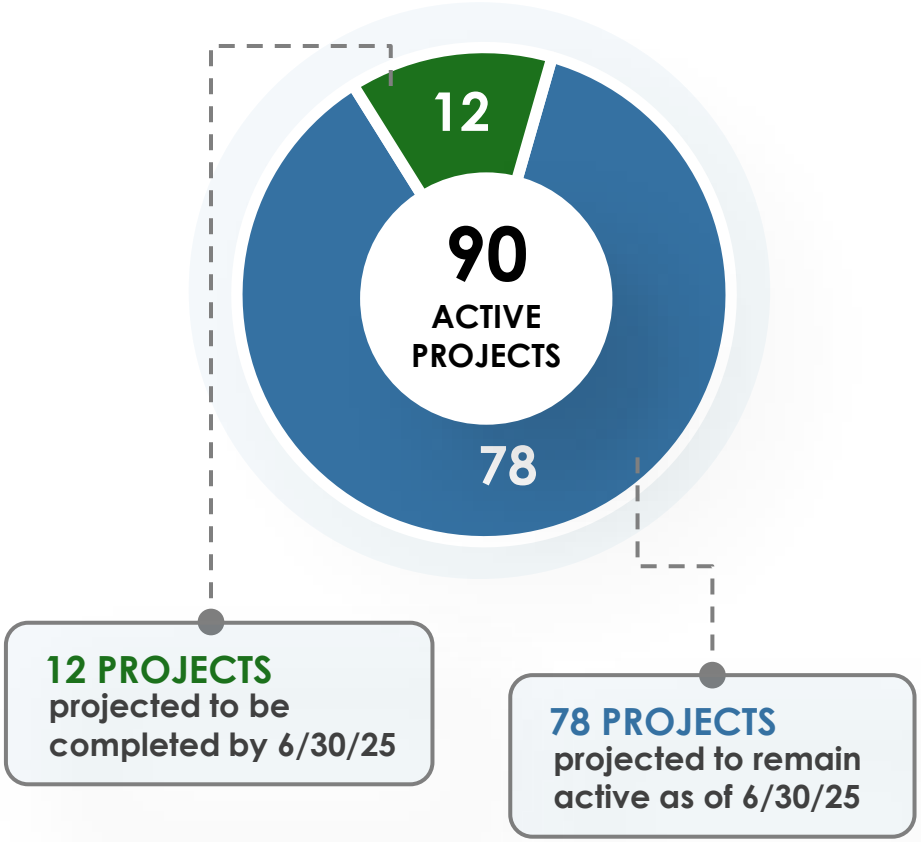
- AECOM Master Schedule for Jan 25 is correct for DEFP
- $4.5 M spent per month (avg over past 6 months)

A RATED SCHOOL DISTRICT

CURRENT STATUS OF CAPITAL PROJECTS

Managed by Office of Capital Programs

DISTRICT MANAGED FORECAST



	# Remaining	Remaining Spend	% Spend Remaining
Current	90	$41.7 M	92 %
As of 6/30/25	78	$39.8 M	88 %

Assumptions are:

- This does not include school-based projects funded by the schools, which OCP assists with
- $365K spent per month (avg over the past 12 months)
- 2 to 3 projects completed per month

A RATED SCHOOL DISTRICT

FUTURE OF THE CAPITAL PROGRAM



Facility Condition Assessment



Redefining Initiative



Long Range Planning / Steering Committee

Note: The initiatives above will contribute to the future of the Capital Program

MANAGEMENT OF CAPITAL PROGRAM

Long Term Options

	STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
INTERNAL BCPS STAFF	Familiarity with District Needs Consistency & Accountability Cost Savings Control and Communication	Budget Constraints Capacity Constraints	Skill Development Cost Savings Long-Term Benefits	Knowledge Gaps Overburdened Staff
HYBRID STAFF AUGMENTATION	Resource Optimization Internal Controls Balanced Expertise Enhanced Accountability	Cost Management Complex Management (Internal/External Staff)	Innovation Scalability Skills Development	Dependency Communication
EXTERNAL PMOR CONSULTANT * Current model being utilized	Expertise Flexibility in Staffing Specialized Skills Cost Efficiency	Less Control Higher Cost Integration Challenges	Innovation Scalability	Dependency Integration

PROGRAM MANAGER OWNER'S REPRESENTATIVE (PMOR) CONTRACT TO EXPIRE **JULY 2025**

- **Support Staff in Multiple Disciplines:** Building Department, Procurement, etc.
- **External** – PMOR (Currently being used)

MANAGEMENT OF CAPITAL PROGRAM

Long Term Options

- Piggyback contract for staff augmentation 1–2 months
- Solicitation (RFQ/RFP) for staff augmentation consultants 6–8 months
- Hiring plan for in-house Facilities staff 12–18 months

MANAGEMENT OF CAPITAL PROGRAM

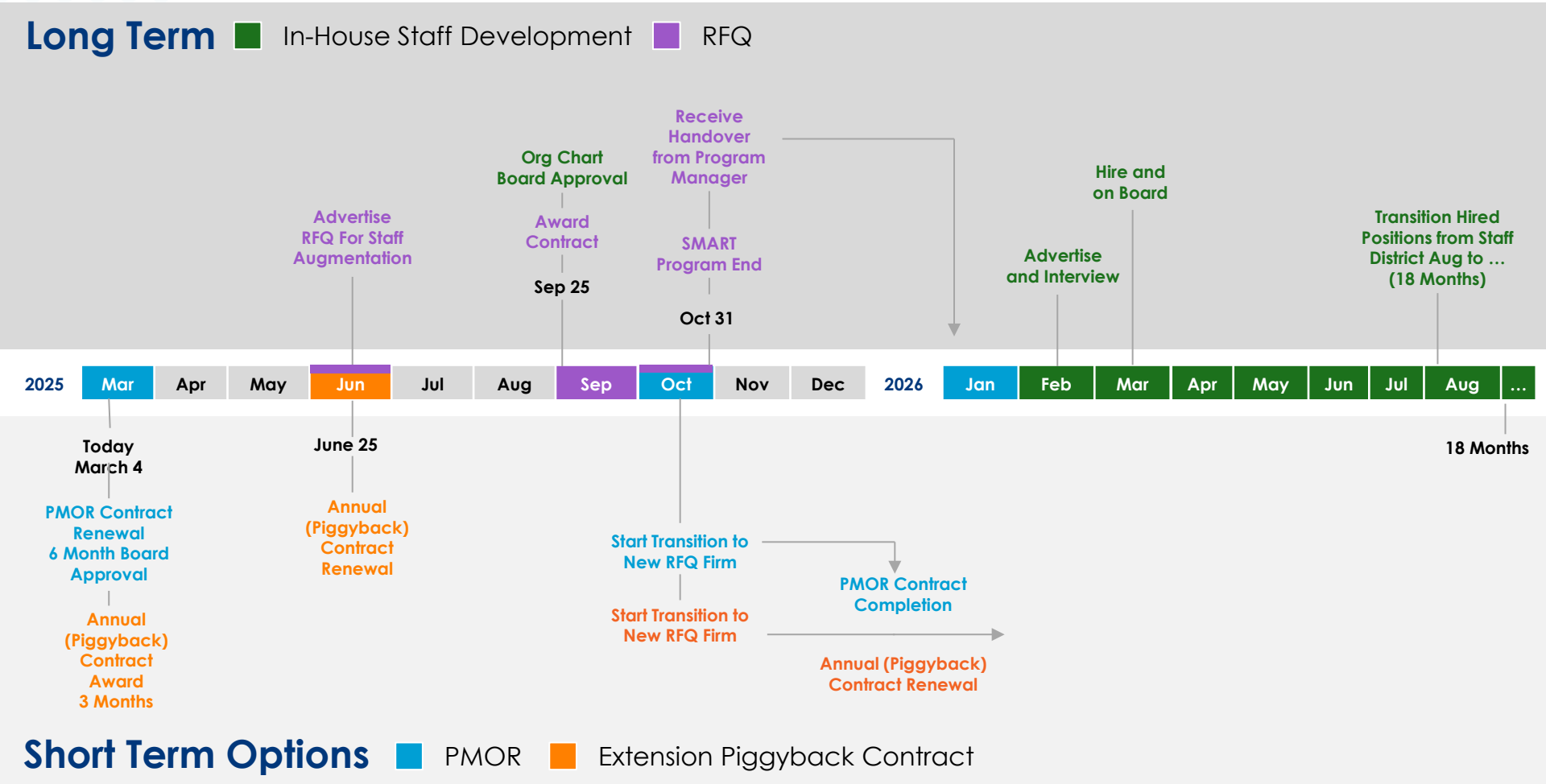
Short Term Options

- Modify AECOM contract to reflect 6-month extension
- Annual (piggyback) contract for staff augmentation

RISKS

- Disruption of current work (especially during critical summer months)
- Knowledge transfer or loss
- Learning curve for a new consultant and team
- Legal and compliance considerations
- Attrition of staff currently working on projects
- Cost implications

TIMELINE


Long Term
In-House Staff Development
RFQ
Receive Handover from Program Manager
Org Chart Board Approval
Award Contract
Sep 25
SMART Program End
Oct 31
Advertise RFQ For Staff Augmentation
Hire and on Board
Advertise and Interview
Transition Hired Positions from Staff District Aug to … (18 Months)
2025
Mar
Apr
May
Jun
Jul
Aug
Sep
Oct
Nov
Dec
2026
Jan
Feb
Mar
Apr
May
Jun
Jul
Aug
…
Today March 4
June 25
18 Months
PMOR Contract Renewal 6 Month Board Approval
Annual (Piggyback) Contract Award 3 Months
Annual (Piggyback) Contract Renewal
Start Transition to New RFQ Firm
Start Transition to New RFQ Firm
PMOR Contract Completion
Annual (Piggyback) Contract Renewal
Short Term Options
PMOR
Extension Piggyback Contract

ACTIONABLE NEXT STEPS

Board Recommendations and Q&A



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browardschools.com

REVISED



SBBC Board Workshop

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- Management of Capital Program – Short-Term Options & Timeline
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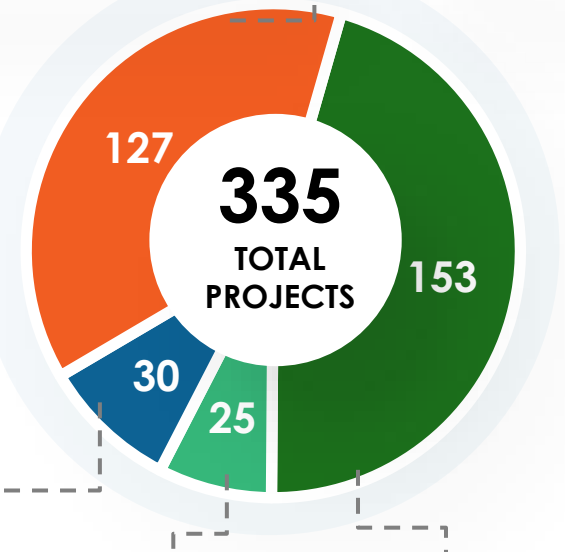
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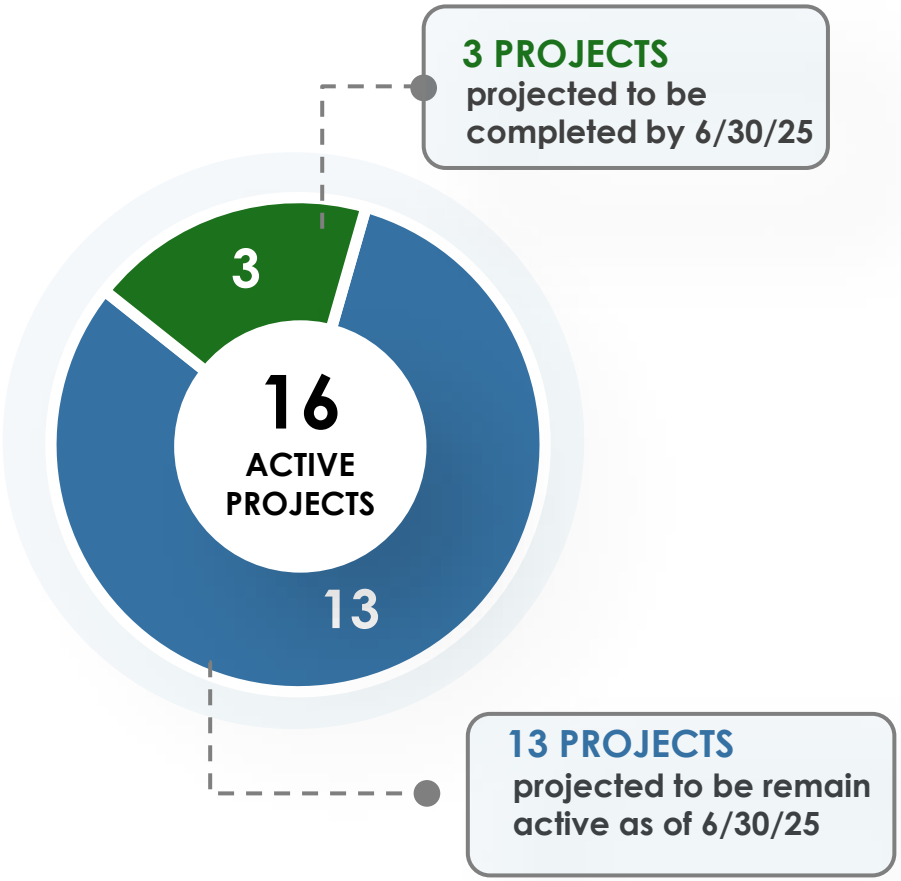
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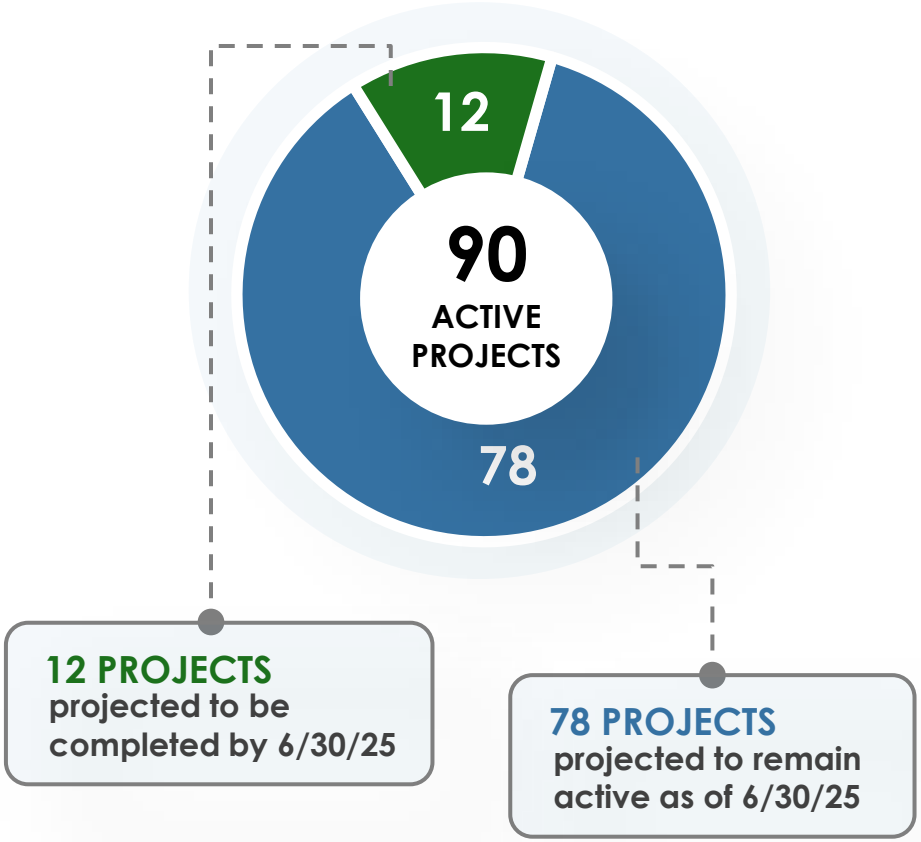
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REVISED

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REVISED

Long Term Options

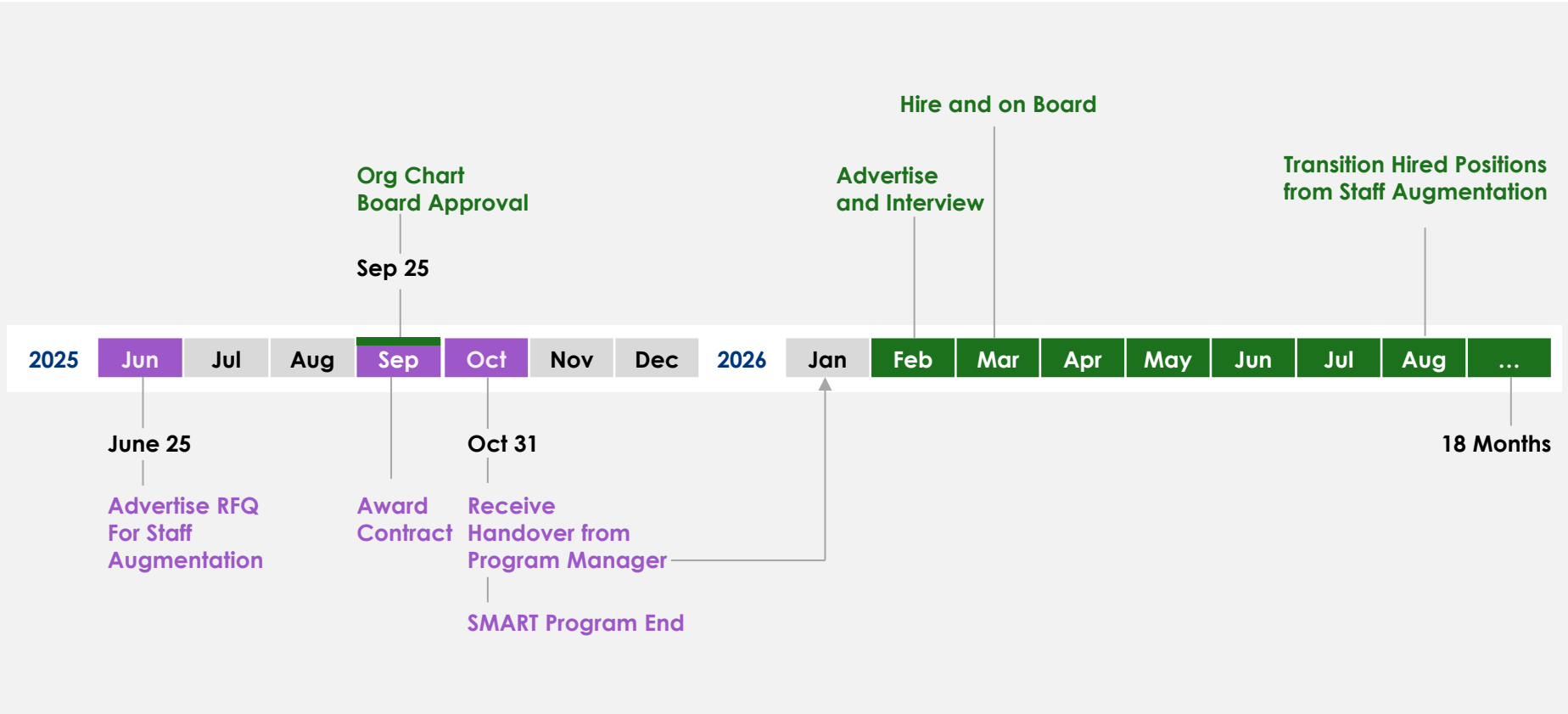
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TIMELINE

REVISED

Long Term

In-House Staff Development RFQ



REVISED

MANAGEMENT OF CAPITAL PROGRAM

Short Term Options

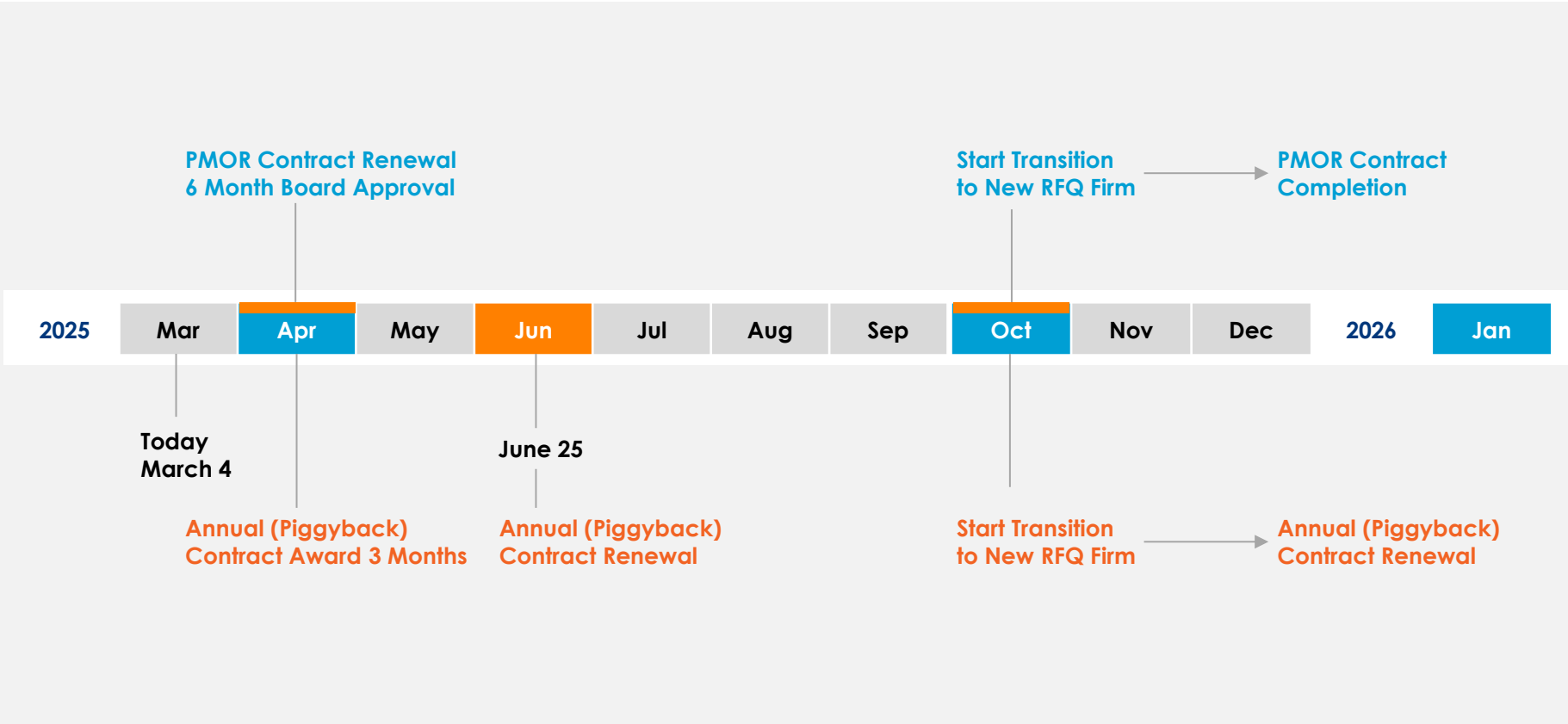
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TIMELINE

Short Term Options

PMOR

Annual Extension (Piggyback) Contract



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