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

TUESDAY, MAY 20, 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 5/16/25 - Second Revision 5/12/25 - Revised 5/9/25

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. - 10:30 A.M. – Student & School Board Quarterly Feedback Session**

   Presentation.pdf

2. **10:30 A.M. - 11:30 A.M. – Diversity Committee Report**

   Presentation.pdf
   Diversity Committee Response Report and Recommendations.pdf
   Supplemental Documentation.pdf

3. **11:30 A.M. - 2:00 P.M. – Redefining Our Schools Update**

ADDED EXHIBIT

Presentation.pdf

4. **2:00 P.M. - 3:00 P.M. – Office of the Chief Auditor Audit Plan Forecast FY 2025-2026**

   SY25-26 Proposed Audit Plan.pdf

5. **3:00 P.M. - 3:30 P.M. – Information and Technology Policies**

   Presentation.pdf
   Policy 2501 Revised Redlined.pdf
   Policy 5008 Repealed Redlined.pdf

6. **3:30 P.M. - 4:30 P.M. – Student Transportation & Fleet Services Transportation Information Request**
   REVISED
   ADDED EXHIBIT

   Presentation.pdf
   Presentation-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.

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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.





Strategy & Innovation Division

Student & School Board Quarterly Feedback Session

May 20, 2025
School Board Workshop

Established 1915
BROWARD County Public Schools

A RATED SCHOOL DISTRICT

Agenda

- Introduction of Students in Attendance
- Board-Requested Discussion Topics
- Open Forum and Feedback from Students

A Rated District

Board-Requested Discussion Topics



Academic Programs and Curriculum



College and Career Readiness



Extra Curricular Activities and Clubs



Student Engagement



Student Services and Support



Student Meals



Technology and Device Resources

Debra Hixon, Chair
Sarah Leonardi, Vice Chair

Lori Alhadeff
Maura McCarthy Bulman
Adam Cervera, Esq.
Dr. Jeff Holness
Nora Rupert
Rebecca Thompson
Dr. Allen Zeman

Dr. Howard Hepburn
Superintendent of Schools

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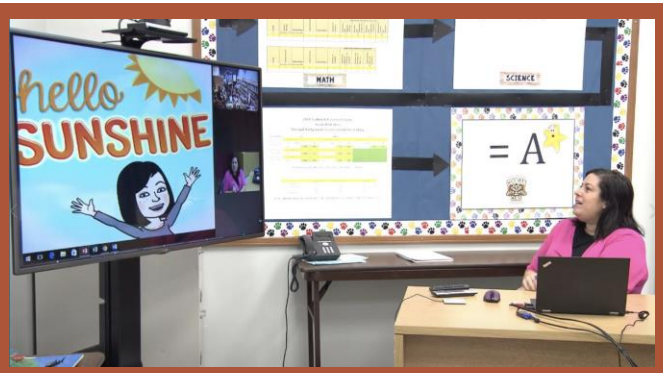



May 20, 2025

Diversity Committee Annual Report

Created and presented by the District's Board-Appointed Diversity Committee

Established 1915
BROWARD
County Public Schools

Purpose

- Present the Diversity Committee's response to the Annual Superintendent's report presented to the Board in January 2025.
- Request for School Board Members To review and accept the recommendations made by the Diversity Committee.
- Require appointees to attend and participate in the monthly committee meetings.

Citizens Concerned About Our Children (CCC) Settlement Agreement

There are nine (9) conditions used to measure the progress toward the Settlement Agreement. They are:

Condition 1: Textbooks

Condition 2: Technology

Condition 3: Standards of Service

Condition 4: Advanced Academics

Condition 5: Athletics and Extracurricular Activities

Condition 6: Media Centers

Condition 7: Discipline

Condition 8: Five-Year Capital Plan

Condition 9: Student Reassignments

Site Visits 2024/2025

Elementary:
Charles Drew
Dolphin Bay
Heron Heights
Hollywood Central
Park Trails
Thurgood Marshall
Walker
Watkins

High:
Coral Glades
Deerfield Beach
Hollywood Hills
J.P. Taravella
McArthur
Miramar

Middle:
Margate
Olsen
Plantation
Walter C. Young

Centers:
Dave Thomas

Purpose of Site Visits

- Obtain an overview of the current status of the nine conditions of the CCC Settlement Agreement and identify gaps.
- Identify best practices for providing equity across the District.
- Identify urgent needs and address them immediately during site visits to the appropriate department and place those schools on revisit list for the following school year.
- Facilitate an open dialogue with the Superintendent and Board Members about issues of equity present in the District.
- Provide recommendations to the Board Members to close equity gaps across the District.

Summary of Site Visits Findings

- **Textbooks**: Most of the schools have the required textbooks.
- **Technology**: Technology was being used in the schools. The committee observed that some schools allowed technology to be checked out for use at home and others did not. A standard practice is needed to ensure equity across the district.
- **Standards of Service**: The committee seeks student achievement, retention, and graduation rate data that is broken down by demographics for the schools visited to assess equity. This remains an ongoing issue.
- **Advanced Academics**: The middle schools are offering many high school classes. The high schools offer many options such AP, Cambridge, IB, and dual enrollment. However, communication still ambiguous.
- **Athletics and Extra Curricular Activities**: All middle and high schools visited allow participation in sports. There was a wide variety of clubs in high schools, but fewer in the middle schools.

Summary of Site Visits Findings

- **Media Centers**: The committee continues to be concerned about schools without a certified media specialist.
- **Discipline**: The committee observed well behaved and organized schools. There is a need for more transparency and to provide the public with access to the different types of referrals and consequences issued to students broken down by demographics for each school.
- **Five Year Capital Plan**: The district has not done a Five -Year Capital Plan since the SMART bond was passed.
- **Reassignments, Magnets and Innovative Programs**: Reassignments seem to be working when the parents follow the time-line. The District needs to equitably support and fund both Magnet and Innovative Programs.

Diversity Committee Recommendations

Condition 1: Textbooks

- Allocations need adjustments to account for consumables, beyond standard "Maintenance of Effort" funds.
- Consumables need to be added to the inventory tracker, if they are not already tracked.
- The district needs to make accommodations to provide digital and physical textbooks for all core classes.

Condition 2: Technology

- Explore a new vendor for laptops and begin getting new laptops, district-wide.
- Revise Policy 5306 to have clear language on provisions required for taking home "internet capable devices" and communicate these provisions with parents.
- Provide additional funding in school budget for internet capable devices.

Diversity Committee Recommendations

Condition 3: Standards of Service

- Use provisional data to identify at-risk schools.
- Use provisional data to set goals, while prioritizing schools with the most need and work to bring schools into parity.
- Maintain ongoing monitoring quarterly and provide the Diversity Committee with quarterly reports.
- Use Former policy 6000.1 Standard of Service competencies to address gaps in Standards of Student Services (SOSS).

Condition 4: Advanced Academics

- Create a strategic plan to aggressively inform students and parents on Advanced Academics, as a whole.
- Create a toolbox for each school to use to engage in discussions related to Advanced Academics.

Diversity Committee Recommendations

Condition 5: Athletics and Extracurricular Activities

- Provide information that the athletic director or coaches are qualified to determine if the facilities are safe for use.
- Provide for consistent attention of athletics facilities across the district.

Condition 6: Media Centers

- In future annual reports, demonstrate if the current status of an indicator is an increase or decrease from the previous year in percentages.
- School Board consider providing additional funding for Media Centers. Not book pricing but the allocation per student per grade level.
- Indicator 6.4 is statutorily required, and the Diversity Committee asks the Board to make this a priority. Indicator 6.4 reads, "Students and personnel have access to media services, materials, and equipment in compliance with F.S. 1006.28(2)(b)."

Diversity Committee Recommendations

Condition 7: Discipline

- Have behavioral summits twice per year.
- Update the Committee on the District's time frame for completion of Focus integration.
- Have in-depth discipline audit for better assessment on discipline best practices to identify gaps and errors in administered discipline.

Condition 8: Five Year Capital Plan

- The School Board direct the Superintendent to address concerns with Maximo to eliminate ongoing work order backlogs.
- The School Board direct the Superintendent to organize staff to promptly address facility issues that are considered safety issues.
- Address additional indicators that measure established standard for playgrounds in elementary schools.

Diversity Committee Recommendations

Condition 9: Student Reassignments

- Use information garnered from parent survey to help execute reassignments equitably.
- Look into current reassignments to understand impact district wide as it relates to the Redefining BCPS Initiative.

General Recommendations

- Ensure that the Diversity Committee is invited to participate in meetings and workshops that may impact any of the nine conditions.
- Ensure that the Diversity Committee is invited to participate in all District boundary change discussions and decisions.
- Provide the Diversity Committee, and the public, with access to current student data, disaggregated by demographic groups.
- District staff collaboratively work with the Committee to continuously update the indicators for each condition to reflect current standards and recommendations.

Conclusion

Final Thoughts and Board Discussion



Debra Hixon, Chair
Sarah Leonardi, Vice Chair

Lori Alhadeff
Maura McCarthy Bulman
Adam Cervera, Esq.
Dr. Jeff Holness
Nora Rupert
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Diversity Committee Response Report and Recommendations

Broward County Public Schools

May 20, 2025

Chair: Narnike Pierre-Grant

Vice-Chair: Rasheed Gray

Diversity Committee 2024/2025

Ashely Eubanks

Erica Hansinger

Carolyn Hardy

Cary Tabora

Antonio Burgess

Iman Sandifer

Faheema Abdool-Ghany

Ruben Nesbit

Luke Harrigan

Windsor Ferguson

Corey Shearer

This report is written and presented by the 2024/2025 Board-Appointed Diversity Committee

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Chair's Narrative

The Diversity Committee for the 2024-2025 school year completed over 15 site visits to monitor the "Citizens Concerned About Our Children" also known as the CCC Settlement Agreement. This Settlement Agreement designated the Diversity Committee as the body responsible for the monitoring of the nine conditions to which the School Board must abide by. This committee does site visits yearly at different schools throughout the district and to measure the status of the nine conditions through indictors developed by this committee. The committee was able to observe and document inconsistencies. Through observations, using the indicators, the committee was able to document that in most schools, textbooks were present, however, consumables were being used primarily. Technology was present in all schools; however, technology practices have inconsistencies throughout the district. The Standards of Service condition is problematic, at best, and inconsistent, at the very least. Advanced Placement (AP) based on data provided and site visit observations demonstrated availability; however, information on said courses, including the benefits, understanding of AP and graduation criteria are still consistently ambiguous to the parents and community at large. Athletics and extracurricular activities do not have consistent care, monitoring, or updating. Playgrounds are grossly overlooked in the district with monitoring being done by a "principal check" rather than departmentally. The department of Innovated Learning has limited funding for school media centers allocations. Furthermore, a few schools are working with a shared media center budget. Discipline seems to be an evolving issue and needs to be better mainstreamed and more proactive with parents. While the discipline audit administered last year provides another layer of concerns. Facilities are a major issue in this district even after the SMART program. Work orders are at an all-time high, projects are stalemated with project managers being transient or simply non-responsive. There is a consistent lack of information sharing, interdepartmentally, as well as high numbers of work

orders. The Five Year Capital Plan had an additional indicator added in 2023/2024 school year that was not address and indicator 8.4 was not addressed the previous year or this year. Student assignments/reassignments are inconsistent district wide with information not forthcoming.

The district's report also had over a thousand pages of supplemental information that was not delineated in a way for the average person to understand. It was very difficult for the committee to decipher information provided to effectively respond to the district's report.

This committee's report will provide the district with observations, recommendations, and insight from not just the perspective of this committee but the communities that Broward County Public Schools (BCPS) serves. We ask that the School Board genuinely consider our recommendations, ask questions, and implement a plan to address our findings. This committee's goal is to ensure that BCPS maintains equitable education for Broward County's diverse population and foster an inclusive environment for all our students, volunteers, and staff.

Condition 1: Textbooks

The Superintendent's annual report for the CCC Settlement Agreement in 2024/2025, (for the purpose of continuity "2024/2025 Annual Report" will be in the beginning of every condition summary) states that the textbook condition has been met in all indicator criteria. While the committee will agree during site visit/revisits textbooks were physically present in many classes; there were classes that consumables were the only materials present. In all classes consumables and worksheets were the resources that were primarily used. For condition 1, instructional materials ordered and distributed, what was observed in use was primarily consumables. In addition, there seems to be some confusion on textbook sets. In condition one the district is to survey schools on textbooks. How are those surveys done? Who oversees said survey? In Indicator 1.1, if a textbook waiver is signed, there needs to be confirmation of computer and internet access.

The laptops were meant to be taken home, and the district was supposed to partner with internet providers to provide low or no cost internet service to students in need. That has still not happened and continues to be an issue the district has no solutions to. However, the committee has seen an improvement in textbooks being properly stored and textbook coordinators doing their jobs more efficiently.

Supplemental information is not included for Indicator 1.1, see also 2014 IT strategic plan. The Diversity Committee had recommendations in its last year report response to which the District responded. The committee has the following follow-up questions related to the following recommendations and the status provided for each:

> ***Recommendation 2:*** Allocations need adjustments to account for consumables, beyond standard "Maintenance of Effort" funds.
>
> ***Current Status for Recommendation 2:*** For recommendation two, consumable materials are purchased based on current enrollment at the site level, at the beginning of each school year. If any additional consumables are needed during the first two quarters of the school year, they are ordered by each school site and purchased by the District based on current enrollment. Any additional materials needed during the third and fourth quarters of the school year are purchased by individual school sites using maintenance of effort funds.
>
> ***Recommendation 3:*** Consumables need to be added to the inventory tracker, if they are not already tracked.
>
> ***Current Status for Recommendation 3:*** The tracking of consumable materials outlined in recommendation three is currently site-based and does not provide District- level oversight in the tracking of these materials. With the implementation of Focus, District staff will be working with the current textbook vendors and the Information Technology (I.T.) department to more effectively digitize this process for real-time numbers that can be seen at the school site and at the district level, simultaneously. Additionally, during our professional learning for TCs that took place on July 31st and August 1st, time was provided for TCs to enter new consumable inventory into their inventory tracker.
>
> ***Recommendation 4:*** If the District moves fully to digital textbooks, there must be an allocation earmarked for these resources and processes and procedures in place.
>
> ***Current Status for Recommendation 4:*** Florida Statute 1006.28 requires "a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hardbacked or soft backed textbooks, electronic content, consumables, learning laboratories, manipulatives,

electronic media, and computer courseware or software that serve as the basis for instruction in the core subject areas of mathematics, language arts, social studies, science, reading, and literature."

Recommendation 5: If the District moves fully to digital textbooks, amend policies 5306 and 4140.

Current Status for Recommendation 5: Recommendation five suggests updating specific policies if the district were to move to only offering digital instructional materials. If the District were to move to only digital instructional materials, our current policy 4140 also includes in section B "a sufficient number of student or site licenses". As such, this policy would not require an update. The District School Board Members have directly stated that they do not want a Digital Only option for our students, with the understanding that the Digital Divide exists in Broward County. In addition, the other relevant policy, School Board Policy 5306 satisfies this suggestion in section 6.c.1.b stating, "Students, parents, faculty, and staff in Broward County Public Schools will have access to web- based educational resources in compliance with local, state and federal laws."

Committee Follow-up

The committee would like follow up on the recommendation portion of the district's report for:

- Recommendation number 3, the committee would like to have information on time frame for implementation.
- Recommendation number 4, the response to the recommendation does not mention cost or process and procedure.
- Recommendation number 5**,** a definition for site licenses is needed and will web educational resources be on school property solely?

Condition 2: Technology

The 2024/2025 Annual Report states the technology condition met two (2) out of the four (4) indicators. The District has a current request for proposal (RFP) for technology as majority of the laptops are out of warranty. This RFP has been pending since the 2023/2024 annual report. As mentioned in condition one, the laptops were meant to be taken home, and the district was supposed to partner with internet providers to provide low or no cost internet service to students

in need. Funding is a huge issue with technology, the district stated no funding was allocated to provide such a service. The implementation of the take home procedures for laptops is considerably inconsistent throughout the district. In the district's report, the information provided under this condition only addresses the committee's recommendations. Recommendation 1 is the RFP that's pending. Recommendation 2 is for Policy 5306, which has not been revised yet; however, it is currently in the "pipeline for review" (for internet capable devices "take home") and the Business Practice Bulletin is still not updated. The current status of recommendation 4 does not address the initial recommendation that requested "why student are being charged but staff is not charged for equipment". Instead, it focuses on how lost/damaged laptops are treated in the manner as lost/damaged textbooks.

In the 2023/2024 Diversity Committee report, I asked staff for clarification on technology funding: "budget vs actual related to the $37 million in technology in the document attached labeled Florida Department of Education Project Award Notification." I also asked staff to provide an explanation of what is being pulled out by the district for the teacher raises which is $19.6 million from ARP for technology. No response has been received for this request at the time this report was complete. Additionally, the Diversity Committee never received a response from staff, so I am reiterating the request in this report. The Diversity Committee chair has been in collaboration with several advisories to provide a comprehensive report for the district. After meeting with the Technology Advisory Committee (TAC) chair to gain input for this report, it was discovered that the TAC is currently revising their policy. The policy revision, if approved, will have direct correlation with this condition and provide TAC with input that aligns with indicators under the technology condition. TAC's language for consideration:

> Section VIII Implementation - Section 3. 1. Develop a plan to survey the present technology within the schools and analyze the data to identify any gaps present. As

> a result of said survey, and subsequent analysis of the results, SBBC will implement plans to bring schools to parity regarding the allocation and capacity of computers and assure training of teachers in the use and application of technology and software. This may include any additional indicators identified by the Diversity Committee as it pertains to the Citizen Concerned about our Children settlement agreement implemented on August 1, 2000.

The Diversity Committee believes in collaboration with other advisories as this collaboration will provide the district with a diversified report that will not only benefit our students and staff but also supply the district an objective overview.

Condition 3: Standards of Service

The 2024/2025 Annual Report states that one (1) out of three (3) indicators has not been met. Last year this committee pointed out that the there is no longer a "Standard of Service." Additionally, Policy 5312: Standard of Student Services was repealed. The chair of the committee made a public records request for the "Standard of Student Services" policy and at the time of this report rebuttal, the district was unable to supply said policy. However, Linda Ferrara (chair of the Technology Advisory) was able to locate it and provided to the Diversity chair. Policy 6000.1 appears to be Policy 4000, **both** are part of the supplemental documentation for this report. In the district's report they attached a file of supplemental policies that constitute the "Policy 5312 Standards of Student Services Crosswalk." In that document the district explains the corresponding policies that govern the adopted principles and guidelines that pertain to the sunsetted Policy 5312. That document had 14 policies that have elements related to policy 5312. According to the district and the Superintendent at the time that was sufficient to repeal 5312. As we look at the descriptions for indicators 3.1 and 3.2, the committee believes that those standards are necessary in its own policy. The Diversity Chair, in collaboration with the DAC, TAC, ESE, FTF and North/Central area chairs, were able to run through 6000.1 and come up with recommendations that will be beneficial to students and staff for this condition (a matrix is attached in the report).

During site visit observations, the committee also encountered variations of grade weights. While the committee agrees that there are several learning styles, we do believe there should be best practices for assessments. The lack of consistency could be detrimental to student learning gains. The district's report for school year 2021/2022 stated "During the 2021-22 school year, one hundred sixty-two (76.4%) schools demonstrated performance or register learning gains at or above the State average in reading. Also, for the 2021-22 school year, one hundred fifty-two (71.7%) schools demonstrated performance or register learning gains at or above the State average in mathematics." The district's January 2024 report states "During the 2023-24 school year, 145 schools (68.4%) demonstrated performance at or above the State average in reading. Also, for the 2023-24 school year, 142 schools (67.0%) demonstrated performance at or above the State average in mathematics." So, for the last two reports the district has not met the 3.1 indicator. However, graduation rate increased from 90% to 100% for the 2023/2024 year.

Condition 4: Advanced Academics

The 2024/2025 annual report states that all indictors were met. The Diversity Committee, through site visits and observations by student advisors appointed to the committee, have determined that the district has provided sufficient information to determine all indicators have been met. In the 23/24 diversity committee response report the committee made a total of (4) four recommendations to which the district responded in its 2024/2025 as shown below:

> ***Recommendation 1:*** Create a strategic plan to aggressively inform students and parents on Advanced Academics, as a whole.
> ***Current Status for Recommendation 1:*** The district has created a marketing campaign that includes advanced academics and is working on explicit call outs of the benefits of taking Cambridge, Advanced Placement and Dual Enrollment courses.
> ***Recommendation 2:*** Create a toolbox for each school to use to engage in discussions related to Advanced Academics.
> ***Current Status for Recommendation 2:*** Currently we have resources that schools use to help promote Advanced Academics via AICE, Advanced Placement, and

Dual Enrollment. This is for both the middle and high school levels; it is apparent that participation in advanced academics in high school usually starts with opportunities students get in middle school.
Recommendation 3: Review and revise the tools for qualifying students for Advanced Academics.
Current Status for Recommendation 3: We have revamped requirements for admission into many advanced academic courses. For example, dual enrollment Student Life Skills (SLS) has been added to the course selection with a GPA of 2.5 and no test requirements needed. Another example is our commitment to have every student take Cambridge AICE General Paper.
Recommendation 4: Establish, review, and/or revise procedures for measuring students' interest in Advanced Academics.
Current Status for Recommendation 4: Student interest in all courses, including advanced academic courses, is garnered during the course selection process.

Committee Follow-up

The committee has several questions related to each response for clarity.

- Recommendation 1: Can the district provide examples of the "created marketing campaign" it suggests?
- Recommendation 2: What current resources does the district have and use to promote Advanced Academics?
- Recommendation 3: Are the qualifying tools used initially in lieu of the new revamped qualifying tools?
- Recommendation 4: Is the course selection process the only mechanism in place to garner student interest in advanced academics?

The committee's position is that direct contact with students and their parents/guardians to garner student interest would be beneficial to not only boost Advanced Academics but also provide a comprehensive overview of classes offered. That can be achieved through a series of regional events focused solely on Advanced Academics. During these events, class information as well as how it will impact students grades and their higher learning outlook should be presented. The

committee has supplied the Advanced Placement (AP) description matrix as an added to supplemental document to this report. We believe this would be beneficial for students and parents.

At the time of this report HB 5101 is currently being discussed at the State legislative session. The committee is concerned about the impact that this bill will have on our students and staff. The bill if passed, it will cut funding for AP, International Baccalaureate (IB) and dual enrollment courses. The district could lose about $33.5 million in funding, if this bill passes. The committee is asking the district if they will be working on a preemptive mechanism to put in place if the bill passes. The committee would like to know that there will be no interruptions for our students and staff.

Condition 5: Athletics/Extracurricular Activities

The 2024/2025 annual report states two (2) out of four (4) indicators have been met. The last two school years' reports have been identical in nature, which demonstrates a level of consistency that is unacceptable to this committee and should be equally unacceptable to this district. The committee accepts the district's assertion and agrees with the findings. There are 14 schools that have fields that require continuous service to sustain normal high school activity. During our site visits we indeed observed the unsatisfactory conditions; however, the continuous service was not observed. Work orders that are two plus years old for repair demonstrate the lack of continuous service. The district, in their report, provided an explanation for the schools that were in the process of repairs/renovations. However, there was no explanation of the schools that are missing needed items and no mention of if, or when, those items will be provided. Indicator 5.2 should have schools who participate in Middle School Athletic Association (MSAA) labeled at all schools, so parents are aware.

In the 2023/2024 Diversity Committee report, the Diversity Committee made several recommendations to the district. Those recommendations and the District's responses to each are concerning as the responses are not complete.

> ***Recommendation 1:*** Provide the Diversity Committee with processes and procedures District staff use to determine the conditions of the athletic facilities as satisfactory or unsatisfactory during their annual site visits.
> ***Current Status for Recommendation 1:*** District staff, in communication with school administration, athletic directors and coaches, determines the conditions of athletic facilities based on the ability to utilize the facilities and utilize them in safe manner.
> ***Recommendation 2:*** Provide a detailed explanation of what is satisfactory vs. what is unsatisfactory.
> ***Current Status for Recommendation 2:*** Satisfactory is the ability to utilize the athletic facilities in its entirety for practices and competitions, without students being injured due to facility conditions. Unsatisfactory is the inability to utilize athletic facilities or facilities conditions that create a potential hazard for student and or spectator injury.
> ***Recommendation 3:*** Adopt a policy or procedure for collection, distribution, and online availability of a comprehensive list of student-initiated clubs/athletic programs at all middle and high schools.
> ***Current Status for Recommendation 3:*** Each principal will ensure there is a comprehensive list of student-initiated clubs/athletic programs at all middle and high schools on their individual school's website. The list will be updated by the website coordinator as changes are made throughout the year.

Committee Follow-up

The response to recommendation one is concerning. Are the directors and/or coaches qualified to determine the conditions of the athletic facilities? Why isn't the determination done by Facilities Condition Assessment (FCA) specialist? The response for recommendation two provides an explanation of satisfactory vs unsatisfactory facilities. The assumption is that the directors and or coaches will determine this. If so, recommendation one remains problematic for the definitions provided for recommendation 2. The response for recommendation three does not address a policy for extracurricular lists for all middle and high schools. Does the district guarantee that all school

principals will ensure the lists will be accurate and available for all students and parents/guardians?

Condition 6: Media Centers

The 2024/2025 annual report states that two (2) out of the six (6) indictors have been met. The most significant indicator, which is 6.3, has not been met. It states, "Budget expenditures meet maintenance of effort standards, as defined by the AdvancED Accreditation standards, for the last three years - $9.60 per elementary and middle school pupil and $12.80 per pupil in high schools." The district's 2023/2024 report indicated that *"Seven percent (7%) of elementary schools, three percent (3%) of middle schools, zero percent (0%) of high schools, seven percent (7%) of combination schools, and thirteen percent (13%) of Centers met the standards for the 2021-22 school year."* The increase for Indicator 6.6 has caused the decrease of indicator 6.1. This change appears to be one of efficiency rather than non-compliance. However, this year has seen an increase of fund utilization. In the district's 2023/2024 report it stated for indicator 6.3, *"The Innovative Learning Department and Regional/Associate Superintends and Teaching and Learning Directors have been collaborating this year to retrain and message around spending the allocated dollars to support any gaps in library media resources. When the distributed maintenance of effort dollars is not spent to update library book collections and the process of weeding does not occur, the percentage of books circulated per student decreases. These funds do not roll over from year to year."* Indicator 6.3 for the past two school years has not been met. In the district's 2024/2025 report it states, *"By implementing standardized policies, conducting regular audits, and offering professional development, we can continue to support our commitment to comprehensive and dynamic school libraries. We strive to provide a safe space that encourages lifelong learning that*

adapts to technological changes." The change seems to demonstrate that funding was not used, or used wisely, the previous year and is currently being used sufficiently this school year.

During Diversity Committee site visits, the committee observed some schools are still without media specialists as outlined in indicator 6.4 and to comply with HB1467 Certified Media Specialist. Additionally, a few schools have a shared a media budget and one school has no media access for its students, and the take home procedure is not addressed in SB Policy 4120. The explanations provided for these indicators still do not address the committee's recommendation to increase media center funding throughout the district or satisfy the take-home procedure that is not addressed. The district's response to the Diversity Committee recommendations is as followed:

> ***Recommendation 1:*** Requests that the Department of Innovative Learning provide to the Diversity Committee:
>
> a. Any yearly updates established by the Department (as presented in the district report) to the Diversity Committee and School Board.
>
> b. The established processes and procedures for providing support to schools that are out of compliance.
>
> c. The established school-wide take-home procedures.
>
> ***Current Status for Recommendation 1:***
>
> a. The data required for the yearly update will be collected at the end of May, and an updated report will be generated in June.
>
> b. Support is provided through weekly newsletters, bi-weekly J.A.M. (Just Ask Media) webinars, Library Media Handbook (Canvas Course), Principal PIVOT memos, professional learning and product trainings, along with the Department of Innovative Learning Library Media team providing one-on-one individual support as needed.
>
> c. Although SB Policy 4120, does not address school wide take-home procedures, schools have implemented a library media plan that addresses how students will access materials. All schools are 100% in compliance with having a plan and communicating it with their staff.
>
> ***Recommendation 2:*** In future annual reports, demonstrate if the current status of an indicator is an increase or decrease from the previous year.

Current Status for Recommendation 2: This annual report includes the past and present compliance status, indicating an increase or decrease from the previous year.

Recommendation 3: School Board consider providing additional funding for Media Centers has not been reviewed since the original settlement in 2000.

Current Status for Recommendation 3: Current library book prices:

- Children's Hardcover = $19.99
- Children's Paperback = $9.99
- Teen's Hardcover = $29.99
- Teen's Paperback = $15.99

Recommendation 4: Indicator 6.4 is statutorily required, and the Diversity Committee asks the Board to make this a priority. Indicator 6.4 reads, "Students and personnel have access to media services, materials, and equipment in compliance with F.S. 1006.28(2)(b)."

Current Status for Recommendation 4: Per BCPS budget guidelines, all schools should be staffed with a Media Specialist and/or a Media Clerk, which allows stakeholders to have access to Media Center resources (print and digital).

Committee Follow-up

For recommendation 1c, the Diversity Committee would have liked to have an explanation on the library media plan. We have no way of measuring whether this plan is indeed producing 100% compliance. For recommendation 2, the previous year's report provided percentages per grade level that met the standards for the 2021/2022 school year, but this year's report mentions increases and decreases of two indicators without the breakdown. For recommendation 3, the response did not explain the district's position on raising media center budgets. It only provided current library book pricing. For recommendation 4, per site visit observations, the district is still lacking the required media specialists.

Condition 7: Discipline

The 2024/2025 annual report states all indicators are met except for 7.5. Indicator 7.5 states, "Each school's Positive Behavior Intervention Support (PBIS) committee will complete quarterly Big 5 data reports for quarters 1, 2, and 3 and an end of the year Big 5 data report to

include referrals by student, incidents of behavior (top 5 behaviors), events by time of day (top 3 times), referrals by date (monthly), events by location (top 3 areas), referrals by grade level, and referrals by race vs. population (disproportionality).” This indicator was not met because the transition of data to the Focus Student Information System, the Behavior Dashboard that was previously available in BASIS has not been accessible for the 2024/2025 school year. This has resulted in schools lacking access to aggregated data, such as the time of day and location of referrals.

What the Diversity Committee can offer as a tangible assessment are the observations made during the site visits/revisits. When the committee visits schools, we use the indicators to measure and ascertain compliance. The committee observed that many schools are still struggling with internal suspension or not having a process for internal suspensions. The Diversity Committee believes from observations during site visits that most schools did comply with indicators 7.2, 7.3 and 7.4. What the Diversity Committee would argue is that under indicator 7.2, the committee does not believe communication with parents was highlighted. What was the outcome? Any suggestions and or best practices presented to implement?

For indicator 7.5, issues arising from the implementation of Focus has created limited access to data which has been an ongoing issue, as mentioned earlier. The Diversity Committee is requesting the District’s time frame for completion of Focus integration. There is mention of school-based discipline committees that continue to address disparities in data, such as with high numbers of behavioral referrals through the assigned PBIS specialist. The Diversity Committee is requesting what does that support looks like.

Based on District data, black children are still receiving the highest discipline in this District. In the previous District report for 2023/2024, there was data labeled: **Incidents and Suspension**

(provided under link/supplement) that provided suspension rates, disciplinary practices which gave the committee more insight on this district's discipline practices. The 2024/2025 annual report has a link as well. This data relates to indicators 7.5 and 7.6. What the committee was able to ascertain from the links provided in the annual report on “Incidents and Suspensions in Broward County Public Schools’’ was that consistently from school year 2008/2009 until present, Black students registered higher suspension rates than did Hispanic or white students. This was true for each type of suspension. Black male students were more likely to be suspended than any other student group. Black female students registered the second highest suspension rates, exceeding the suspension rates of Hispanic and white male and female students. In the “research briefs on each of the incidents and suspension the document states “The District has taken steps to ensure fairness and equity of discipline actions for all students.” This was explained to have happened since the introduction of the discipline matrix in the 2004/2005 school year. The brief further highlighted “The proper application to ensure fairness and equity of disciplinary actions through the discipline matrix tool will be stressed.” Unfortunately, this committee sees no evidence of equity when discipline is administered. Using the data provided for over 14 years, this district has not been able to ensure fairness and equity of disciplinary actions. Even with mechanisms that is the discipline matrix put in place to combat the excessive punitive actions against black children, bias and discretion continues to overshadow compliance.

Additionally, the District had a “student discipline process audit” that was completed in October of 2024. The purpose of this audit was to determine the District’s compliance with the requirements of the discipline policies and the Department of Education's (DOE) requirement to report School Environmental Safety Incident Reporting (SESIR) incidents for the District. The specific objectives of this audit were to:

- Obtain an understanding of the District's Student Discipline Process and the District's systems and applications used to manage and document student discipline.
- Review requirements of the state law and the SBBC policies, procedures, and established practices related to student discipline.
- Determine whether student discipline data recorded in the District's electronic systems was substantially complete.
- Determine whether supporting documentation for the disciplinary records was adequate.
- Verify that the disciplinary violations were correctly recorded and that the corresponding disciplinary actions and interventions were fully and accurately executed.
- Verify that the documented disciplinary records were processed in accordance with the policies and procedures and appropriately reported to the state.
- Determine whether improvements to the procedures and established practices are warranted and provide recommendations to District administration.

This audit revealed two violations which were classified into two categories:

1. State-reported violations.

2. Local violations.

The committee reviewed the audit and the District's annual report to ascertain the District's discipline practices. The District's report discusses utilizing the DMS which is "Discipline Management System" to process disciplinary referrals. While the audit finding is based on a small sample of schools, the committee finds that the District did not meet all discipline indicators. The highest and lowest volume of disciplinary records per student ("sample schools") were selected for review. The sample, albeit small, is indicative of a bigger picture of non-compliance. This committee completes site visits with a small sample of different schools every year; however, the

committee believes these small samples provide an accurate picture on compliance or non-compliance. The audit's findings include:

- Discipline Referrals Processing Was Not Finalized
- Documentation of Incident and/or Disciplinary Actions Was Insufficient
- Incident descriptions were either insufficient to validate the incident code selected for the disciplinary action or did not meet the definition of the assigned incident code
- Disciplinary Actions were either insufficiently documented to validate the administration of the assigned actions or were not administered fully or correctly
- Incident identifier numbers used for reporting SESIR incidents to the DOE were assigned incorrectly, or Reporting errors were not corrected for the incidents that were rejected by the DOE.

In the District's annual report, the District's position is "Currently, 97.4% of District schools use the DMS, increasing the compliance with School Board Policy 5090." While the method used to process referrals complies with policy, the audit findings stated above are not in compliance. We ask that the School Board allow for a more in-depth audit encompassing the entire district. This will be a great start to addressing the over-punishing of black and Hispanic students that the District documents yearly.

Condition 8: Five-Year Capital Plan

The 2024/2025 District annual report states that all indicators under Condition 8 Five Year Capital Plan have been met. The committee believes that the District's position that all indicators are met is questionable. The explanation from the District for Indicator 8.1 does not address that the information for priority listing be accessible. This committee had a hard time finding what page the listing is on and were only able to locate the portable. For Indicator 8.2, this committee

was able to find the programs related to track resurfacing and weight room renovation; however, we were unable to find the extra-curricular programs listed. For indicator 8.3, the Diversity Committee found that the 5-year Capital Plan is difficult to find on the District's website. Additionally, there needs to be an annual DEFP process review with an accessible link for the public. Indicator 8.4 was changed during the 2023/2024 school year (in the supplemental to this report are the changes and meeting minutes that execute the change); however, the District did not address the changes. For Indicator 8.5, the committee was unable to locate the list for ADA compliance in the 5-year Capital Plan. In the 2023/2024 annual report when addressing ADA compliance the district states "For the most part these barriers are found in schools that were built prior to the Americans with Disabilities Act of 1992." Because of this, the report explains that their ADA compliance department has ongoing efforts engaged to work on getting schools ADA compliant as the needs arise from either school request, student request, and teacher request. This is still the case for the 2024/2025 school year. Indicator 8.6 was not even mentioned in this report.

Along with changes for indicator 8.4 in the supplemental to this report are the meeting minutes that explain the new indicator added and this committee's vote to establish it. The District's annual report provides a short summary on Indicators 8.1-8.3 and then addresses this committee's recommendations seen below:

Updates on Recommendations from the April 2024 Diversity Committee Report

> The Diversity Committee outlined six recommendations during their April 2024 report to the School Board related to Condition 8, Five Year Capital Plan. These recommendations are below with a current status provided by District staff.
>
> ***Recommendation 1:*** The School Board direct the Superintendent to direct the Chief of Facilities to create a bona fide timeline for the completion of the SMART bond project and share it with the Diversity Committee.
>
> ***Current Status for Recommendation 1:*** The School Board Approved Resolution 23-

109 on May 9, 2023, to "Adopt the Resolution reaffirming the district's support of Completion of the SMART Program by October 2025." Staff is working to meet this timeline. Any SMART projects not completed by this timeline will be realigned to the District's Capital Program. The SMART Program's timeline will be shared with the Diversity Committee.

Recommendation 2: The School Board direct the Superintendent to direct the Chief of Facilities to address concerns with Maximo to eliminate work order backlogs.

Current Status for Recommendation 2: PPO is working with the Office of Capital Programs (OCP) to vet work orders in Maximo to eliminate duplicate work orders. This will result in a reduced number of work orders currently in Maximo. PPO and OCP are reviewing the backlogs to group like work orders into projects that can be outsourced through Job Order Contracting.

Recommendation 3: The School Board direct the Superintendent to direct the Chief of Facilities to organize their staff to promptly address facility issues that are considered safety issues.

Current Status for Recommendation 3: Safety issues are prioritized by the level of urgency. Safety items considered emergencies are addressed as Priority 1 work orders and addressed within 24 hours. Routine safety work orders are given a level 2 priority and are addressed during routine visits.

Recommendation 4: Add an indicator in Condition 8 that measures an established standard for playgrounds in elementary schools.

Current Status for Recommendation 4: The SBBC Playground Safety Handbook is a guide for designers, district maintenance department, schools and organizations looking to build or maintain a Broward County Public Schools Playground. This handbook was generated by the SBBC Playground Standards Committee including Environmental Health & Safety (EH&S), Office of Capital Programs, Risk Management, and Physical Plant Operations (PPO). The handbook documents nationally recognized safety standards for public playground equipment to address injuries identified by the U.S. Consumer Product Safety Commission (CPSC), the Florida Building Code, SREF, and ASTM standards. The handbook identifies safety requirements to be followed for design/installation but also provides some leeway on the selection of specific equipment that may be included in a new playground to best meet the needs of the school community.

Recommendation 5: Review annual site visit protocols related to playgrounds to ensure effective communication and collaboration between District and School personnel on identified needs.

Current Status for Recommendation 5: The Playground Safety Handbook identifies the following:

a. Principals are responsible for ensuring the playgrounds are maintained in a safe condition.

b. Principals shall assign personnel to conduct daily playground inspections and inspections during extended vacation periods utilizing a standard checklist. From these daily inspections, on-site staff should generate work orders to repair identified deficiencies/hazards. Additional guidance is available from EH&S Department.

Recommendation 6: Create a department that surveys all school playgrounds annually and repair/replace playgrounds, as needed.

Current Status for Recommendation 6: The Environmental Health & Safety (EH&S) Department conducts safety inspections (as needed) to support the playground repair/maintenance process. The Playground Standards Committee reviews inspection reports and design plans for any equipment on SBBC facilities (proposed or existing). Equipment that is deemed unsafe or not suitable will be identified for repair/replacement or not approved as part of the new construction design phase.

Committee Follow-Up

The Diversity Committee requests the following actions:

- Recommendation 2: The District stated that the Office of Capital Programs is working with PPO to vet duplicate work orders in Maximo in an effort reduce the numbers in the database. In the supplemental documentation accompanying this Diversity Committee report, you will see most recent work order analysis. We recommend that the district should also examine reasons for reduction in 0 - 30 days' work orders. The committee's concern is that work orders may be getting closed within 30 days without the work being completed. That results in the requester having to open another work order. The backlog has not been addressed. Additionally, open work orders of one year or older have increased since last year. This information was obtained in collaboration with the Facilities Task Force.
- Recommendation 3: It was requested that the Chief of Facilities Officer promptly address facility issues that are deemed safety issues. The District's report stated that they would label items in priority levels. The committee recommends that the District needs to provide a report by priority level, provide legend explaining the

priority levels, and provide a report that shows the time that each was successfully resolved within each priority type (this information is provided in collaboration with the Facilities Task Force).

- Recommendation 4: This is not just related to safety and equipment. The recommendation encompasses playground surfaces such as poured in place vs sand and playground equipment type for different grade levels (see handbook, playground layouts). Current needs assessment processes should compare playground inventory and play surface to prescribed playground layouts (ed specs) to identify deficiencies. The District's process to determine new playground needs is unclear in terms of priority, and DEFP mostly funds repairs. The district also needs to look at how long it takes to resolve safety work orders. Students should not be without playgrounds for any extended amount of time (this information is presented in collaboration with the Facilities Task Force).
- Recommendation 5(b) states that the committee is concerned that the playground safety handbook states the principal is in charge of ensuring that the designated personnel generate work orders to repair identified deficiencies/hazards. The committee's questions are how does the district verify this is happening and how is it monitored? The District should have provided examples, reports, etc. (this information is provided in collaboration with the Facilities Task Force).
- Recommendation 6 stated that there is a playground standard committee. The Diversity Committee did not see a breakdown of this committee and its make-up and work. The Diversity Committee chair sent an email to the Department of Environmental Health and Safety and requested information on who sits on this

committee and how often they meet. Additionally, the Chair asked if minutes or other documentation are kept that can verify the committee's work. The Director for the Department of Environmental Health & Safety Department responded with the following, "the Playground Committee is an inter-departmental group that discusses changes to regulations or district standards/processes, playground rules, building permits/inspections, new playgrounds, concerns related to inspection findings or injuries, and ADA concerns. The group includes people from the following departments who have experience or are directly involved in building and taking care of playgrounds:

- Physical Plant Operations – Grounds
- Office of Capital Programs (Construction & Pre-Construction)
- Environmental Health & Safety
- Risk Management

The committee meets every other week."

While I appreciate the explanation, the most important question the chair asked was for minutes and/or documentation that could verify the committee's work, and a response to those questions was not provided. It would be beneficial if the Diversity Committee had some insight on the playground committee's work to have more effective site visits in the future.

Condition 9: Assignment/Reassignments

The 2024/2025 Annual Report states that Indicator 9.1 was met. Based on this Iindicator criteria, the Diversity Committee would agree; however, the process by which reassignments are being done is not done with fidelity on the part of the individual schools. Boundary changes within

the District in the past several years has not been without controversy. The District during this report is undergoing "REDEFINING." This process is occurring because the District has low enrollment. The District is surveying schools for closures, re-boundary, and/or combining. This also affects assignment/reassignments. However, the district, at the time of this report, is currently using the existing processes for this condition. The district provided the following updates to the committee's recommendations:

> **Updates on Recommendations from the April 2024 Diversity Committee Report**
>
> The Diversity Committee outlined three recommendations during their April 2024 report to the School Board related to Condition 9, Student Assignments. These recommendations are below with a current status provided by District staff.
>
> ***Recommendation 1:*** Based on information collected throughout the year, the following portion of Policy 5004.1 does not reflect current practice. "School choice is one tool for the promotion of diversity within schools, including but not limited to the prevention, reduction, or elimination of minority group isolation. In addition, school choice supports the district's goal to stabilize enrollment at selected schools. School choice is developed, established, and maintained, dependent on the needs of the District, in meeting identified school district enrollment and diversity goals."
>
> **Current Status for Recommendation 1:** School choice promotes diversity and equity by providing avenues for families to attend schools across the District, outside of their own communities. The Office of School Choice has traditionally awarded seats to students through a random selection process to schools with reported availability. The recommendation has been made to modify the number of seats available in all schools based on school capacity as determined by SBBC's designated District Department with consideration of site gross FISH and site-based programming.
>
> The Office of School Choice also processes magnet applications and awards seats according to seat availability as reported by the school/program.
>
> ***Recommendation 2:*** Survey parents who request reassignments to obtain information on their reason(s) for requesting a reassignment and provide the Diversity Committee with the data for review.
>
> ***Current Status for Recommendation 2:*** The Office of School Choice administered a survey to parents who requested a reassignment for the 2024/25 school year. See the appendix for additional information.
>
> ***Recommendation 3:*** Allow the Diversity Committee to provide routine recommendations to Policy 5004.1 during the policy review process.

Current Status for Recommendation 3: Policy 6400 (formerly 5004.1) was approved at the October 15, 2025, School Board Meeting. The Diversity Committee was included in the looping process when the Office of School Choice presented information and obtained feedback at the May 2, 2024, and August 1, 2024, Diversity Committee meetings.

The Diversity Committee appreciates the Office of School Choice for administering the survey to provide insight into school reassignments. The information provided is helpful to the committee by way of engaging stakeholders to be more proactive in learning what the district, as a whole, has to offer. Additionally, it helps to provide understanding of where parents are and their desires for their children's educational well- being. The findings of the survey are below:

Total Participants: 3,209

Engagement Summary: The survey results indicate that the majority of participants have children in high school, with significant interest in school reassignment driven by factors such as school environment, academic programs, and quality of instruction. Reassignment Reasons: The primary reasons for requesting school reassignment were school environment (22%), availability of academic programs (18%), and quality of instruction (18%). These factors highlight the key concerns and priorities of the participants when considering school reassignment.

Areas to Investigate:

- School Environment: With 22% of participants citing school environment as a reason for reassignment, it would be beneficial to explore specific environmental factors that are influencing these decisions.
- Quality of Instruction: Given that 18% of participants are concerned about the quality of instruction, further investigation into the perceived deficiencies or areas for improvement in teaching quality is warranted.

- Location and Logistics: The 11% of participants who mentioned location and logistics as a reason for reassignment suggest potential issues with transportation and childcare arrangements that need to be addressed.

Suggested Improvements:

School Environment: Many participants highlighted the need for a better school environment as a primary reason for reassignment. Suggestions include improving the overall safety, cleanliness, and inclusivity of the school premises to create a more welcoming and supportive atmosphere for students. Academic Programs: Participants expressed a desire for a broader and more diverse range of academic programs. This includes the introduction of advanced placement courses, specialized programs for gifted students, and more robust STEM (Science, Technology, Engineering, and Mathematics) offerings to better prepare students for future academic and career opportunities.

Quality of Instruction: Improving the quality of instruction was a significant concern. Suggestions include providing more professional development opportunities for teachers, hiring more qualified and experienced educators, and implementing more effective teaching methodologies to enhance student learning outcomes. Facilities: Several respondents mentioned the need for upgraded and well-maintained facilities. This includes modernizing classrooms, improving sports and recreational areas, and ensuring that all school buildings are equipped with the necessary resources and technology to support effective learning.

Communication: Improving communication between the school and parents was another key suggestion. Participants recommended more regular updates on student progress, better transparency regarding school policies and decisions, and more effective channels for parents to voice their concerns and receive timely responses.

Extracurricular Activities: Participants suggested expanding the range of extracurricular activities available to students. This includes offering more clubs, sports teams, and arts programs to provide students with a well-rounded education and opportunities to explore their interests and talents.

Social Factors: Addressing social factors such as bullying and peer pressure was also mentioned. Suggestions include implementing more comprehensive anti-bullying programs, providing better support for students facing social challenges, and fostering a more inclusive and respectful school culture.

Location and Logistics: Some participants highlighted issues related to location and logistics, such as transportation and before/after school childcare. Suggestions include improving bus routes and schedules, offering more convenient drop-off and pick-up options, and providing affordable childcare services.

Staff: Improving the quality and availability of school staff was another area of concern. Suggestions include hiring more counselors and support staff, ensuring that staff members are approachable and supportive, and providing ongoing training to enhance their skills and effectiveness.

Other: Various other suggestions were made, including better food options in the cafeteria, more opportunities for parental involvement, and enhanced security measures to ensure student safety. These diverse suggestions reflect the wide range of concerns and priorities among the participants.

Supplemental Documentation Links

2023	Incidents and Suspensions in Broward County Public Schools, 2022-2023 [Brief #220] 11/13/2023
2022	Incidents and Suspensions in Broward County Public Schools, 2021-2022 [Brief #217] 2/17/2023
2020	Incidents and Suspensions in Broward County Public Schools, 2017-18 through 2019-20 [Brief #203] with Appendices released 12/9/2020
2019	Incidents and Suspensions in Broward County Public Schools, 2016-17 through 2018-19 [Brief #197] with Appendices released 12/2/2019
2018	Incidents and Suspensions in Broward County Public Schools, 2015-16 through 2017-18 [Brief #192] with Appendices
2017	Incidents and Suspensions in Broward County Public Schools, 2014-15 through 2016-17 [Brief #186] with Appendices (Excel) Released 11/8/2017
2016	Incidents and Suspensions, 2013-14 Through 2015-16 [Brief #178] with Appendices (Excel) Released 11/18/2016
2015	Incidents and Suspensions in Broward County Public Schools, 2012-13 through 2014-15 [Brief #176] with Appendices (Excel) Released 4/7/2016
2014	BCPS Data Snapshot: Incidents and Suspensions, 2013-14, Incidents and Suspensions in Broward County Public Schools, 2011-12 Through 2013-14 [Brief #166] Appendices (Excel) Released 3/11/2015
2013	BCPS Data Snapshot: Incidents and Suspensions, 2012-13, Incidents and Suspensions in Broward County Public Schools, 2010-11 through 2012-13 [Brief #162] with Appendices (Excel) Released 5/24/2014
2012	Incidents and Suspensions in Broward County Public Schools, 2009-10 through 2011-12 [Brief #157] Released 1/29/2013
2011	Suspensions in Broward County Public Schools, 2008-09 through 2010-11 [Brief #147] Released 4/26/2012

STANDARD OF SERVICE	RELATED STATE STATUTE/STATE STANDARDS	INDICATORS	HOW IS COMPLIANCE MEASURED?
CONTENT STANDARDS (Knowledge)			
Broward County Public School's Standards for Student Achievement are aligned with the Florida Department of Education Sunshine State Standards and reflect the community's commitment to high expectations for all students. Standards require mastery of content knowledge in the academic subject areas of language arts, mathematics, science, social studies, the arts, foreign languages and health education/physical education. The foundations that all other content knowledge is built on are reading, writing, speaking/listening and mathematics.			
CORE CURRICULA COMPETENCIES (Integration and Application of Knowledge)			
A. Competency #1 Students read to locate, sort, organize, comprehend, interpret, compare, contrast, evaluate, maintain, apply information, and communicate concepts, and ideas found in literature, the arts, symbols, recordings, videos, other graphic displays, and computer files. (Information Managers)			
B. Competency #2 Students communicate in English and other languages using information, concepts, prose, symbols, reports, audio and video recordings, speeches, graphic displays and computer-based programs. (Effective Communicators)			
C. Competency #3 Students use numeric operations and concepts to describe, analyze, disaggregate, communicate, synthesize numeric data, and identify and solve problems. (Problem Identifiers and Solvers)			
D. Competency #4 Students use creative thinking skills to generate new ideas, participate in and appreciate the arts, make the best decisions, and recognize and solve problems through reasoning, interpreting symbolic data, and developing efficient techniques for lifelong learning. (Creative and Complex Thinkers)			

STANDARD OF SERVICE	RELATED STATE STATUTE/STATE STANDARDS	INDICATORS	HOW IS COMPLIANCE MEASURED?
CONTENT STANDARDS (Knowledge)			
E. Competency #5 Students display responsibility, self-esteem, sociability, self-management, integrity, honesty, healthy decision-making and habits of self-discipline. (Self-Directed Learners and Goal Setters)			
F. Competency #6 Students will appropriately allocate time, money, materials, and other resources in a variety of settings. (Efficient Resource Managers)			
G. Competency #7 Students integrate their knowledge and understanding of how social, organizational, informational, and technological systems work with their abilities to analyze trends, design and improve systems, and to use and maintain appropriate technology. (Information Analyzers)			
H. Competency #8 Students work cooperatively with others to successfully complete a project or activity. (Cooperative Learners)			
I. Competency #9 Students communicate thoughts and ideas to justify a position, encourage, persuade, convince, or otherwise motivate an individual or group to successfully negotiate a position which advances goal attainment. (Effective Leaders)			
J. Competency #10 Students appreciate their own culture and the cultures of others, including the arts, concerns and perspectives of members of other ethnic and gender groups, and recognize how ideas, values, beliefs, and attitudes of self and others influence human interaction and choices in life. (World Citizens)			
K. Competency #11 Students recognize and develop connections among all subjects and their relevancy to life. (Global Connectors)			
L. Competency #12			

STANDARD OF SERVICE	RELATED STATE STATUTE/STATE STANDARDS	INDICATORS	HOW IS COMPLIANCE MEASURED?
CONTENT STANDARDS (Knowledge)			
Students develop a commitment to responsible behavior and participatory citizenship. (Competent Choicemakers)			
M. Competency #13 Students demonstrate awareness of economic, political, environmental, and social issues from a local and global perspective. (Concerned Citizens)			
N. Competency #14 Students develop and practice skills appropriate to health, fitness, safety, and wellness for life. (Wellness Champions)			
O. Competency #15 Students experience and value various arts disciplines; gain knowledge and understanding about the arts, including personal, historical, cultural, and social contexts; and acquire perceptual, technical, expressive, intellectual and reflective skills in various arts disciplines. (Art Appreciators and Producers)			

The School Board of Broward County, Florida

Policy 6000.1

STANDARDS OF SERVICE/PUPIL PROGRESSION

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STANDARDS OF SERVICE/PUPIL PROGRESSION

(PREKINDERGARTEN THROUGH ADULT)

STANDARDS OF SERVICE FOR ALL BROWARD COUNTY PUBLIC SCHOOL STUDENTS (PREKINDERGARTEN THROUGH ADULT) GUARANTEE EQUAL EDUCATIONAL OPPORTUNITIES AS DEFINED IN THE MISSION, BELIEFS, AND MAJOR SYSTEM GOALS OF THE BROWARD COUNTY SCHOOL SYSTEM WITHIN AVAILABLE RESOURCES. THE BOARD SHALL ASSURE THAT ALL STUDENTS ATTAIN RIGOROUS AND RELEVANT FOUNDATIONS AND CORE CURRICULA COMPETENCIES OUTLINED IN THIS POLICY AND ACQUIRE MARKETABLE SKILLS AS DEFINED IN A SCHOOL TO CAREER PLAN FOR EACH STUDENT. APPROPRIATE PRACTICES SHALL BE IMPLEMENTED TO PROVIDE FOR ALL AREAS OF DEVELOPMENT THROUGH AN INTEGRATED APPROACH WHICH EMPHASIZES ACTIVE PARTICIPATION IN THE LEARNING PROCESS AND FOCUSES ON THE CORE CURRICULA COMPETENCIES.

IN REGARD TO STUDENT PERFORMANCE, BROWARD COUNTY PUBLIC SCHOOL STUDENTS WILL SUCCESSFULLY COMPETE AT THE HIGHEST LEVELS OF THEIR ABILITIES NATIONALLY AND INTERNATIONALLY AND WILL BE PREPARED TO MAKE WELL-REASONED, THOUGHTFUL, AND HEALTHY LIFELONG DECISIONS. THE DISTRICT IS COMMITTED TO THE CONTINUOUS PROGRESS OF EDUCATION FOR ITS STUDENTS. THE BROWARD COUNTY SCHOOL SYSTEM HAS ESTABLISHED A PUPIL PROGRESSION PLAN, WHICH PROVIDES A SYSTEMATIC PROCEDURE FOR STUDENT PROGRESSION FROM PRE-KINDERGARTEN THROUGH ADULT. THESE STANDARDS OF SERVICE, TOGETHER WITH THE RULES GOVERNING REPORT CARDS, GRADES AND PROMOTION / RETENTION CONSTITUTE THE PUPIL PROGRESSION PLAN FOR BROWARD COUNTY PUBLIC SCHOOLS.

THE SUPERINTENDENT SHALL BRING FORWARD ANY RECOMMENDED CHANGES TO THIS POLICY AS REQUIRED.

Policy Adopted: 7/18/96
Policy Amended: 5/7/96; 8/20/96; 9/2/97,03/16/99; 6/15/99; 10/5/99; 5/2/00; 9/12/00; 06/18/02; 8/20/2002

STANDARDS OF STUDENT ACHIEVEMENT

1. CONTENT STANDARDS (Knowledge)

Broward County Public School's Standards for Student Achievement are aligned with the Florida Department of Education Sunshine State Standards and reflect the community's commitment to high expectations for all students. Standards require mastery of content knowledge in the academic subject areas of language arts, mathematics, science, social studies, the arts, foreign languages and health education/physical education. The foundations that all other content knowledge is built on are reading, writing, speaking/listening and mathematics.

2. CORE CURRICULA COMPETENCIES (Integration and Application of Knowledge)

A. **Competency #1**
Students read to locate, sort, organize, comprehend, interpret, compare, contrast, evaluate, maintain, apply information, and communicate concepts, and ideas found in literature, the arts, symbols, recordings, videos, other graphic displays, and computer files. (Information Managers)

B. **Competency #2**
Students communicate in English and other languages using information, concepts, prose, symbols, reports, audio and video recordings, speeches, graphic displays and computer-based programs. (Effective Communicators)

C. **Competency #3**
Students use numeric operations and concepts to describe, analyze, disaggregate, communicate, synthesize numeric data, and identify and solve problems. (Problem Identifiers and Solvers)

D. **Competency #4**
Students use creative thinking skills to generate new ideas, participate in and appreciate the arts, make the best decisions, and recognize and solve problems through reasoning, interpreting symbolic data, and developing efficient techniques for lifelong learning. (Creative and Complex Thinkers)

E. **Competency #5**
Students display responsibility, self-esteem, sociability, self-management, integrity, honesty, healthy decision-making and habits of self-discipline. (Self-Directed Learners and Goal Setters)

F. **Competency #6**
Students will appropriately allocate time, money, materials, and other resources in a variety of settings. (Efficient Resource Managers)

G. **Competency #7**
Students integrate their knowledge and understanding of how social, organizational, informational, and technological systems work with their abilities to analyze trends, design and improve systems, and to use and maintain appropriate technology. (Information Analyzers)

H. **Competency #8**
Students work cooperatively with others to successfully complete a project or activity. (Cooperative Learners)

I. **Competency #9**
Students communicate thoughts and ideas to justify a position, encourage, persuade, convince, or otherwise motivate an individual or group to successfully negotiate a position which advances goal attainment. (Effective Leaders)

J. **Competency #10**
Students appreciate their own culture and the cultures of others, including the arts, concerns and perspectives of members of other ethnic and gender groups, and recognize how ideas, values, beliefs, and attitudes of self and others influence human interaction and choices in life. (World Citizens)

K. **Competency #11**
Students recognize and develop connections among all subjects and their relevancy to life. (Global Connectors)

L. **Competency #12**
Students develop a commitment to responsible behavior and participatory citizenship. (Competent Choicemakers)

M. **Competency #13**
Students demonstrate awareness of economic, political, environmental, and social issues from a local and global perspective. (Concerned Citizens)

N. **Competency #14**
Students develop and practice skills appropriate to health, fitness, safety, and wellness for life. (Wellness Champions)

O. **Competency #15**
Students experience and value various arts disciplines; gain knowledge and understanding about the arts, including personal, historical, cultural, and social contexts; and acquire perceptual, technical, expressive, intellectual and reflective skills in various arts disciplines. (Art Appreciators and Producers)

PREKINDERGARTEN/ELEMENTARY PUPIL PROGRESSION

1. GENERAL CURRICULA

A. Prekindergarten Curriculum

At the prekindergarten level, students will receive an integrated curriculum which emphasizes instruction in language development and mathematical concepts. The program shall include a balance of active and passive activities as well as regularly scheduled art, music and physical education.

B. Elementary Subjects

At the elementary level, students shall receive regularly scheduled instruction in reading, writing, mathematics, language arts, science, social studies, health, physical education, art, music and computer education.

C. Reading

As a part of their School Improvement Plan, each school shall develop and implement reading objective(s) which addresses the reading needs of all students.

D. Instructional Materials

In order to support schools in the identification of quality instructional resource materials, the district will provide an approved Instructional Resource Materials list which will be continuously updated and which will include materials that encourage a wide variety of instructional techniques and technologies to accommodate various learning styles. This list does not preclude the use of supplementary resources to enhance the district-approved materials. All non-state adopted instructional materials must be evaluated by the school staff and approved by the principal prior to purchase. The district will provide support and consultation. (FS 233.07)

E. Academic Improvement Plan (AIP) and Suspension of Curriculum

Instruction shall be focused on ensuring that all students shall demonstrate mastery of state standards at the appropriate performance level. All students will be annually assessed and appropriately placed in reading, writing and mathematics. Any student who falls significantly below district standards shall receive an Academic Improvement Plan (AIP) which will identify appropriate school and community/based programs and strategies to be used for remediation. These programs will be intensive and different from the previous year's programs. Strategies for monitoring and reporting individual student progress in moving toward the district standards will be implemented. For those students for whom it is appropriate, the IEP will serve as the AIP.

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1. Any student who has been provided with an Academic Improvement Plan (AIP) for the purposes of meeting district levels of performance in reading, writing, or mathematics, may have their regular curriculum suspended in areas other than reading, writing and mathematics in order to provide intensive academic instruction. (FS 232.245amended by CS/SB 1956)

2. An appropriate alternative placement will be considered for students who have been retained two or more years. (CS/HB 751)

3. The Individualized Education Program (IEP) Staffing/Review Committee may modify the standards of service or length of school day for an individual exceptional student if it is determined that the modification would be in the best interest of the student. A decision to modify the standards of service or length of school day shall be documented on the student's IEP.

F. **Guidance Services and Career Planning**

All schools shall assure equitable access to school counseling programs for all students through a standards-driven guidance program that is comprehensive in scope, developmental in nature, and focused on the academic, personal/social, and career development needs of all students. The Curriculum Division will identify core school counseling and student advocacy services, including annual indicators of school counseling program effectiveness that directly impact student achievement and are in alignment with Policy 5312, Standards of Student Service, and the National Standards for School Counseling Programs developed by the American School Counselor Association.

G. **Measurement System**

The School Board of Broward County will develop a system to measure and verify proficiency of standards, when appropriate, based on demonstrations of mastery vs. completion of time. In addition to FCAT, the verification will consist of the following:
1. competency based assessment
2. performance based assessment
3. literacy folders
4. criterion reference test
5. and other approved district and state measures

H. **Student Day**

A student day shall consist of a minimum of:
1. Prekindergarten - as determined by program
2. Elementary - 360 minutes
3. ESE Centers - 360 minutes
(6A.1.09512)

I. **Contests, Fairs and Field Trips**

All outside requests for contests, fairs, field trips, etc., must be curriculum based and submitted to the Superintendent's designee. In keeping with administrative rules and district guidelines, organizations sponsoring the events shall be responsible for distribution of materials to schools with the district's letter of approval and for supplying awards for the competition. All those approved by the screening committee are at the discretion of the school administration.

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J. **State Mandates**

1. **Health Education**

Health Education, Substance Abuse, and Violence Prevention are essential to the educational and personal success of students in grades K - 12. A sequential program shall be implemented. Comprehensive health education topics include, but are not limited to, mental and emotional health, sexually transmitted diseases, human immunodeficiency, virus infection/acquired immune deficiency syndrome and other communicable diseases, substance abuse (including alcohol and tobacco), environmental health, safety and emergency care, nutrition, community health (resources) personal health and hygiene, dental health, hereditary diseases, developmental disabilities, growth and development, consumer health, health careers, and family life/human sexuality. All teachers who teach Family Life/Human Sexuality, Sexually Transmitted Diseases (STDs), Human Immunodeficiency Virus Infection (HIV) and Acquired Immune Deficiency Syndrome (AIDS) must successfully complete district approved training programs within the last 3 years. (FS 232.246, 233.061, 233.0612, 233.0625, 233.0672)

a. Substance Abuse Education shall reflect current theory, knowledge and practice regarding prevention of substance abuse.

b. Family Life/Human Sexuality Education shall require that all materials, resources and speakers be approved through the Superintendent's Screening Committee and/or Speaker's Bureau, and allow a parent/guardian to make a written request to exempt a student from family life/human sexuality education in grades K - 12.

c. Human Immunodeficiency Virus Infection (HIV) and Acquired Immune Deficiency Syndrome (AIDS) and Other Sexually Transmitted Diseases' Education shall allow a parent/guardian to make a written request to exempt a student from HIV/AIDS instruction. All materials, resources, and speakers must be approved through the Superintendent's Screening Committee and/or Speaker's Bureau.

d. Required management training programs on the identification, prevention, and treatment of substance abuse and the availability of local and regional referral resources shall be provided to principals/designees and other administrators on an ongoing basis.

2. **Character Development**

Students will receive instruction to promote character development. Student participation will be mandatory. Character education will be incorporated into the curriculum in a manner prescribed by the Division of Curriculum & Instruction/Student Support. The character traits that are to be integrated into the curriculum are respect, honesty, responsibility, self-control, tolerance, kindness, citizenship, and cooperation. The character traits will also be transmitted to students and parents on an annual basis through the Code of Student Conduct. (CS/HB 751-3-5)

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3. **Holocaust, African and African-American, Hispanic, Women's Studies, and Veterans' Recognition**

Students shall receive appropriate instruction in the principles of democracy, its governmental and political structure, how to preserve and advance democracy and how they may contribute to the American way of life. In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day. Instruction shall also be provided in the study of the Holocaust, African and African-American history and the contributions of Hispanics and women to the United States. (FS 233.061)

K. **Gifted Education**

The School Board of Broward County recognizes the special needs of gifted learners, and is committed to providing programs designed to meet their unique talents and abilities.

L. **District Goals**

a. To provide a menu of gifted services which meet the unique needs of each individual student
b. To foster a district-wide climate which recognizes and appreciates giftedness in all racial ethnic groups and socioeconomic strata
c. To provide gifted curriculum aligned with the Sunshine State Standards that is standardized and qualitatively differentiated by content, process, product, and learning environment
d. To facilitate opportunities for students to become self-directed, independent learners who achieve at high levels commensurate with their ability and potential
e. To provide on-going staff development for both general education teachers and gifted teachers on effective strategies for meeting the needs of gifted learners
f. To seek input from and work collaboratively with parents of gifted learners in order to provide a quality learning environment for students

M. **Gifted Program Standards**

a. **Curriculum and Instruction:**
   1. Differentiated curriculum that facilitates the mastery of core academic skills at a pace and level appropriate to gifted learners
   2. Differentiated curriculum that replaces, supplements, or modifies existing curriculum
   3. Instructional program that is flexible, and consists of advanced content and appropriately different teaching and learning strategies

N. **Differentiated curriculum that is consistent district-wide**

a. **Program Models**
   1. Gifted services will be available to all gifted students
   2. Gifted programming will be planned as a result of consultation with experts
   3. Gifted programming models will be consistent and an integral part of a child's program

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c. **Guidance and Counseling**
1. Gifted learners will be provided career guidance consistent with their unique needs
2. Curriculum for gifted students will have an affective dimension
3. The needs of underachieving gifted learners will be addressed
4. The unique social and emotional needs of gifted students will be addressed

O. **Student Identification**

a. Schools have an obligation to identify their gifted students. The process used to identify students in need of gifted services must be ongoing, reliant on a variety of assessment measures, free of bias and non-exclusionary. Once identified, students must be provided appropriate services.
b. Strategies must be employed to identify students from groups traditionally underrepresented in gifted populations.

P. **Eligibility**

A student is eligible for the gifted program if "the student demonstrates:
a. Superior intellectual development measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence
b. Need for a special program
c. A majority of the characteristics of gifted students according to a standard scale or checklist."

Districts are also mandated by the State to develop alternative criteria to increase the representation of underrepresented groups in gifted programs. (6A-6.03019(2))

Q. **Highly Gifted – Elementary Only**

A student is eligible for the Highly Gifted program if the student scores 145 full scale or partial score on an individually administered I.Q. test or if the student meets alternative criteria for program entry as established by the district.

R. **Transfer Students**

Students entering the School Board of Broward County, Florida school system from outside the state of Florida who do not produce complete documentation or gifted eligibility, that meets the same criteria used in Broward County Public Schools, will be placed in general education classes pending receipt of full documentation and/or testing within six (6) months. Every effort should be made to obtain missing documentation as soon as possible.

Transfer students from within the state who have full documentation of gifted eligibility will be immediately eligible for gifted services.

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Students who have no tangible proof of eligibility will be placed in general education classes until all documentation is received. Telephone verification of gifted eligibility shall be followed by written documentation (electronic, fax or other hard copy). Written documentation must precede placement in the gifted program.

S. **Program Models**

a. Schools will develop and implement a comprehensive plan to meet the needs of their gifted students. As part of this plan, schools will adopt a district-approved model or models that meets the needs of their gifted students. Every school will have at least one teacher who is gifted-endorsed. The "pull-out enrichment" and the co-teaching models no longer meet~~s~~ district program model standards. The co-teaching model will be phased out and eliminated in 2003-2004.

b. Services will be provided in the core content areas, depending upon a student's need. Gifted services, however, are not limited to curriculum and learning environment. Other services must be provided based on the individual needs of the students.

c. If the school does not have the capacity to offer any of the district recommended models, the school will petition the Area Office in consultation with the Department of Advanced Academic Programs to develop its own model. The district will review the petition and, if granted, the program will be monitored and reviewed on an on-going basis. If the petition is not granted, the school will work with the Department of Advanced Academic Programs to develop an alternative model, or gifted students at that school site will be clustered with those from another site in order to provide appropriate services. Schools within one Innovation Zone may petition to cluster students to offer services at one school within the Zone.

d. Students in primary grades who may need to spend more time in the general education classroom may be grouped in that classroom with a gifted endorsed teacher or they may be offered a resource content-based thematic program. Students who have more intense needs for gifted services will be addressed on an individual basis.

2. **REPORTING STUDENT PROGRESS**

A. **Reporting of Student Progress**

The reporting of student progress to parent shall follow procedures established by Curriculum & Instruction/Student Support and be in accordance with Florida statutes, Florida State Board of Education administrative rules, and board adopted policies, rules and regulations. (FS 232.245, 232.24521)

B. **Report Card Time Line**

Report cards are issued at the end of every nine weeks of school and cover a period of approximately 45 school days. Such reports shall be distributed to the students for delivery to their parents, except for the final report, in accordance with the adopted school calendar. A student must be in attendance at the elementary level in a Broward County public school 25 days to receive a grade. If a student withdraws and does not qualify for a report card under this provision, he/she shall be issued a statement of academic achievement.

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C. **Interim Reports**

Not later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including but not limited to the following:

1. Failing
2. A drop of two or more grades
3. Unacceptable behavior
4. Excessive absences

D. **Withholding Report Cards**

Report cards may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.

E. **Transferring Report Cards**

Report cards, cumulative folders and the Limited English Proficient Student Education Plan (LEPSEP) folders must be transferred from one school to another without delay.

F. **Report Cards (Grades kindergarten, Pre-First, One and Two)**

1. Beginning with the 1999-2000 school year, it will be required that student performance be evaluated and reported based on mastery of standards. Following are the symbols used to describe the evidence of standards mastery:
   "1".....Has mastered skill
   "2".....Is learning skill
   "3".....Area of Concern
   "X".....Not Evaluated
   "NA".....Not Applicable

2. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

G. **Report Cards (Grades Three through Five)**

1. In reporting student performance in grades three through five, the symbols "A," "B," "C," "D" and "F" are used in the areas of reading, writing, mathematics, science, social studies and health which represent the equivalent numerical grades, as shown below:

"A"	SUPERIOR PROGRESS	90 - 100
"B"	ABOVE AVERAGE PROGRESS	80 - 89
"C"	AVERAGE PROGRESS	70 - 79
"D"	BELOW AVERAGE PROGRESS	60 - 69
"F"	FAILURE	59 - or below

2. Progress in other areas will be assessed and reported using the following symbols:

   "1"..... Has mastered skill
   "2"..... Is learning skill
   "3"..... Area of Concern
   "NA"..... Not Applicable

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3. Conferences with parents or guardians are a required part of the reporting system. Teachers will request two conferences per year per student. The school shall request a conference between the classroom teacher and the parent on or before May 31 for each student being considered for retention.

4. Elementary report cards shall be signed by the parent (legal guardian or individual acting "in loco parentis") and returned to the teacher.

5. An approved alternative report card may be used for students with disabilities whose progress cannot be appropriately reported using the standard report card.

6. The IEP Annual Goal(s) Progress Report must be completed and sent home with each report card for all students with disabilities.

7. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

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3. PROMOTION/RETENTION

A. **Promotion**

Promotion is the act of changing a pupil's placement from a lower to a higher grade, academic level, age category, number of credits, or continuous progress level, based on the following matrix:

Grade	Indicator One		Indicator Two	
K	> 26/52 Letter Names	OR	> 13/26 Letter Sounds	
1	At or above 25%ile on SAT 9 Reading Comprehension	OR	At or above PP IRI Instructional level	
2	At or above 25%ile on SAT 9 Reading Comprehension	OR	At or above Grade 1 IRI Instructional level	
3	At or above 25%ile on FCAT NRT Reading Comprehension	OR	At or above Grade 2 IRI Instructional level	
4	**At or above 25%ile on FCAT NRT Reading Comprehension**	OR	**At or above Level 2 on FCAT Reading**	***At or above Grade 3 IRI**
5	Reading: At or above 25%ile on FCAT NRT Reading Comprehension	OR	At or above Grade 4 IRI Instructional level	
AND	Math: At or above 25%ile on FCAT NRT Math Problem Solving	OR	At or above Level 2 on FCAT Math Problem Solving	

*The IRI is used for students missing one of the FCAT indicators.

1. Students must have either indicator to be considered for promotion. Students who do not have either indicator for promotion will be evaluated based on other available data showing the level of mastery of Sunshine State Standards.

2. Students in grade four may be exempted from retention based on good cause. For ESE and LEP students, good cause is determined by an IEP or LEP committee. For students in regular education, good cause is recommended by the Child Study Team. The school board has the final decision on grade four promotions/retentions. Examples of good cause may include not having an Academic Improvement Plan, catastrophic personal situation or a preponderance of evaluation data such as classroom work, observations, tests, district and state assessments, and other relevant information indicating that the student is meeting the FSSS levels of performance for pupil progression. THIS EVIDENCE MUST BE WELL DOCUMENTED.

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3. Students in grades other than four who do not meet the performance level indicated on the promotion chart/policy can be given one of three options (CS/HB 751):

   a. remediate before the beginning of the next school year and promote;

   b. retain and remediate in a different program, or

   c. promote and remediate during the following year with more intensive intervention and remediation strategies in accordance with procedures established by the Superintendent.

B. **Student Placement**

1. When determining the placement of students, which may include review by the school child study team, the following criteria shall be considered:
   a. Academic performance based on mastery of state standards with emphasis on proficiency in reading, writing and mathematics.
   b. Grades.
   c. Level of social and emotional development.

2. **Final Authority**
   The principal shall have the final authority for appropriate grade placement of students within the limitations of Board Policy and Florida statutes. (FS 230.22)

3. **Exceptional Students**
   The staffing/review committee, which includes the principal/designee, will determine grade placement for students with disabilities. Consideration should always be given to serving students with their age appropriate peers (IDEA).

C. **Remediation/Retention**

1. Students who are identified as not making sufficient academic progress at the end of grades 1 and 2 (as determined by local assessments) and grades 3 and 4 (as determined by statewide assessments) in the areas of reading, writing and mathematics will be provided intense remediation the following year in the identified areas. Student progress must be reviewed at the end of the remediation year to determine whether sufficient progress has been made. If the student's reading deficiency, as determined by the local assessments at grades 1 and 2, or by statewide assessment at grade 3, is not remedied by the end of grade 4, and the student scores below the specific level of performance on the grade 4 statewide assessment test in reading, the student must be retained unless promoted through district approved alternative criteria. (FS 232.245, 6A.109422, CS/HB 751-3-5)

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2. Performance levels will be determined by using the Substantially Deficient Local Criteria Indicators in Grades 1, 2, 3 and 5;
   a. previous retentions
   b. level of text at which student is successful
   c. observations
   d. checklists
   e. student portfolios
   f. literacy folders
   g. classroom assessments
   h. current grades/marks
   i. extended learning
   j. standardized tests

   The student performance level in Grade 4 will be determined by using the state criteria and assessment which identifies specific levels of performance.

D. **Private Instruction**

Work done under private instruction shall not be accepted by the Broward County School System under any circumstances except in accordance with Florida State Board of Education administrative rules.

E. **Placement and Retention of LEP Students**

When considering Limited English Proficient students for retention the following must be taken into consideration:

1. LEP students who have been in an English for Speakers of Other Languages program for two years or less and who meet the district criteria for substantially deficient performance should be exempt from mandatory retention, but must have documented remediation.

2. LEP students may not be retained simply because they are unable to read and write in English if they are satisfactorily proficient in their home language. The requirement is to measure students' ability to read and write; regardless of whether that ability is shown in English or the home language.

3. LEP students who have been in an English for Speakers of Other Languages program for more than two years may still be in need of additional time to meet district levels of performance on reading and writing assessments in English, but should be demonstrating consistent progress. These LEP students are in the process of acquiring language and academic proficiency skills in English. Such students must participate in remediation if they meet district criteria for remediation, but should be exempt from mandatory retention.

4. Before any LEP student is retained, the student should be referred to the LEP committee, which includes the principal/designee, the ESOL teacher, the home language teacher (if any), the classroom/subject area teacher(s) plus guidance counselors, school social workers, school psychologists or other educators as appropriate for the situation. In addition, the parent(s) must be invited to the LEP committee meeting. Results of the meeting should be documented in the LEPSEP folder. Students cannot be retained solely due to lack of proficiency in English. (6A.6.0900-909, FS233.058)

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F. **Extended Learning**

Opportunities for extended learning will be determined on an annual basis and may include, but not be limited to, after school, Saturday school, and extended calendars.

Note: For information about extended school year (ESY) for students with disabilities, see the Special Programs and Procedures for Exceptional Students and the district guidelines.

MIDDLE SCHOOL PUPIL PROGRESSION

1. GENERAL MIDDLE SCHOOL CURRICULA

A. Required Courses

At the middle school level students shall receive instruction for three years in the following: language arts, reading, mathematics, science and social studies. Instruction in health, physical education, exploratory, pre-vocational and special interest classes shall be reflective of the district Major System Goals and in accordance with state statutes and rules. (FS232.245)

B. Reading

As a part of their School Improvement Plan, each school shall develop and implement ~~a~~ reading objective(s) which addresses the reading needs of all students.

C. Instructional Materials

In order to support schools in the identification of quality instructional resource materials, the district will provide an approved Instructional Resource Materials list which will be continuously updated and which will include materials that encourage a wide variety of instructional techniques and technologies to accommodate various learning styles. This list does not preclude the use of supplementary resources to enhance the district-approved materials. All non state adopted instructional materials must be evaluated by the school staff and approved by the principal prior to purchase. The district will provide support and consultation. (FS233.07)

D. Academic Improvement Plan (AIP) and Suspension of Curriculum

Instruction shall be focused on ensuring that all students shall demonstrate mastery of state standards at the appropriate performance level. All students will be annually assessed and appropriately placed in reading, writing and mathematics. Any student who falls significantly below district standards shall receive an Academic Improvement Plan (AIP) which will identify appropriate school and community/based programs and strategies to be used for remediation. These programs will be intensive and different from the previous year's programs. Strategies for monitoring and reporting individual student progress in moving toward the district standards will be implemented. For those students for whom it is appropriate, the IEP will serve as the AIP.

1. Any student who has been provided with an Academic Improvement Plan (AIP) for the purposes of meeting district levels of performance in reading, writing, or mathematics, may have their regular curriculum suspended in areas other than reading, writing and mathematics in order to provide intensive academic instruction. (FS 232.245 amended by CS/SB 1956)

2. An appropriate alternative placement will be considered for students who have been retained two or more years. (CS/HB 751)

3. The Individualized Education Program (IEP) Staffing/Review Committee may modify the instructional program or length of school day for an individual exceptional student if it is determined that the modification would be in the best interest of the student. A decision to modify the instructional program or length of school day shall be documented on the student's IEP.

E. **Guidance Services and Career Planning**

All schools shall assure equitable access to school counseling programs for all students through a standards-driven guidance program that is comprehensive in scope, developmental in nature, and focused on the academic, personal/social, and career development needs of all students. The Curriculum Division will identify core school counseling and student advocacy services, including annual indicators of school counseling program effectiveness that directly impact student achievement and are in alignment with Policy 5312, Standards of Student Service, and the National Standards for School Counseling Programs developed by the American School Counselor Association.

F. **Measurement System**

The School Board of Broward County will develop a system to measure and verify proficiency of standards, when appropriate, based on demonstrations of mastery vs. completion of time. The verification will consist of the following:
1. competency based assessment
2. performance based assessment
3. literacy folders
4. criterion reference test
5. and other approved district and state measures

G. **Student Day**

A student day shall consist of a minimum of:
1. Middle School - 348 minutes
2. ESE Centers - 360 minutes

(6A1.09512)

H. **Contests, Fairs and Field Trips**

All outside requests for contests, fairs, field trips, etc., must be curriculum based and submitted to the Superintendent's designee. In keeping with administrative rules and district guidelines, organizations sponsoring the events shall be responsible for distribution of materials to schools with the district's letter of approval and for supplying awards for the competition. All those approved by the screening committee are at the discretion of the school administration.

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MIDDLE

I. **State Mandates**

1. **Health Education**

Health Education, Substance Abuse and Violence Prevention are essential to the educational and personal success of students in grades K- 12. A sequential program shall be implemented. Comprehensive health education topics include, but are not limited to, mental and emotional health, sexually transmitted diseases, human immunodeficiency virus infection/acquired immune deficiency syndrome and other communicable diseases, substance abuse (including alcohol and tobacco), environmental health, safety and emergency care, nutrition, community health (resources), personal health and hygiene dental health, hereditary diseases, developmental disabilities, growth and development, consumer health, health careers, and family life/human sexuality. All teachers who teach Family Life/Human Sexuality, Sexually Transmitted Diseases (STDs), Human Immunodeficiency Virus Infection (HIV) and Acquired Immune Deficiency Syndrome (AIDS) must successfully complete district approved training programs within the last 3 years. (FS 232.246, 233.061, 233.0625, 233.0672)

a. Substance Abuse Education shall reflect current theory, knowledge and practice regarding prevention of substance abuse.
b. Family Life/Human Sexuality Education shall require that all materials, resources and speakers be approved through the Superintendent's Screening Committee and/or Speaker's Bureau, and allow a parent/guardian to make a written request to exempt a student from family life/human sexuality education in grades K - 12.
c. Human Immunodeficiency Virus Infection (HIV) and Acquired Immune Deficiency Syndrome (AIDS) and Other Sexually Transmitted Diseases' Education shall allow a parent/guardian to make a written request to exempt a student from HIV/AIDS instruction. All materials, resources and speakers must be approved through the Superintendent's Screening Committee and/or Speaker's Bureau.
d. Required management training programs on the identification, prevention, and treatment of substance abuse and the availability of local and regional referral resources shall be provided to principals designees and other administrators on an ongoing basis.

2. **Holocaust, African and African-American, Hispanic, Women's Studies, and Veterans' Recognition**

Students shall receive appropriate instruction in the principles of democracy, its governmental and political structure, how to preserve and advance democracy and how they may contribute to the American way of life. In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day. Instruction shall also be provided in the study of the Holocaust, African and African-American history and the contributions of Hispanics and women to the United States. (F.S. 233.061)

STANDARDS OF SERVICE/PUPIL PROGRESSION

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J. **Character Development**

Students will receive instruction to promote character development. Student participation will be mandatory. Character education will be incorporated into the curriculum in a manner prescribed by the Division of Curriculum & Instruction/Student Support. The character traits that are to be integrated into the curriculum are respect, honesty, responsibility, self-control, tolerance, kindness, citizenship, and cooperation. The character traits will also be transmitted to students and parents on an annual basis through the Code of Student Conduct.

K. **Gifted Education**

The School Board of Broward County recognizes the special needs of gifted learners, and is committed to providing programs designed to meet their unique talents and abilities.

1. **District Goals**
   a. To provide a menu of gifted services which meet the unique needs of each individual student
   b. To foster a district-wide climate which recognizes and appreciates giftedness in all racial ethnic groups and socioeconomic strata
   c. To provide gifted curriculum aligned with the Sunshine State Standards that is standardized and qualitatively differentiated by content, process, product, and learning environment
   d. To facilitate opportunities for students to become self-directed, independent learners who achieve at high levels commensurate with their ability and potential
   e. To provide on-going staff development for both general education teachers and gifted teachers on effective strategies for meeting the needs of gifted learners
   f. To seek input from and work collaboratively with parents of gifted learners in order to provide a quality learning environment for students

2. **Gifted Program Standards**

   a. **Curriculum and Instruction:**
      1. Differentiated curriculum that facilitates the mastery of core academic skills at a pace and level appropriate to gifted learners
      2. Differentiated curriculum that replaces, supplements, or modifies existing curriculum
      3. Instructional program that is flexible, and consists of advanced content and appropriately different teaching and learning strategies
      4. Differentiated curriculum that is consistent district-wide

   b. **Program Models**
      1. Gifted services will be available to all gifted students
      2. Gifted programming will be planned as a result of consultation with experts
      3. Gifted programming models will be consistent and an integral part of a child's program

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c. **Guidance and Counseling**
   1. Gifted learners will be provided career guidance consistent with their unique needs
   2. Curriculum for gifted students will have an affective dimension
   3. The needs of underachieving gifted learners will be addressed
   4. The unique social and emotional needs of gifted students will be addressed

3. **Student Identification**

a. Schools have an obligation to identify their gifted students. The process used to identify students in need of gifted services must be ongoing, reliant on a variety of assessment measures, free of bias and non-exclusionary. Once identified, students must be provided appropriate services.
b. Strategies must be employed to identify students from groups traditionally underrepresented in gifted populations.

4. **Eligibility**

A student is eligible for the gifted program if "the student demonstrates:

a. Superior intellectual development measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence
b. Need for a special program
c. A majority of the characteristics of gifted students according to a standard scale or checklist."

Districts are also mandated by the State to develop alternative criteria to increase the representation of underrepresented groups in gifted programs. (6A-6.03019(2))

5. **Transfer Students**

Students entering the School Board of Broward County, Florida school system from outside the state of Florida who do not produce complete documentation or gifted eligibility, that meets the same criteria used in Broward County Public Schools, will be placed in general education classes pending receipt of full documentation and/or testing within six (6) months. Every effort should be made to obtain missing documentation as soon as possible.

Transfer students from within the state who have full documentation of gifted eligibility will be immediately eligible for gifted services.

Students who have no tangible proof of eligibility will be placed in general education classes until all documentation is received. Telephone verification of gifted eligibility shall be followed by written documentation (electronic, fax or other hard copy). Written documentation must precede placement in the gifted program.

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6. **Program Models**

a. Schools will develop and implement a comprehensive plan to meet the needs of their gifted students. As part of this plan, schools will adopt a district-approved model or models that meets the needs of their gifted students. Every school will have at least one teacher who is gifted-endorsed.

b. Services will be provided in the core content areas, depending upon a student's need. Gifted services, however, are not limited to curriculum and learning environment. Other services must be provided based on the individual needs of the students.

c. If the school does not have the capacity to offer any of the district recommended models, the school will petition the Area Office in consultation with the Department of Advanced Academic Programs to develop its own model. The district will review the petition and, if granted, the program will be monitored and reviewed on an on-going basis. If the petition is not granted, the school will work with the Department of Advanced Academic Programs to develop an alternative model, or gifted students at that school site will be clustered with those from another site in order to provide appropriate services. Schools within one Innovation Zone may petition to cluster students to offer services at one school within the Zone.

2. REPORTING STUDENT PROGRESS

A. Reporting of Student Progress

The reporting of student progress to parent shall follow procedures established by the Division of Curriculum & Instruction/Student Support and be in accordance with Florida statutes, Florida State Board of Education administrative rules, and board adopted policies, rules and regulations. (FS 232.245/232.24521)

B. Report Card Time Line

Report cards are issued at the end of every nine weeks of school and cover a period of approximately 45 school days. Such reports shall be distributed to the students for delivery to their parents/guardians, except for the final report, in accordance with the adopted school calendar. If a student withdraws and does not qualify for a report card under this provision, he/she shall be issued a statement of academic achievement.

C. Retention of Computer-printed Reports

Middle School report cards are prepared through the use of computer-printed reports. A copy of the computer-printed report shall be retained in the school records office.

D. Interim Reports

Not later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including but not limited to the following:

1. Failing
2. A drop of two or more grades
3. Unacceptable behavior
4. Excessive absences

E. Withholding Report Cards

Report cards may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.

STANDARDS OF SERVICE/PUPIL PROGRESSION

MIDDLE

F. **Transferring Report Cards**

Report cards, cumulative folders and LEPSEP folders must be transferred from one school to another without delay.

G. **Report Cards - Middle School**

1. The grading system used in the sixth, and seventh grades and the interpretation of the letter grades, which represent the equivalent numerical grades, are as follows:

"A".....SUPERIOR PROGRESS.....	90 - 100
"B".....COMMENDABLE PROGRESS.....	80 - 89
"C".....AVERAGE PROGRESS.....	70 - 79
"D" .....LOWEST ACCEPTABLE PROGRESS.	60 - 69
"F".....FAILURE.....	0 - 59
"I".....INCOMPLETE.....	

(FS 232.2463)

Conduct

"S".....	SATISFACTORY
"N".....	NEEDS IMPROVEMENT
"U".....	UNSATISFACTORY

(FS 232.2463)

2. The grading system used in the eighth grade and the interpretation of the letter grades, which represent the equivalent numerical grades, are as follows:

Letter		Numerical	
"A"	SUPERIOR PROGRESS	90	100
"B+"	OUTSTANDING PROGRESS	87	89
"B"	COMMENDABLE PROGRESS	80	86
"C+"	ABOVE AVERAGE PROGRESS	77	79
"C"	AVERAGE PROGRESS	70	76
"D+"	BELOW AVERAGE PROGRESS	67	69
"D"	LOWEST ACCEPTABLE PROGRESS	60	66
"F"	FAILURE	0	59
"I"	INCOMPLETE		

Conduct

"S"	SATISFACTORY
"N"	NEEDS IMPROVEMENT
"U"	UNSATISFACTORY

3. The student's attendance for the marking period shall be recorded in the space provided.

4. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

5. Final examinations are a recognized part of any school system and shall be scheduled and administered in accordance with the rules and regulations developed by Curriculum & Instruction/Student Support and approved by the Board.

STANDARDS OF SERVICE/PUPIL PROGRESSION

MIDDLE

H. **Totaling Grades – Middle School**

1. Points used to calculate the final grade and weighted GPA are as follows (plus grades are valid in grade eight only):

A.....	4.0	points
B+	3.1	points
B.....	3.0	points
C+	2.1	points
C.....	2.0	points
D+	1.1	points
D.....	1.0	point
F.....	0	points

2. The final grade for the school year for each full-year subject at grades six, and seven is determined by totaling the points earned for each of the four grading periods as follows: (FS 232.2463)

	FULL YEAR SUBJECT	SEMESTER SUBJECT
A yearly grade of "A"	14.0 – 16.0 points	7.0 – 8.0 Points
A yearly grade of "B"	10.0 – 13.0 points	5.0 – 6.0 Points
A yearly grade of "C"	6.0 – 9.0 points	3.0 – 4.0 Points
A yearly grade of "D"	4.0 – 5.0 points	2.0 Points

3. The final grade for the school year for each full year subject at grade eight is determined by totaling the points earned for each of the four grading periods as follows:

	FULL YEAR SUBJECT		SEMESTER SUBJECT	
"A"	14.0	16.0 points	7.0	8.0 points
"B+"	12.2	13.9 points	6.1	6.9 points
"B"	10.0	12.1 points	5.0	6.0 points
"C+"	8.2	9.9 points	4.1	4.9 points
"C"	6.0	8.1 points	3.0	4.0 points
"D+"	4.2	5.9 points	2.1	2.9 points
"D"	4.0	4.1 points		2.0 points

4. To receive a passing grade in subjects for a full year at least one of the above points must be earned during the final quarter. Limited English Proficient students may be permitted to demonstrate mastery of skills in their native languages. Successful completion of all work will be in accordance with the Standards of Service (Policy 6000.1) and Accountability (Policy 1403).

5. An approved alternative report card may be used for students with disabilities whose progress cannot be appropriately reported using the standard report card.

6. The IEP Annual Goal(s) Progress Report must be completed and sent home with each report card for all students with disabilities.

STANDARDS OF SERVICE/PUPIL PROGRESSION

MIDDLE

3. **PROMOTION /RETENTION**

A. **Promotion**

"Promotion is the act of changing a pupil's placement from a lower to a higher grade, academic level, age category, number of credits, or continuous progress level, based on the following criteria:

1. To be promoted a student must pass five subjects during each year for grades 6-8. Four of the subjects must be from among the following five: Language Arts*, Reading*, Mathematics*, Science, and Social Studies.
   * To be promoted students must demonstrate mastery in these subjects.

2. Students who successfully complete a one-semester subject will be credited with one-half subject toward the five needed to be promoted.

3. Students within middle schools shall be promoted or retained dependent upon their ability to meet the rules and regulations pertaining to promotion and retention as developed and adopted by the State Board of Education, the superintendent, and the Board and referenced in the matrix below. In situations of unusual or exceptional nature, the cases may be taken under advisement by the principal.

Grade	Indicator One		Indicator Two		
6 Reading	25%ile or above on FCAT NRT Reading Comprehension	OR	Above Cut Score 48 Degrees of Reading Power (DRP)		
6 Math	25%ile or above on FCAT NRT Problem Solving	OR	Above Cut Score Criterion Referenced Test		
7 Reading	25%ile or above on FCAT NRT Reading Comprehension	OR	Above Cut Score 49 Degrees of Reading Power (DRP)		
7 Math	25%ile or above on FCAT NRT Problem Solving	OR	Above Cut Score Criterion Referenced Test		
8 Reading	25%ile or above on FCAT NRT Reading Comprehension	OR	Level II or above on FCAT Reading	OR	Above Cut Score 50 Degrees of Reading Power (DRP)
8 Math	25%ile or above on FCAT NRT Problem Solving	OR	Level II or above on FCAT Mathematics	OR	Above Cut Score Criterion Referenced Test

a. Middle School students who do not meet the aforementioned criteria may be promoted based on district approved alternative criteria. For ESE and LEP students, alternative criteria is determined by an IEP or LEP committee. For regular education students, promotion based on alternative criteria is recommended by the Child Study Team (or similar group). Such recommendations will be approved by the principal and area office and include documented evidence of success.

b. Students who do not meet the performance level indicated on the promotion chart/policy can be given one of three options (CS/HB751):

1. remediate before the beginning of the next school year and promote;
2. retain and remediate in a different program; or
3. promote and remediate during the following year with more intensive intervention and remediation strategies in accordance with procedures established by the superintendent.

c. Students may also demonstrate competency on other district approved assessment instruments.

B. **Parent Notification**

Parents must be notified on or before May 31 when it appears that a student may be retained. Parents of LEP students must be notified in the native language.

C. **High School Credit Earned in Grades 6-8**

High school credit may be earned in grades 6-8 by completing the course and earning a passing grade. Credit may be earned in courses which include, but are not limited to Algebra I, Geometry, Spanish I and II, Japanese I and II, and French I and II. Students may also receive credit for courses successfully completed in a virtual environment.

1. For high school credit earned by students in grades 6-8 at the middle school site, a grade of Pass (P) will be assigned to the high school transcript.
2. For high school credit earned by students in grades 6-8 in a virtual environment or at a high school site, a grade will be assigned to the high school transcript.

D. **Taking Courses on a High School Campus**

A middle school student whose unique academic needs cannot be met at the middle school level, as determined by the principal, may take the course(s) in a virtual environment or, upon approval of the area superintendent, be permitted to attend a high school for the course necessary. However, no middle school student may attend a high school campus when a course is available through the middle school level or when the course sought at the high school level requires successful completion of the middle school curriculum. Transportation must be provided by the parents and will be reimbursed at the standard rate.

E. **Limited English Proficient (LEP) Students**

When considering limited English proficient students for retention the following must be taken into consideration:

1. LEP students who have been in an English for Speakers of Other Languages program for two years or less and who meet the district criteria for substantially deficient performance should be exempt from mandatory retention, but must have documented remediation.

2. LEP students may not be retained simply because they are unable to read and write in English if they are satisfactorily proficient in their home language. The requirement is to measure students' ability to read and write; regardless of whether that ability is shown in English or the home language.

3. LEP students who have been in an English for Speakers of Other Languages program for more than two years may still be in need of additional time to meet district levels of performance on reading and writing assessments in English, but should be demonstrating consistent progress. These LEP students are in the process of acquiring language and academic proficiency skills in English. Such students must participate in remediation if they meet district criteria for remediation, but should be exempt from mandatory retention.

4. Before any LEP student is retained, the student should be referred to the LEP committee, which includes the principal/designee, the ESOL teacher, the home language teacher (if any), the classroom/subject area teacher(s) plus guidance counselors, school social workers, school psychologists or other educators as appropriate for the situation. In addition, the parent(s) must be invited to the LEP committee meeting. Results of the meeting should be documented in the LEPSEP folder. Students cannot be retained solely due to lack of proficiency in English.
(FS233.058, 6A.6.0900-909)

F. **Exceptional Students**

1. The IEP Committee, which includes the principal/designee, will determine grade placement for students with disabilities.

2. For those students who are turning 14 during the duration of the IEP being developed, the IEP Committee will determine and record on the Individual Educational Plan the appropriate level of state curriculum standards.

G. **Extended Learning**

Opportunities for extended learning will be determined on an annual basis and may include, but not be limited to, after school, Saturday school, virtual learning and extended calendars.

Note: For information about extended school year (ESY) for students with disabilities, see the Special Programs and Procedures for Exceptional Students and the district guidelines.

HIGH SCHOOL/ADULT PUPIL PROGRESSION

1. GENERAL HIGH SCHOOL INFORMATION

A. Reading

As a part of their School Improvement Plan, each school shall develop and implement reading objective(s) which addresses the reading needs of all students.

B. Instructional Materials

In order to support schools in the identification of quality instructional resource materials, the district will provide an approved Instructional Resource Materials list which will be continuously updated and which will include materials that encourage a wide variety of instructional techniques and technologies to accommodate various learning styles. This list does not preclude the use of supplementary resources to enhance the district-approved materials. All non-state adopted instructional materials must be evaluated by the school staff and approved by the principal prior to purchase. The district will provide support and consultation. (FS233.07)

C. Academic Improvement Plan (AIP) and Suspension of Curriculum

Instruction shall be focused on ensuring that all students shall demonstrate mastery of Critical Content at the appropriate performance level. All Students will be annually assessed and appropriately placed in reading, writing and mathematics. Any student who falls significantly below district standards shall receive an Academic Improvement Plan (AIP) which will identify appropriate school and community/based programs and strategies to be used for remediation. These programs will be intensive and different from the previous year's programs. Strategies for monitoring and reporting individual student progress in moving toward the district standards will be implemented. For those students for whom it is appropriate, the IEP will serve as the AIP.

1. Any student who has been provided with an Academic Improvement Plan (AIP) for the purposes of meeting district levels of performance in reading, writing, or mathematics, may have their regular curriculum suspended in areas other than reading, writing and mathematics in order to provide intensive academic instruction. (FS 232.245amended by CS/SB 1956)

2. An appropriate alternative placement will be considered for students who have been retained two or more years. (CS/HB 751)

3. The Individualized Education Program (IEP) Staffing/Review Committee may modify the instructional program or length of school day for an individual exceptional student if it is determined that the modification would be in the best interest of the student. A decision to modify the standards of service or length of school day shall be documented on the student's IEP.

STANDARDS OF SERVICE/PUPIL PROGRESSION

HIGH

D. **Guidance Services and Career Planning**

All schools shall assure equitable access to school counseling programs for all students through a standards-driven guidance program that is comprehensive in scope, developmental in nature, and focused on the academic, personal/social, and career development needs of all students. The Curriculum Division will identify core school counseling and student advocacy services, including annual indicators of school counseling program effectiveness that directly impact student achievement and are in alignment with Policy 5312, Standards of Student Service, and the National Standards for School Counseling Programs developed by the American School Counselor Association.

E. **Measurement System**

The School Board of Broward County will develop a system to measure and verify proficiency of standards, when appropriate, based on demonstrations of mastery vs. completion of time. In addition to FCAT, the verification will consist of the following:

1. competency based assessment
2. performance based assessment
3. literacy folders
4. criterion reference test
5. and other approved district and state measures

F. **Student Day**

A student day shall consist of a minimum of:

1. High School - 360 minutes
2. ESE Centers - 360 minutes

(6A.1.09512)

G. **Contests, Fairs and Field Trips**

All outside requests for contests, fairs, field trips, etc., must be curriculum based and submitted to the Superintendent's designee. In keeping with administrative rules and district guidelines, organizations sponsoring the events shall be responsible for distribution of materials to schools with the district's letter of approval and for supplying awards for the competition. All those approved by the screening committee are at the discretion of the school administration.

H. **State Mandated Curriculum**

1. **Health Education**

Health Education, Substance Abuse, and Violence Prevention are essential to the educational and personal success of students in grades K - 12. A sequential program shall be implemented. Comprehensive health education topics include, but are not limited to, mental and emotional health, sexually transmitted diseases, human immunodeficiency, virus infection/acquired immune deficiency syndrome and other communicable diseases, substance abuse (including alcohol and tobacco), environmental health, safety and emergency care, nutrition, community health (resources), personal health and hygiene, dental health, hereditary diseases, breast cancer detection, developmental disabilities, growth and development, consumer health, health careers, and family life/human sexuality. All teachers who teach Family Life/Human Sexuality, Sexually Transmitted Diseases (STDs), Human Immunodeficiency Virus Infection (HIV) and Acquired Immune Deficiency Syndrome (AIDS) must successfully complete district approved training programs within the last 3 years. (FS 232.246, 233.061, 233.0612, 233.0625, 233.0672)

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Students shall receive appropriate instruction in the principles of democracy, its governmental and political structure, how to preserve and advance democracy, and how they may contribute to the American way of life. In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day. As documented in the School Improvement Plan, instruction shall also be provided in the study of the Holocaust, African and African-American history and the contributions of Hispanics and women to the United States. (F.S. 233.061)

I. **Character Development**

Students will receive instruction to promote character development. Student participation will be mandatory. Character education will be incorporated into the curriculum in a manner prescribed by the Division of Curriculum & Instruction/Student Support. The character traits that are to be integrated into the curriculum are respect, honesty, responsibility, self-control, tolerance, kindness, citizenship, and cooperation. The character traits will also be transmitted to students and parents on an annual basis through the Code of Student Conduct.

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b. To foster a district-wide climate which recognizes and appreciates giftedness in all racial ethnic groups and socioeconomic strata
c. To provide gifted curriculum aligned with the Sunshine State Standards that is standardized and qualitatively differentiated by content, process, product, and learning environment
d. To facilitate opportunities for students to become self-directed, independent learners who achieve at high levels commensurate with their ability and potential
e. To provide on-going staff development for both general education teachers and gifted teachers on effective strategies for meeting the needs of gifted learners
f. To seek input from and work collaboratively with parents of gifted learners in order to provide a quality learning environment for students

2. **Gifted Program Standards**

a. **Curriculum and Instruction:**
   1. Differentiated curriculum that facilitates the mastery of core academic skills at a pace and level appropriate to gifted learners
   2. Differentiated curriculum that replaces, supplements, or modifies existing curriculum
   3. Instructional program that is flexible, and consists of advanced content and appropriately different teaching and learning strategies
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   1. Gifted services will be available to all gifted students
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   1. Gifted learners will be provided career guidance consistent with their unique needs
   2. Curriculum for gifted students will have an affective dimension
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3. **Student Identification**

a. Schools have an obligation to identify their gifted students. The process used to identify students in need of gifted services must be ongoing, reliant on a variety of assessment measures, free of bias and non-exclusionary. Once identified, students must be provided appropriate services.
b. Strategies must be employed to identify students from groups traditionally underrepresented in gifted populations.

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A student is eligible for the gifted program if "the student demonstrates:
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Students entering the School Board of Broward County, Florida school system from outside the state of Florida who do not produce complete documentation or gifted eligibility, that meets the same criteria used in Broward County Public Schools, will be placed in general education classes pending receipt of full documentation and/or testing within six (6) months. Every effort should be made to obtain missing documentation as soon as possible.

Transfer students from within the state who have full documentation of gifted eligibility will be immediately eligible for gifted services.

Students who have no tangible proof of eligibility will be placed in general education classes until all documentation is received. Telephone verification of gifted eligibility shall be followed by written documentation (electronic, fax or other hard copy). Written documentation must precede placement in the gifted program.

6. **Program Models**

1. Schools will develop and implement a comprehensive plan to meet the needs of their gifted students. As part of this plan, schools will adopt a district-approved model or models that meets the needs of their gifted students. Every school will have at least one teacher who is gifted-endorsed.

b. Services will be provided in the core content areas, depending upon a student's need. Gifted services, however, are not limited to curriculum and learning environment. Other services must be provided based on the individual needs of the students.

c. If the school does not have the capacity to offer any of the district recommended models, the school will petition the Area Office in consultation with the Department of Advanced Academic Programs to develop its own model. The district will review the petition and, if granted, the program will be monitored and reviewed on an on-going basis. If the petition is not granted, the school will work with the Department of Advanced Academic Programs to develop an alternative model, or gifted students at that school site will be clustered with those from another site in order to provide appropriate services. Schools within one Innovation Zone may petition to cluster students to offer services at one school within the Zone.

d. Honors, Advanced Placement, Dual Enrollment, International Baccalaureate, and magnet programs often serve the needs of gifted students. However, gifted services must be available to high school students whether or not gifted content area classes are offered. Services may take the form of gifted electives, gifted seminars, and consultation with a gifted endorsed teacher. Gifted students are entitled to remain under the gifted umbrella as long as the educational plan is current, and a matrix of services is completed annually.

2. REPORTING STUDENT PROGRESS

A. REPORT CARDS - GENERAL

The reporting of student progress to parent shall follow procedures established by Curriculum & Instructional/Student Support and be in accordance with Florida statutes, Florida State Board of Education administrative rules, and board adopted policies, rules and regulations. (FS 232.245/232.24521)

1. Report Card Time Line

Report cards are issued at the end of every nine weeks of school and cover a period of approximately 45 school days. Such reports shall be distributed to the students for delivery to their parents except for the final report, in accordance with the adopted school calendar If a student withdraws and does not qualify for a report card under this provision, he/she shall be issued a statement of academic achievement.

2. Interim Reports

Not later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including but not limited to the following:

a. Failing
b. A drop of two or more grades
c. Unacceptable behavior
d. Excessive absences

3. **Withholding Report Cards**

Report cards may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.

4. **Transferring Report Cards**

Report cards, cumulative folders and LEPSEP folders must be transferred from one school to another without delay.

5. **Experimental Reporting**

Pilot schools may deviate from this system/procedure for experimental purposes with the authorization of the Superintendent.

B. **REPORT CARDS - GRADING**

1. Effective for the 2001-2002 school year and thereafter, the grading system used in the high schools, including numerical grades, letter grades and quality points will be as follows: (FS 232.2463)

Numerical	**Letter**	**Quality Points**
90 – 100	"A"	4.0
87 – 89	"B+"	3.5
80 – 86	"B"	3.0
77 – 79	"C+"	2.5
70 – 76	"C"	2.0
67 – 69	"D+"	1.5
60 – 66	"D"	1.0
0 – 59	"F"	0.0
INCOMPLETE	"I"	0.0

2. **Incomplete Grade**

An "I" is given as an opportunity for students to make up incomplete class work or for students who require additional time to demonstrate mastery of course standards. Class work should be made up prior to the 40th day of the next marking period. If the work remains incomplete or unsatisfactory at the end of this period, the "I" will revert to an "F". The principal may extend the deadline.

3. **Plus (+) Grades**

Letter grades displaying plus signs shall be used in the calculation of the local (district) weighted grade point average for the purpose of determining class rank, and will not be used for determining athletic eligibility or in meeting the graduation requirements

4. **Semester Credit**

At the high school level, credit is granted on the semester basis. One-half credit is given for passing a semester's work in a course. The semester grade for each course is determined by totaling the points earned in both nine week grading periods with the points earned on the semester examination. For schools implementing a "4x4" block schedule, one semester is equivalent to nine weeks. The point values assigned to the letter grades for each nine week grading period and the semester examination are as follows:

	GRADING PERIOD		SEMESTER EXAMINATION	
A	12.0	points	8.0	points
B+	9.3	points	6.2	points
B	9.0	points	6.0	points
C+	6.3	points	4.2	points
C	6.0	points	4.0	points
D+	3.3	points	2.2	points
D	3.0	points	2.0	points
F	0	points	0	points
I	0	points	0	points

a. The semester grade is assigned as follows:

Total Point Values				Semester Grades
28.00	or above		points	A
24.50	through	27.99	points	B+
20.00	through	24.49	points	B
16.50	through	19.99	points	C+
12.00	through	16.49	points	C
8.50	through	11.99	points	D+
5.00	through	8.49	points	D
	Below	5.00	points	F

To receive a passing mark for the semester grade in a subject, the student shall have previously earned at least a passing mark in:

1. both nine-week grading periods, or
2. one nine-week grading period and the semester examination.
3. the weight of the final examination shall equal one-fourth of the semester grade.

b. Any student with a GPA below 2.5 shall have their parent or guardian notified that good work is necessary to ensure that high school graduation requirements are met. Students will be assisted in meeting these requirements through a variety of options which may include, but are not limited to:

1. forgiveness policy,
2. extended learning,
3. special counseling,

4. volunteer and/or peer tutors,
5. school-sponsored help sessions,
6. homework hotlines,
7. study skills classes,
8. co-enrollment.

5. **Honors Courses to Receive Quality Points**

   a. All courses which are clearly labeled as "honors," and/or "advanced," and/or "gifted," consistent with State Frameworks and/or district guidelines and coded as such in Broward Course Code Dictionary shall carry one quality point.

   b. Academic foreign languages above the second year are included in this category, (classes labeled "conversational" are not included in this category.

   c. Dual Enrollment: Effective for 1999-2000, students enrolled in college courses at the 2000 level and above shall receive two quality points for courses completed with a grade of "C" or above. Dual Enrollment courses below the 2000 level will receive one quality point. College level courses are defined by approved articulation agreements between the School Board of Broward County and area colleges and universities. Credit earned shall be recorded in the student's academic record using the course number and title used by the postsecondary institution.

   d. An additional point may not be earned in honors class if the grade received is below a "C."

6. **Advanced Placement Courses And International Baccalaureate to Receive Quality Points**

   a. All classes that are clearly labeled "Advanced Placement," or "International Baccalaureate" shall receive two quality points if the grade received is "C" or above.

   b. Students will be required to take the Advanced Placement examination (cost of examination to be paid by the district) in order to receive two quality points. If a student elects not to take the Advanced Placement examination, he/she will receive one quality point for a grade of "C" or higher.

7. **Grade Point Average and Repeat Rule**

   With the approval of the principal/guidance counselor, students may elect to repeat a course for credit in order to improve their record. When a course (previously passed) is repeated for credit, only elective credit will be given and will not meet course requirements for graduation. The highest grade earned will be used in computing the Grade Point Average. The lower of the two grades will be forgiven. The student's record, however, will show all courses taken. When a course (previously passed) is repeated, it must be repeated during the academic school year (August-June), except for students with a cumulative Grade Point Average below 2.5. For students whose cumulative Grade Point Average is below a 2.5, courses previously passed with a grade of "D" (1.0) may be retaken through an extended learning opportunity in order to maintain continuous progress toward graduation.

8. **Forgiveness Rule**

A student may elect to repeat a course for credit in order to improve his/her record. A student may repeat a course for which he/she has received a grade of "F," "N," or "I." The highest grade earned will be used in computing the Grade Point Average. The student's record, however, will show all courses taken. The Forgiveness Rule shall be applied only one time per course.

For students entering the ninth grade in 2000-2001 and each year thereafter, forgiveness for **required** courses shall be limited to replacing a grade of "D," "F," or "I," with a grade of "C" or higher, earned subsequently in the same or comparable course. Forgiveness for **elective** courses shall be limited to replacing a grade of "D," "F," or "I," with a grade of "C" or higher earned subsequently by retaking the same or comparable course or different course. When a course (previously passed) is replaced, it must be retaken during the 180 day school year, except for students with a cumulative Grade Point Average below 2.5. For students whose cumulative Grade Point Average is below a 2.5, courses previously passed with a grade of "D" (1.0) may be retaken through an extended learning opportunity or through co-enrollment in order to maintain continuous progress toward graduation. The Forgiveness Rule shall be applied only one time per course.

9. **Exceptional Students**

a. The IEP committee will determine and record on the Individualized Educational Plan curriculum standards and the type of diploma the student shall work toward.

b. An individual Educational Plan (IEP) committee may determine that the student be permitted additional time or less time to complete a course. All decisions regarding this time modification ("MOD") must be specified on the student's IEP. "MOD" does not count as an attempt for grade point averaging purposes.

c. An approved alternative report card may be used for students with disabilities whose progress cannot be appropriately reported using the standard report card.

d. The IEP Annual Goal(s) Progress Report must be completed and sent home with each report card for all students with disabilities.

3. **PROMOTION/RETENTION**

A. **Minimum total credits required for High School graduation is 25**

1. To be in grade nine, a student must be promoted from grade eight.

2. To be in grade ten, a student must have earned a minimum of five credits, which must include a passing grade in an English course that satisfies the English graduation requirement or its equivalent for ESE, or ESOL for LEP students, and a passing grade in a level I (or above) mathematics course, or its equivalent for ESE, for the 1999-2000 school year and a level II (or above) mathematics course, or its equivalent for ESE, for 2000-2001 and beyond.

3. To be in grade eleven, a student must have satisfied grade 9 requirements and earned a minimum 11 credits.

4. To be in grade twelve, a student must have satisfied grade 9 requirements and earned a minimum of 18 credits.

5. Credits may be reduced one credit per year (maximum two credits, total) to accommodate travel to other vocational centers or programs pursuant to the provisions of School Board Policy. However, under no circumstances can credits be reduced below the 25 required for graduation.

B. **Credits**

1. **Definition of Credit**

One full credit is defined as a minimum of 135 hours of bona fide instruction in a designated course of study which contains student performance standards as provided for in Florida Statute. One half credit is defined to be one-half of the requirement for a full credit. Six semester credit hours of community college or university instruction shall equal one full credit. Any school that uses alternative scheduling must employ a district approved mechanism to determine successful mastery of student performance standards. (FS 232.2462)

a. **Hour Requirement**
High school students are not exempted from the 135-hour bona fide instruction rule except as in presently-allowed acceleration mechanisms (Credit By Examination, Dual Enrollment, Early Admission, Adult Education, and approved dropout prevention programs, featuring competency based curriculum structures or in schools that have alternative scheduling).

b. **Minimum Attendance Requirements**
In cases of unusual circumstances when minimum attendance requirements cannot be met (out-of-district transfer students), demonstrated mastery of the student performance standards for any course may be considered to satisfy credit requirements.

c. **Mastery Performance Standards**
A student's mastery of performance standards will be determined in accordance with the Board-approved performance standards and will be determined by the use of teacher observations, classroom assignments and a passing grade on an examination developed and/or approved by the school administrator. Native language assistance may be provided for Limited English Proficient students. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. (FS 232.24521)

d. **Attendance Rule**
Pupils may be counted in attendance only if they are actually present at school or are away from school on a school day and are engaged in an educational activity which constitutes a part of the school-approved instructional program for the pupil. It is the student's responsibility to make up all class work and homework to receive academic credit for the classes missed. (FS 232.09)

e. **Transfers From Accredited Schools**
The requirements of the School Board shall not be retroactive for transfer students, or students in Broward School Board-operated or approved Youth Services programs, provided the student has met all requirements of the district, state from which he or she is transferring.

The school shall accept and classify transfer credits for the purpose of credits which meet specific graduation requirements, without further validation from schools that are accredited by a regional accrediting agency or from schools accredited through their state's Department of Education. Regional accrediting agencies are as follows:

1. Southern Association of Colleges and Schools (SACS)
2. Middle States Association of Colleges and Schools (MSACS)
3. New England Association of Colleges and Schools (NEACS)
4. North Central Association of Colleges and Schools (NCACS)
5. Northwestern Association of Colleges and Schools (NACS)
6. Western Association of Colleges and Schools (WACS)

f. **Transfers from Private Tutors/Non-accredited Schools**
Students who transfer from home education, private tutors or non-accredited private or public schools must have completed work or earned credits validated through demonstration of mastery of course content determined through successful completion of end-of-course exams or other means designated by district curriculum specialist. The evaluation will be administered by the enrolling school. Native language assistance may be provided for Limited English Proficient students.

g. **Students from Foreign Countries**
Students who come from foreign countries with transcripts will have those evaluated by guidance staff for validation of course credit. Final placement shall be made on the basis of transcript evaluation, course/credit validation, and consideration as to the welfare of both student and school involved.

h. In cases of unusual circumstances related to out-of-district transfer students or late registrants, when minimum instruction time cannot be met, students shall be enrolled on an audit basis until an official transcript is presented, or until the area superintendent considers the case and, at his/her discretion, appoints an evaluation committee to make final recommendations to him/her. The area superintendent shall then render a decision.

i. **Virtual Education**
High schools will award high school credit(s) for courses successfully completed through virtual education. Grades received for coursework will be accepted for credit when the instructional entity is part of Broward County Schools or one that is approved by the district to serve Broward County students. Providers other than the school district or those affiliated with the district through an official, School Board approved agreement must have a regional accreditation for students to receive high school credit for grades earned.

C. Dual Enrollment Early Admissions

Students enrolled as high school juniors and seniors in Broward County Public High School may be concurrently enrolled in postsecondary courses creditable toward a vocational-technical certificate, diploma, or an associate or baccalaureate degree from accredited institutions. Students must meet program rules and regulations, including minimum scores on a college placement exam and a 3.0 unweighted grade point average (GPA) for academic dual enrollment courses or minimum scores on appropriate technical placement exams and a 2.0 unweighted GPA for vocational-technical certificate dual enrollment courses. Students participating in dual enrollment options must maintain an unweighted grade point average of 3.0 in high school academic work and must earn a grade of "C" or better in college level coursework in order to continue in the program.
(6A.1.095, FS 240.116, FS 232.2462)

1. **Dual Enrollment**

High school juniors and seniors who meet the rules and regulations listed above may dually enroll in coursework, not to exceed 11 credits per term (term 1 & 2) and per session (summer term 3). This coursework can not be remedial in nature and must be provided by either the community college or university with whom the School Board has an approved and college credit will be awarded. The purpose of which is to shorten the time necessary to complete requirements for a diploma, associate, or baccalaureate degree, to broaden the scope of curricular options, or increase the depth of study available in a particular subject area. Students who elect to participate in dual enrollment coursework may do so during regular school hours, after regular school hours, and during the college/university summer terms. Said instruction shall not include physical education. Any student so enrolled in a state supported postsecondary institution with whom the School Board has an approved interinstitutional articulation agreement shall be exempt from the payment of registration, matriculation, laboratory, and textbook fees.
(FS 240.116)

2. **BCC College Academy**

Beginning with the 2001-2002 school year, students who attend the College Academy @ BCC are not limited to 11 semester hours each term/session due to the singular nature of this high school program.

3. **Vocational-Technical Dual Enrollment**

Eligible high school juniors and seniors may dually enroll in a state approved high wage/high skilled certificate, diploma, or degree granting program at an approved postsecondary institution with whom the School Board has an approved interinstitutional articulation agreement and for which both high school and postsecondary/college credit will be awarded in order to shorten the time necessary to complete requirements for a vocational-technical certificate, diploma, associate, or baccalaureate degree, broaden the scope of curricular options, or increase the depth of study available in a particular subject area. Any student so enrolled in a state supported postsecondary institution with whom the School Board has an approved interinstituional articulation agreement shall be exempt from the payment of registration, matriculation, laboratory, and textbook fees. (FS 240.1161)

4. **Credit in Escrow**

High school juniors/seniors who meet the rules and regulations listed above may enroll in college coursework for which only college credit will be awarded to add depth and breadth to their academic program. This coursework cannot exceed 11 credits per term (term 1 & 2) and per session (summer term 3). College credits earned under this program will be held in "escrow" by the participating college/university. Earned credit will not be reflected on the high school academic transcript and will not be used to satisfy high school diploma requirements. Under this program, students and their parents will be responsible for all appropriate college fees and textbooks. (FS 240.116)

5. **Early Admission**

Early admission is a form of dual enrollment through which eligible high school students enroll in a postsecondary institution on a full-time basis in courses for which both high school and postsecondary/college credit will be awarded in order to shorten the time necessary to complete requirements for a diploma, associate, or baccalaureate degree. All coursework completed and credits earned under the early admission option will be recorded in the student's academic history and be calculated into the student's cumulative grade point average. Any student so enrolled in a state supported postsecondary institution with whom the School Board has an approved interinstitutional articulation agreement shall be exempt from the payment of registration, matriculation, laboratory, and textbook fees. Students participating in early admissions programs at all other institutions will be responsible for all fees and expenses. (FS240.1161)

6. **Credit from Other Post-secondary**

Students may receive high school elective credit for completion of college coursework offered through programs at accredited post-secondary institutions that do not have interinstitutional articulation agreements with the School Board of Broward County, Florida. In order to receive elective high school credit, students must complete the following requirements: (1) be enrolled as a high school junior or senior; (2) have a 3.0 unweighted grade point average; (3) obtain approval from the school administrator; (4) provide a description of the course to be taken, course must align with a state approved high school elective course as identified in the Florida Course Code Directory, course must be included in a specific degree program (as opposed to a special interest session offered by a college/university which does not meet the criteria of a credit-granting course) and be approved by district curriculum specialist. (5) provide the school administrator with an official transcript delineating course title/number of college credit hours earned. For purposes of this policy, three semester hours of college credit will be equated to 1/2 high school elective credit. Honor points will be awarded in accordance with established School Board Policy which stipulates rigor and awards one quality point for a level 1000 college course (or its equivalent) and 2 quality points for a level 2000 or higher college course (or its equivalent). (FS 232.2462)

D. **Credit by Examination**

Examinations in individual subject areas required for high school graduation will be provided by the district for the following purposes:

1. To award credit by examination and exempt high school students from enrolling in and meeting normal course requirements.

2. To serve as a minimum level of demonstrated competency for awarding credit in any non-traditional high school program which as in other unusual circumstances when minimum attendance requirements cannot be met (e.g., out of district transfer students.)

3. To validate required subject area credits for students who are entering a Broward public high school from a non-accredited school or home education program.

4. Examinations for required courses shall be developed or selected by Curriculum & Instruction/Student Support. These will be approved by the Deputy Superintendent of Curriculum & Instruction/Student Support.

5. At the end of each school year and more often if needed, a credit by examination program will be offered for high school students (including incoming ninth graders) who are seeking exemption from high school courses. All credit by examination tests must be developed and/or approved by Curriculum & Instruction/Student Support and Research Services Departments.

6. Students and parents should have a counseling session to determine the appropriate test(s) to be taken.

7. No more than three tests may be taken at one test session.

8. Credit may not be granted unless the student passes the test. For non-traditional high school programs which offer less than 150 hours of instruction, this is a minimum requirement and additional course requirements may apply as well.

9. Students may not be awarded credit by examination for a course which is equivalent to, or below, a course in which they have already received credit, or a course in which they are currently enrolled.

10. Students who accelerate graduation due to credit by examination are not eligible to be valedictorian or salutatorian of the graduating class, nor shall they displace any of the top ten percent honor students in class ranking.

11. When the Credit by Examination tests are used in non-traditional high school courses or as part of a credit validation process, the grades which the student has earned or has had validated will be recorded on the official transcript. For the purpose of exempting students from regular high school courses, credit by examination attempts shown as "pass" (P) or " no pass" (NP) will be recorded on the official transcript. These attempts are not calculated in the grade point average (G.P.A), nor shall honors points be awarded.

12. Students may not take any one (1) test to exempt them from a regular high school course more than two times.

E. **Final Examination**

Examinations are a recognized part of any school system and shall be scheduled and administered in accordance with the rules and regulations developed by instructional services and approved by the board.

1. **Time Line**

In high schools, students shall be given examinations at the end of each semester. For semester and/or final examinations, a minimum testing time of one and one-half hours shall be scheduled for each subject/course. Each student shall be provided opportunity to give self-expression in the form of a written explanation of knowledge attained. Therefore, one-half of the time allotted to each examination should be devoted to essay or similar type of examination questions. When measuring comprehension of quantitative learning problem solving, the examination may be in the form of specific questions in lieu of an essay.

2. **Early Withdrawal From School**

If a student withdraws from a Broward County Secondary School during the last 15 days of a semester or a year, or must withdraw before examinations, testing of such a student may be conducted as follows: Examinations may be sent to a school in the area to which the student has moved, provided that the school there agrees to supervise the examinations and returns the examinations for correction to the Broward County school from which the student withdrew.

3. **Examination Exemption**

A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. (FS 232.2451)

4. **Absence During the Last Part of Year**

a. If a student must be absent for any acceptable reason and is unable to take the final examination(s), the student may take such examination(s) in August at the school the individual attended.

b. Cases of illness, circumstances of extreme nature, or unique academic/educational opportunities which make compliance with these provisions impossible shall be dealt with on an individual basis and any exception shall be subject to the approval of the respective school's principal.

F. **Extended Learning**

Opportunities for extended learning will be determined on an annual basis and may include, but not be limited to, after school, Saturday school, and extended calendars.

Note: For information about extended school year (ESY) for students with disabilities, see the Special Programs and Procedures for Exceptional Students and the district guidelines.

G. High School Credit Earned in Grades 6-8

High school credit may be earned in grades 6-8 by completing the course and earning a passing grade. Credit may be earned in courses which include, but are not limited to Algebra I, Geometry, Spanish I and II, Japanese I and II, and French I and II. Students may also receive credit for courses successfully completed in a virtual environment.

1. For high school credit earned by students in grades 6-8 at the middle school site, a grade of Pass (P) will be assigned to the high school transcript.
2. For high school credit earned by students in grades 6-8 in a virtual environment or at a high school site, a grade will be assigned to the high school transcript.

4. GRADUATION REQUIREMENTS

A. STATE REQUIREMENTS - STANDARD DIPLOMA

1. Mastering of the high school performance standards in reading, writing, and mathematics in a manner described by the rules of the State Board.

2. Completing the minimum number of academic and elective credits prescribed by the District School Board.

3. Students entering grade nine the 1997-98 school year, and thereafter, must have a cumulative Grade Point Average (GPA) of 2.0 on a 4.0 scale or its equivalent in the courses which make up the 24 (25 for Broward County) required credits for graduation.

   a. students entering grade nine before the 1997-98 school year must have a 1.5 GPA on all 24 credits required by state law for high school graduation. These students entering grade nine before 1997-98 must, in addition to maintaining a minimum GPA of 1.5 for all courses for graduation, either maintain a GPA of 2.0 for all credits earned toward high school graduation requirements after July 1, 1997, or

   b. if it is to the student's advantage, choose the option of a 2.0 educational program, except those to which a forgiveness policy has been applied.

4. Meeting the requirements of the High School Competency Test (HSCT). Beginning with the incoming ninth grade class of 1999-2000, students must earn a passing score on the tenth grade Florida Comprehensive Assessment Test (FCAT) to qualify for a regular high school diploma. (6A.1.09422, FS 232.246)

   a. District School Boards may modify courses for the purpose of providing dropout prevention programs.

   b. District School Boards may modify courses and programs for exceptional students eligible under IDEA.

   c. Exceptional students eligible under IDEA may remain in or return to school until receipt of a standard diploma or through the school year in which they turn 21 years of age by September 1.

   d. Students graduating in the class of 2002 may use either the HSCT or FCAT scores to meet the graduation requirement.

B. ***LOCAL SCHOOL BOARD REQUIREMENTS - STANDARD DIPLOMA***

1. **REQUIRED CREDITS**

English	4	
Mathematics	3	Effective with students graduating in the 1998-99 school year, the 3 credits in mathematics must include 1 credit in algebra, a series of courses equivalent to Algebra I, or a higher-level mathematics course. The algebra graduation credit requirement can be satisfied in the following methods: •1 credit in Algebra I or Algebra I Honors •2 credits in Applied Mathematics (these 2 applied courses contain the equivalent of Algebra I skills plus application skills) • 1 credit in Integrated Mathematics I and 1 credit in Integrated Mathematics II • 1 credit in Algebra Ia and 1 credit in Algebra Ib • 1 credit in Algebra II or Integrated Mathematics III or any Level III mathematics course Demonstrate competency on the district criterion referenced test in Algebra I
Science	3	2 of the 3 science credits must have a laboratory component.
Social Studies	3	1 credit in each American History and World History, 1/2 credit in American Government and 1/2 credit in Economics.
Practical Arts Vocational Performing Arts	1/2 1/2	1 full credit of either of these subjects may be substituted for 1/2 credit in each
Health/Life Management Skills	1/2	To include marriage preparation and preservation, substance abuse, human sexuality and acquired immune deficiency syndrome, and other sexually transmitted diseases, and other topics listed under General High School Curricula for Comprehensive Health Education.

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B. ***LOCAL SCHOOL BOARD REQUIREMENTS - STANDARD DIPLOMA (continued)***

Personal fitness	1/2 1	Participation in an interscholastic sport (defined as all interscholastic extracurricular sports categories approved by the Florida High school Athletics Association (whether the freshman, junior varsity or varsity level, for a full season) shall satisfy the requirement of Personal Fitness, but shall not grant the student 1/2 credit toward the twenty-five credit requirement necessary for a standard diploma. Beginning with the 9th grade class of 1999-2000, one credit in physical education to include assessment, improvement, and maintenance of personal fitness. Participation in an interscholastic sport at the junior varsity, or varsity level, for two full seasons shall satisfy the one credit requirement in physical education if the student passes a competency test on personal fitness with a score of "C" or better. The competency test on personal fitness must be developed by the Department of Education.
Computer competency	(Grades 6-12)	All students must have taken at least 1 computer" course" or must demonstrate competency on a computer test. This course may be taken in any of grades 6-12 and must be selected from 1 of the computer education or business education computer courses identified in the State Course Code Directory.
Elective Credits	10/9.5	May be reduced 1 credit per year when necessary (maximum of 2 credits, total) to accommodate travel time to other vocational centers or programs, (with the exception of vocational cooperative on-the-job- training {OJT}), in which students may earn not more than 2 credits for single course of instruction per year. The instructional day for students may be reduced to a minimum of 300 minutes of instruction.

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B. ***LOCAL SCHOOL BOARD REQUIREMENTS - STANDARD DIPLOMA (continued)***

Minimum Total Credits Required for Graduation	25	Students cannot use more than 9 credits in compensatory or remedial programs for graduation and cannot use more than 1 credit in exploratory vocational courses.
Minimum Grade Point Average (GPA) Required for Graduation	2.0	For the graduating class of 2000 and every class thereafter, the minimum grade point average for graduation is 2.0. For the class~~es~~ of 2002, the ten highest grades earned in elective credits, along with the grades for the 15 required credits shall be used in the calculation of the minimum graduation requirement of 2.0. For the class of 2003, the nine and one-half highest grades earned in elective credits, along with the grades for the fifteen and one-half required credits shall be used in the calculation of the minimum graduation requirement of 2.0. For the class of 2002, the principal may recommend that the nine highest grades earned in elective credits, along with the 15 required credits, be used for the calculation of the minimum graduation requirement of 2.0 for those students whose total credit requirement has been reduced. For the class of 2003, the principal may recommend that eight and one-half highest grades earned in elective credits, along with the fifteen and one-half required credits be used for the calculation of the minimum graduation requirement of 2.0 for those students whose total credit requirement has been reduced. For the class of 2004 and thereafter, the principal may not recommend that the highest grades earned be used for the calculation of the minimum graduation requirement of 2.0.

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2. Effective with the incoming ninth grade class of 1999-2000, all students are required to complete a minimum of forty (40) documented hours of service learning in order to graduate. All students who entered ninth grade during the 1998-1999 school year are required to complete a minimum of thirty (30) documented hours of service learning in order to graduate.

    a. Service learning is intended to address a specific need in the community or school and is the responsibility of each student to document according district guidelines.

    b. Students may accrue service hours through volunteer work at their school, as part of a group project within the community, and/or as an individual project within the community.

    c. Service Learning Guidelines will be developed under the direction of the Superintendent of Schools.

    d. In cases of extreme hardship or senior out of district transfers, the service learning requirement may be waived by appeal to the school principal.

3. Any student in grades 9-12 who enrolls in and satisfactorily completes a vocational job preparatory program may substitute credit for a portion of the required four credits in English, three credits in mathematics and three credits in science. The credit substituted for English, mathematics or science earned through the vocational job preparatory program shall be on a curriculum equivalency basis.

4. Vocational course substitution shall not exceed two credits in each subject area. In addition, a program which has been used to substitute in one subject area may not be used to substitute for any other subject area.

5. All courses in which students have not earned any credit (F or I) and which were not retaken for credit shall be counted as attempts in the grade point average for all purposes other than minimum eligibility for graduation.

6. High school students needing additional credits to graduate with their class, or to improve their cumulative grade point average to the 2.0 minimum graduation requirement may earn these while co-enrolled in adult secondary education credit programs, providing the following requirements have been met:

    a. The student must be sixteen years of age or older.

    b. The student is attempting a full load of credit at his/her home school.

    c. The student has written authorization from the home school principal (or designee) for co-enrollment (on a course-by-course basis).

    d. The student's credit deficiencies have not resulted from an intentional, willful neglect of studies as determined by the principal (or designee).

7. Students who are not in attendance at a regular high school (grades 9-12), but who attend alternative programs (including dropout prevention programs) that have been approved and identified as alternative by the Division of Curriculum & Instruction/Student Support may re-enroll in a high school program and receive credit for all courses successfully completed in the alternative program(s) after evaluation of the grade transcript. For purposes of this policy, adult secondary education credit programs may be considered as an educational alternative pursuant to 6A.6.014 F. A. C., if approved by the appropriate area superintendent prior to placement.

8. Students who are enrolled in an approved alternative education program may earn a standard high school diploma and graduate with their high school class under the conditions of the GED/HSCT or FCAT exit option which include:

    a. Passing the HSCT, and beginning with the incoming ninth grade class of 1999-2000, students must earn a passing score on the tenth grade Florida Comprehensive Assessment Test (FCAT). (6A.1.09422, FS 232.246)

    b. Completing a post secondary portfolio as described in the district's Comprehensive Plan.

    c. Achieving a minimum score of 235 on the GED.

9. Course modifications may be used at the high school level in designated programs approved by the School Board for the purpose of shortening the time requirements for obtaining credits, thereby allowing students to obtain two credits during one period of work using competency-based instruction. These course modifications will combine and integrate two courses with similar outcomes and performances into one unit of study, using a thematic and interdisciplinary approach. The Division of Curriculum & Instruction/Student Support is responsible for identifying procedures to be used in certifying mastery of performance standards.

10. **Honors For Graduates**:

    a. Gold honor cords shall be issued to those students who graduate with standard diplomas under the following conditions:

        1. Graduating students shall be in the top ten (10%) percent of the entire senior class by rank order established by grade point averages for all credits earned and courses attempted. Graduating students who have earned a 3.75 weighted grade point average but who may not be included in the top 10 percent shall also receive gold honor cords.

        2. Graduating students utilizing credit by examination shall not displace any of the top ten percent honor students in rank order listing.

    b. Silver cords shall be issued to those students who graduate with a standard or special diploma under the following conditions:

        1. Graduating students must earn a total of 250 documented volunteer hours beyond the school day.

2. Students must obtain prior approval from the school principal or designee.

3. Students may earn up to five hours per week in an organized, supervised tutoring program conducted through a service learning, peer counseling, exploratory teaching, or study hall program.

c. Class rank positions shall be computed upon the completion of eight semesters for rotator scheduled schools and sixteen semesters for block scheduled schools.

d. Students completing graduation requirements in less than eight semesters shall not displace, in class ranking, students completing requirements in eight semesters (sixteen semesters for block schools).

e. Students transferring from one Broward public high school to another in the last two semesters (or four for block schools) shall not displace for class ranking purposes, any other student.

f. All attempted high school credits shall be calculated for class rank, including dual credit enrollment, adult education, and transfer credit.

g. Credits earned below the ninth grade shall not be included in the calculation of class rank .

h. **Valedictorian/Salutatorian**

1. A high school senior to be selected as Valedictorian or Salutatorian shall have completed at least the last two full years of high school in any Broward County public school.

2. A student ranked as #1 who chooses to graduate at the end of the seventh (7th) semester (or 14th semester for block schools) shall not be eligible for rank of Valedictorian or Salutatorian.

11. The conditions under which a standard diploma may be awarded to an exceptional student are:

a. The exceptional student has taken a course with non-exceptional students and has passed the course, OR the student has taken an exceptional student course which is equivalent in content or and aligned with Sunshine State Standards to a course which is applicable to a standard diploma.

b. Course accommodations for exceptional students which shall be available, based upon student need, in both regular and exceptional student courses include:
   1. An increase or decrease in instructional time;
   2. Variations of instructional strategies:
   3. Teacher instruction or student response through special communication systems;
   4. Type of teacher certification (i.e., certification in an exceptionality may be substituted for certification in a curriculum area);
   5. Accommodation of content where specific sensory or motor functioning is severely impaired; and

6. Accommodation of test administration procedures and other evaluation systems to accommodate the student's disability.

12. When transfer students or others who are not deficient in credits at the time of entry, and who desire to be graduated from a Broward County public high school cannot complete the district and state requirements specified without undue hardship, the area superintendent shall consider the case and may appoint an evaluation committee to make final recommendations to him/her. The superintendent (designee) shall then render a decision.

5. **GRADUATION REQUIREMENTS - STANDARD DIPLOMA - EARLY ADMISSIONS PROGRAM**

A. At the completion of the junior year of high school, a student may enter the Early Admissions Program under the following conditions:

1. Must have completed a minimum of 18 credits.

2. Has completed all graduation requirements with the exception of the 4th year of English and/or government and economics.

3. Has met the requirements of the High School Competency Test and beginning with the incoming ninth grade class of 1999-2000, students must earn a passing score on the tenth grade Florida Comprehensive Assessment Test (FCAT). (6A.1.09422, FS 232.246)

4. Has been accepted by a post-secondary institution authorized by Florida law or by an accredited post-secondary institution.

5. Has been enrolled in a Broward County public school at least one semester prior to seeking early admission.

B. A student may be graduated from a public high school in Broward County under the Early Admissions Program, be awarded a standard high school diploma, and may participate in the graduation ceremonies with his/her regular high school class when the following conditions are met:

1. The student must be degree-seeking and must qualify on an approved placement examination and enroll in non-remedial, credit-earning course work.

2. The student has completed two consecutive semesters of college coursework or the equivalent (consecutive terms, i.e., quarters or trimesters) with a full-time class load of 24 semester hours or its equivalent, including coursework comparable to English IV, American Government, and Economics (effective 2002-03 school year), and maintain a "C" grade average as shown by grade transcripts or certified letter.

3. The student's high school record will reflect coursework, grades and credit attempted/earned through an Early Admissions Program at a particular college or university.

4. Students must request to participate in the regular graduation ceremony and make arrangements for cap and gown no later than May 1 of each year and provide, prior to graduation, a grade transcript or certified letter from the registrar of the college or university verifying semester hours and grades earned.

5. Students participating in an Early Admissions Program shall not receive a rank in class nor shall they be eligible to serve as valedictorian or salutatorian. Honor cords may be awarded as provided in the rules of this policy.

6. A student in the Early Admissions Program who does not meet the above conditions by the time his/her regular high school class graduates may receive a standard high school diploma at the time all of the above conditions are met.

C. Students participating in an early admissions program at a public postsecondary institution within the State of Florida with whom the School Board has an interinstitutional articulation agreement may be eligible for waiver of registration, matriculation, laboratory, or textbook fees as outlined within said agreement. Students participating in an early admissions program at all other institutions will be responsible for all fees and expenses.

6. GRADUATION REQUIREMENTS - SPECIAL DIPLOMA FOR STUDENTS WITH DISABILITIES

Two options are provided for earning a special diploma. Option I is based primarily upon mastering state standards and earning credits. Option II is based primarily on demonstrating competency in employment. Exceptional students eligible under IDEA may remain in or return to school until receipt of a standard diploma or through the school year in which they turn 21 years of age by September 1.

A. *OPTION I - STATE REQUIREMENTS - SPECIAL DIPLOMA*

A student who has been properly classified, in accordance with rules established by the State Board, as educable mentally handicapped, deaf and hard of hearing, dual sensory impaired, autistic, severely emotionally disturbed, specific learning disabled, trainable mentally handicapped, emotionally handicapped, physically impaired, profoundly mentally handicapped or language impaired may be graduated from a public high school in Broward county, receive a special diploma and participate in the graduation ceremonies with his/her high school class under the following conditions:

The student has mastered the Sunshine State Standards for Special Diploma at the level of functioning (Independent, Supported, Participatory) established by the transition IEP committee.

HIGH

B. ***OPTION I - LOCAL REQUIREMENTS - SPECIAL DIPLOMA***

The student has completed the minimum number of course credits prescribed by the School Board:

English		2	
Mathematics		3	
Reading		2	
Social Studies		2	Vocational courses that can be used in lieu of social studies are: Career Preparation Career Experiences Career Placement
Science		2	Vocational courses that may be used in lieu of science courses are: Career Preparation Career Experiences Career Placement Agriculture Education Health Science Education Family and Consumer Science
Health/Life Management		0	
Life Management/ Transition		1	Must include unit on substance abuse

B. ***OPTION I - LOCAL REQUIREMENTS - SPECIAL DIPLOMA (continued)***

Vocational		6	
Physical Education or Personal Fitness		1	Participation in an interscholastic sport (defined as all interscholastic extracurricular sports categories approved by the Florida High school Athletics Association (whether the freshman, junior varsity or varsity level, for a full season)shall satisfy the requirement of Personal Fitness, but shall not grant the student 1/2 credit toward the twenty-five credit requirement necessary for a standard diploma. Beginning with the 9th grade class of 1999-2000, one credit in physical education to include assessment, improvement, and maintenance of personal fitness. Is required. Participation in an interscholastic sport at the junior varsity, or varsity level, for two full seasons shall satisfy the one credit requirement in physical education if the student passes a competency test on personal fitness with a score of "C" or better. The competency test on personal fitness must be developed by the Department of Education
Required Credits		19	
Elective Credits		6	
Minimum Total Credits Required for Graduation with a Special Diploma; Option I		25	May be reduced 1 credit per year when necessary (maximum of 2 credits total) to accommodate travel time to other vocational centers or programs. Credit reduction may not be used for travel to any On-the-Job training program/site.
Minimum Grade Point Average (GPA) Required for Graduation		2.0	

HIGH

C. ***OPTION II - STATE REQUIREMENTS - SPECIAL DIPLOMA***

1. A student has been properly classified, in accordance with rules established by the State Board, as educable mentally handicapped, deaf and hard of hearing, dual sensory impaired, autistic, severely emotionally disturbed, specific learning disabled, trainable mentally handicapped, emotionally handicapped, physically impaired, profoundly mentally handicapped or language impaired.

2. Student has reached the minimum age of 16.

3. Student must have a Training Plan that indicates the employment/community competencies to be mastered. The Training Plan is developed by the employer, student, parent, and instructor and is maintained in the student's cumulative folder.

4. Minimum length of employment will be one semester. (See local requirements for further information).

5. Student's salary must be at or above minimum wage.

D. ***OPTION II - LOCAL REQUIREMENTS - SPECIAL DIPLOMA***

1. Student has completed two semesters in a high school level program prior to selection of Option II, Special Diploma, and has earned a minimum of three credits to include:

   a. One credit in Employability Skills and one credit in Social Personal Skills

   or

   b. A job preparatory course in which employability skills and social personal skills training have been incorporated within another Job Preparatory program/course.

2. Student has mastered 100% of the employment/community competencies as indicated on student's Graduation Training Plan as verified by the employer, job coach and/or instructor in order to earn a Special Diploma.

D. OPTION II - LOCAL REQUIREMENTS - SPECIAL DIPLOMA (continued)

3. Student must be employed in the community at a site where:

   a. Employer has a Federal Employer Identification number.

   b. Employer provides student opportunities for interaction with non-disabled co-workers.

   c. Employer adheres to child labor laws

   and

   d. Employer provides an opportunity for advancement.

4. The length of time for employment prior to awarding a Special Diploma under Option II shall be:

   a. Full-time employment based upon industry standards

   and

   b. 200 days of employment.

   Note: The Transition Individual Educational Plan (IEP) Staffing/Review committee may modify the full time employment standard by decreasing the number of hours per week to be worked for an individual exceptional student if it is determined that the modification would be in the best interest of the student. The modification must be noted on the student's Transition IEP.

5. Transition IEP Staffing/Review committee members will verify that the student has met all criteria outlined in student' s Graduation Training Plan by completing the assurance section of the Graduation Training Plan prior to awarding the student a Special Diploma under option II. (FS 232.247)

STANDARDS OF SERVICE/PUPIL PROGRESSION

HIGH

7. **GRADUATION REQUIREMENTS - STANDARD CERTIFICATE OF COMPLETION**

A student may receive a standard certificate of completion and participate in the graduation ceremonies with his/her high school class when the student completes the minimum number of required credits as defined under Graduation Requirements and other requirements of the School Board but is unable to meet one or more of the state requirements.

A. A student who has received a Standard Certificate of Completion may elect to remain in the secondary school either as a full time or part time student for up to one additional year in order to receive continued instruction for the purpose of meeting state graduation requirements. (FS 236.0815)

8. **GRADUATION REQUIREMENTS - EXCEPTIONAL STUDENT CERTIFICATE OF COMPLETION**

An exceptional student who was working towards a special diploma may receive a special certificate of completion and participate in the graduation ceremonies with his/her school when the student completes the minimum number of credits and other requirements of the School Board but is unable to meet one or more of the state requirements.

A. Exceptional students eligible under IDEA may remain in or return to school until receipt of a standard diploma or through the school year in which they turn 21 years of age by September 1.

9. **GRADUATION REQUIREMENTS - STANDARD DIPLOMA**

A. ***STATE REQUIREMENTS - ADULT STANDARD DIPLOMA***

The state requirements for high school (grades 9-12) graduation shall also be required for adult high school graduation.

B. ***LOCAL REQUIREMENTS - ADULT STANDARD DIPLOMA***

1. Earned twenty-four credits through either previous attendance in grades 9-12 or awarded by adult high schools (two must be through Broward County Adult high school courses) in accordance with the following chart:

Language Arts	4	With major concentration in composition and literature (one of which may be reading).
Mathematics	3	Effective with students graduating in the 1998-99 school year, the 3 credits in mathematics must include 1 credit in algebra, a series of courses equivalent to Algebra I, or a high-level mathematics course. The algebra graduation credit required can be satisfied in the following methods: • 1 credit in Algebra I or Algebra I Honors • 2 credits in Applied Mathematics (these 2 applied courses contain the equivalent of Algebra I skills plus application skills) • 1 credit in Integrated Mathematics I and 1 credit in Integrated Mathematics II • 1 credit in Algebra Ia and 1 credit in Algebra Ib • 1 credit in Algebra II or Integrated Mathematics III or any Level III mathematics course • Demonstrate competency on the district criterion referenced test in Algebra I
Science	3	Required to include a laboratory component in at least 2 science credits, except where the Adult and Community Education Department has certified that laboratory facilities are unavailable or inadequate to accommodate use by adult students.

B. ***LOCAL REQUIREMENTS - ADULT STANDARD DIPLOMA (continued)***

Social Studies	3	1 credit in American History. 1 credit in World History (including a comparative study of all major political systems). 1/2 credit in American Government and 1/2 credit in Economics including a comparative study of the history, doctrines, and objectives of all major economic systems.
Practical Arts Performing Fine Arts	1/2 1/2	Full credit of either of these may be substituted for credit of each.
Health/Life Management Skills	1/2	To include nutrition, drug education, consumer education, CPR, hazards of smoking, marriage preparation and preservation, HIV/AIDS, other sexually transmitted diseases and other health topics listed under General High School Curricula for Health Education.
Required credits	14 1/2	
Reading		For students reading below the 11th grade level as evidenced by performance on a standardized, nationally-normed diagnostic instrument, 1 credit in reading shall be required.
Electives	9 1/2	
TOTAL	24	
Minimum Grade Point Average (GPA) Required for Graduation	2.0	For the entering class of 1996-97 and every class thereafter, the minimum grade point average is 2.0. The nine highest grades earned in elective credits, along with the grades for the 14.5 required credits shall be used in the calculation of the minimum graduation requirement of 2.0.

2. No student shall be awarded a standard high school diploma earlier than he/she would have normally graduated from high school except when that student has been assigned to adult high school for the purposes of acceleration pursuant to Policy 6.7.

3. Successful performance on an examination for high school credit may be substituted only as outlined in this policy.

4. Student shall be permitted to substitute military service and/or education received while on active duty pursuant to restrictions and limitations imposed by 6A-6.020 F.A.C.

10. **GRADUATION REQUIREMENTS – SPECIAL DIPLOMA FOR ADULT STUDENTS WITH DISABILITIES**

A. ***STATE REQUIREMENTS - ADULT SPECIAL DIPLOMA***

The state requirement of a student who has been properly classified, in accordance with rules established by the State Board, as Educable Mentally Handicapped, Emotionally Handicapped, Hearing Impaired, Specific Learning Disabled, Trainable Mentally Handicapped, Profoundly Handicapped, or Language Impaired in a high school (9-12) shall also be required for an Adult Special Diploma.

B. ***LOCAL REQUIREMENTS - ADULT SPECIAL DIPLOMA***

1. Any adult student who is twenty-one (21) or older and classified as Educable Mentally Handicapped, Trainable Mentally Handicapped, Profoundly Mentally Handicapped, Emotionally Handicapped, Severely Emotionally Disturbed, Specific Learning Disabled, Physically Impaired, Autistic, or Language Impaired may be awarded an Adult Special Diploma either by completing requirements from Adult Special Diploma - Option I or Adult Special Diploma - Option II.

2. Adult Special Diploma - Option I

a. Complete the course requirements as outlined below:

Language Arts/English	2
Reading	2
Mathematics	3
Social Studies	2
Science	2
Life Management/Transition	1
Vocational (must include course Career Preparation)	6
Electives	7

b. Students must have a minimum grade point average (GPA) of 2.0
c. Students must meet adult attendance requirements.

3. Adult Special Diploma - Option II

Adult exceptional students who demonstrate mastery of specified employment and community competencies may graduate by meeting the following requirements:

a. The student shall satisfactorily complete the equivalent of five (5) credits which must include one credit of Mathematics, one credit of Language Arts/English, one credit in Career Preparation, one credit of Social/Personal Skills, and one credit of Life Management/Transition.

B. LOCAL REQUIREMENTS - ADULT SPECIAL DIPLOMA (continued)

b. The student shall satisfactorily demonstrate employment and community-based competencies while employed full-time for at least a twenty-five (25) hours per week in a community-based job for a minimum of 100 days.

c. The student's Adult Individualized Education Plan (AIEP) shall include annual goals and short-term objectives related to employment and community experiences as well as a description of the supervision to be provided by the school district and any special considerations.

d. A graduation training plan shall be developed and signed by the adult student, teacher and employer. The graduation training plan shall identify the job-specific and related community competencies, the criteria for determining and certifying mastery of the competencies. The graduation training plan shall include the documentation of the hours worked per week by including copies of either time-cards or pay check stubs that indicate hours worked per week.

11. **GRADUATION REQUIREMENTS - ADULT CERTIFICATE OF COMPLETION**

A student may receive an adult certificate of completion and participate in the graduation ceremonies with his/her adult high school class when the student completes the minimum number of credits and other requirements of the School Board but is unable to meet one or more of the state requirements.

12. **DIPLOMAS AND GRADUATION EXERCISES**

High schools, centers, and adult centers within the district shall issue only the types of diplomas authorized by the State and by the Board's rules. Special recognition for achievement beyond the prescribed requirements shall be allowed but must be uniform throughout the district.

Graduation exercises for the public high schools of the district shall be scheduled by the Student Activities and Athletics Department and approved by the Superintendent. There shall be a summer graduation ceremony for high school students who complete their high school graduation requirements through extended learning opportunities.

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STANDARDS OF SERVICE/PUPIL PROGRESSION

AUTHORITY: F.S. 230.22 (1) (2); 233.067
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7/6/78; 12/11/79; 4/2/81; 5/6/82;
EMERGENCY RULE #82-13, 10/21/82;
11/18/82; 4/20/83; 5/17/84
EMERGENCY RULE #84-10, 10/4/84 11/1/84; E
EMERGENCY RULE #84-17 - 3/12/85
4/18/85; 5/16/85; 5/15/86
EMERGENCY RULE 85-86-24 8/7/86;
EMERGENCY RULE 86-87-13 - 4/14/87 6/3/87; 9/3/87; 4/12/88; 3/14/89;
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5/16/85;8/7/86;6/3/87;8/20/87;4/12/88;3/14/89;
9/19/89;2/20/90;10/2/90;2/23/91;8/4/92;9/15/92'
9/21/93;12/7/93;7/18/95; 5/7/96; 8/20/96; 9/2/97;
8/18/98

FORMERLY, POLICY 5104
AUTHORITY: F.S. 230.22 (1) (2)
F.S. 230.23 (6) (A)
STATE BOARD RULE #6A-1.04511
POLICY ADOPTED: 11/13/69
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10/05/99; 05/02/00; 09/12/2000; 6/18/2002

AMENDED POLICY APPROVED: 8/20/2002

Advanced Academic Programs Comparison Chart

	AP Advanced Placement	AICE Advanced International Certificate of Education	IB International Baccalaureate	DE Dual Enrollment
DESCRIPTION	The Advanced Placement program created by the College Board allows students to complete college-level course work while in high school. Advanced Placement curriculum for each of the courses is designed by college-level educators and experts in the field of study in order to ensure each course meets the standards for college-level instruction. The College Board offers the Advanced Placement Capstone diploma for students who successfully demonstrate research, critical thinking, and communication skills by earning a 3 or higher in their AP Research and AP Seminar courses as well as four additional AP courses of their choice.	The Cambridge International Program prepares students for college and careers by offering a curriculum of rigor recognized internationally, preparing them for college coursework, and allowing the opportunity for students to earn college credits while in high school. It offers students the opportunity to tailor their studies to their individual interests, abilities and future plans within an international curriculum. The students complete seven college-level courses in four different curriculum areas to earn the AICE diploma, an internationally renowned special diploma recognized by colleges and universities all over the world. Download the Cambridge AICE Diploma brochure for more information. Cambridge AICE	The International Baccalaureate (IB) Program is an accelerated liberal arts curriculum designed to meet the needs of the highly motivated and academically talented student. The IB Diploma Program is a rigorous program in the eleventh and twelfth grades. Students who receive the prestigious IB diploma are held in the highest esteem by universities throughout the world. The curriculum is made up of six subject groups and the IB Degree Program core, comprising Theory of Knowledge (TOK), Creativity, Activity, Service (CAS), and the Extended Essay. The program aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically.	Dual enrollment gives eligible students in grades 6-12 the opportunity to take postsecondary coursework while simultaneously earning credit toward high school completion. Postsecondary credits earned may be applied to an industry certification, an associate, or a bachelor's degree at a Florida public or eligible private institution. Students are encouraged to take courses that aligned with their postsecondary goals, and they may also participate in career dual enrollment courses that will lead to an industry certification. Many industry certifications will articulate to college credit toward a degree.

			Read more about the IB Curriculum IB Diploma Program	
ELIGIBILITY	School-Based	Magnet Cambridge programs require a minimum 3 on F.A.S.T. ELA and Math and minimum 2.5 unweighted GPA. Innovative Cambridge programs eligibility is school-	IB programs require a minimum 4 on F.A.S.T. ELA and Math and minimum 3.0 unweighted GPA.	Testing and GPA requirements vary based on College/University standards. Visit our dual enrollment page for more information. Dual Enrollment
GRADE WEIGHTS	Courses are weighted at 1.50 times the standard scale A=6.0 B=4.5 C=3 D=1.5 F=0	Courses are weighted at 1.50 times the standard scale A= 6.0 B=4.5 C=3 D=1.5 F=0	Courses are weighted at 1.50 times the standard scale A=6.0 B=4.5 C=3 D=1.5 F=0	Courses are weighted at 1.50 times the standard scale A=6.0 B=4.5 C=3 D=1.5 F=0
AVAILABILITY	Available at all high schools. Course availability varies by school. Visit our Advanced Placement page for more information. Advanced Placement	Available at most high schools. Course availability varies by school. Visit our Cambridge page for a list of current high schools. Cambridge in Broward Schools	Available at select high schools. Boyd Anderson Deerfield Beach Miramar Plantation Visit International Baccalaureate for more details	Available at all high schools. Broward County Public Schools has partnered with Broward College, the University of Florida, Florida Atlantic University, Florida International University, and Embry-Riddle Aeronautical University to provide dual enrollment courses for students. See our dual enrollment page for more information. Dual Enrollment

POST SECONDARY CREDIT	Varies by college/university. Visit our AP page for more information. Advanced Placement	Varies by college/university. http://recognition.cie.org.uk/	Varies by college/university. https://www.ibo.org/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/	Varies by college/university. Contact the admissions counselor at the chosen institution for specific information.
ADVANTAGES	Advanced Placement courses expose students to the rigor of college-level coursework while in high school. Research shows that AP courses help students graduate from college in four years and qualify for scholarships. The College Board offers the Advanced Placement Capstone Diploma in addition to the following awards: AP Scholar, AP Scholar with Honor, AP Scholar with Distinction, State AP Scholar, and National AP Scholar.	Cambridge programs and qualifications have a proven reputation for being an excellent preparation for university, employment, and life. They provide a valuable international benchmark of learner performance. Earning an Cambridge AICE Diploma and 100 hours of community service qualifies a student for the full Florida Bright Futures Scholarship without having to meet the minimum SAT or ACT score.	Research indicates that Diploma Program (DP) graduates complete college faster than their peers, feel more prepared for college-level coursework involving research, and are better able to cope with demanding workloads and time-management challenges. Earning an IB Diploma qualifies a student for the full Florida Bright Futures Scholarship.	According to the U.S. Department of Education, college credit earned prior to high school graduation reduces the average time-to-degree and increases the likelihood of graduation for the students who participate in these programs. There is also evidence that dual enrollment increases academic performance and educational attainment.

BCPS Open Work Orders - Administrative/Unclassified Locations

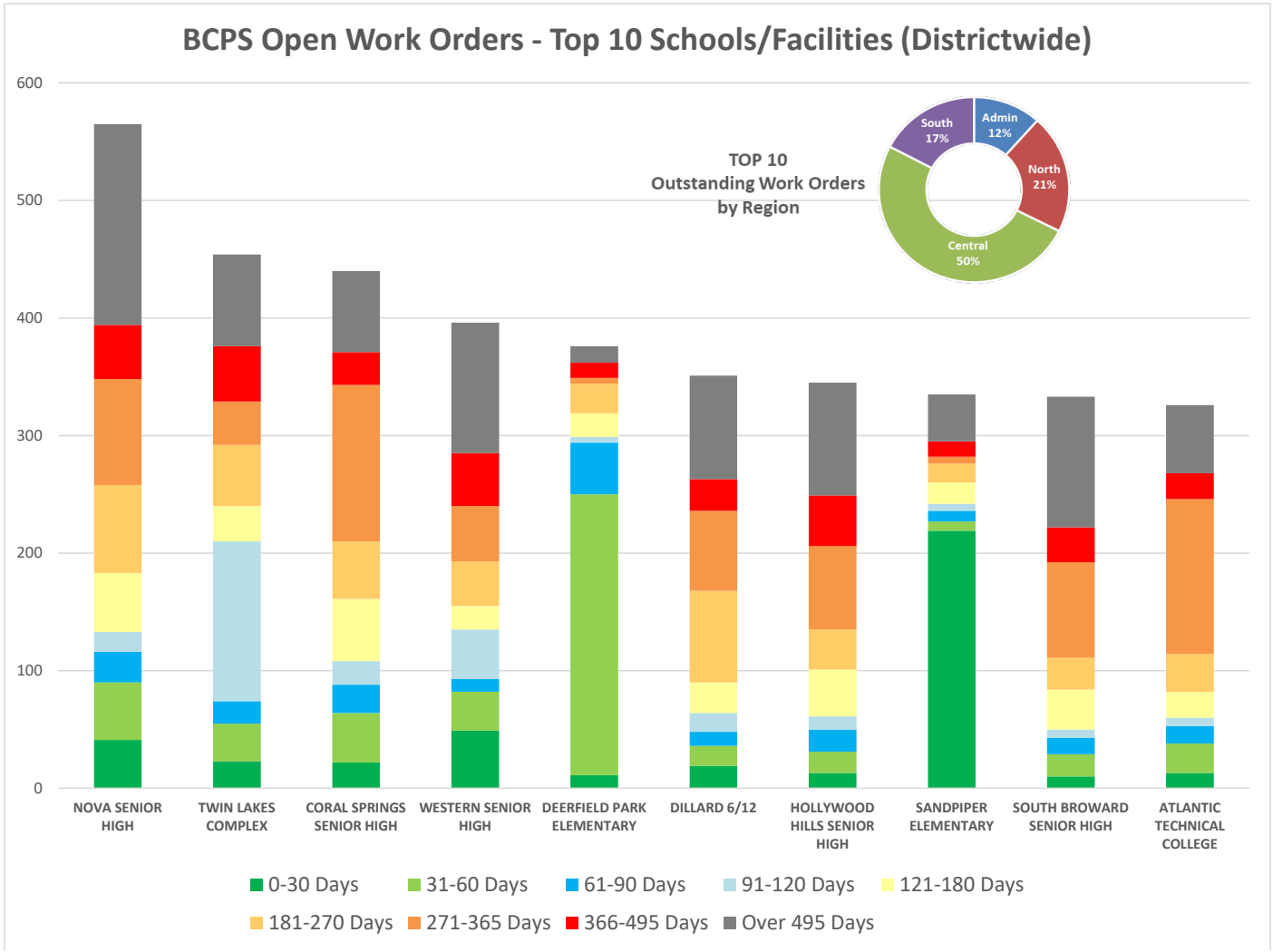
as of 3/3/25 per PPO Work Order Aging

School / Facility	0-30 Days	31-60 Days	61-90 Days	91-120 Days	121-180 Days	181-270 Days	271-365 Days	366-495 Days	Over 495 Days	Total	Location % to Total
ARTHUR ROBERT JR ASHE CENTER	6	6	7	37	18	10	14	12	51	161	5.2%
BCPS	0	0	0	0	0	0	0	0	1	1	0.0%
BECON TV	4	3	3	3	3	8	14	8	39	85	2.7%
BROWARD DETENTION CENTER	0	0	0	0	7	0	3	1	6	17	0.5%
BROWARD FIRE ACADEMY CENTER	3	5	3	0	10	4	19	6	30	80	2.6%
BROWARD HALFWAY HOUSE	0	0	1	0	0	0	0	1	5	7	0.2%
BROWARD YOUTH TREATMENT CENTER	0	0	0	0	0	0	3	1	0	4	0.1%
CASTLE ANNEX	2	3	3	12	4	9	4	3	29	69	2.2%
CENTRAL WEST BUS COMPOUND	4	4	4	4	26	66	29	14	77	228	7.3%
COLBERT ELEMENTARY	13	5	22	5	19	11	9	12	24	120	3.8%
COMMUNITY SCHOOL NORTH (FT LAUD ANNEX)	3	1	1	11	5	3	1	6	26	57	1.8%
DAVE THOMAS EDUCATION CENTER WEST	13	15	5	2	12	13	14	22	49	145	4.6%
DAVE THOMAS EDUCATIONAL CENTER (EAST)	0	0	1	1	2	4	3	2	9	22	0.7%
DILLARD COMMUNITY CENTER (MUSEUM)	0	0	1	4	2	2	7	4	17	37	1.2%
DRIFTWOOD COMMUNITY CENTER	0	0	0	0	1	1	0	2	1	5	0.2%
ESEA TITLE 1	1	4	0	9	5	4	1	1	12	37	1.2%
HRD @ NOVA COMPLEX	3	6	2	3	7	5	12	5	46	89	2.8%
ITV RELAY STATION	0	0	0	0	1	1	0	2	1	5	0.2%
KATHLEEN C WRIGHT ADMINISTRATIVE COMPLEX	8	11	9	83	16	27	9	13	110	286	9.2%
MCNICOL ADMIN ANNEX	0	2	0	1	0	5	1	7	7	23	0.7%
NEW RIVER CIRCLE PORTABLE SITE	0	0	0	0	0	2	0	1	2	5	0.2%
NORTH AREA BUS COMPLEX	1	5	0	2	5	2	10	3	26	54	1.7%
NORTH AREA PORTABLE ANNEX TRAINING CENTER	1	0	0	0	0	2	9	48	16	76	2.4%
NORTHWEST AREA BUS GARAGE	0	3	0	0	0	4	18	5	17	47	1.5%
OL BUS SUBSYSTEM	0	0	0	0	0	0	0	0	7	7	0.2%
POMPANO ADMINISTRATIVE CENTER/ NORTH AREA SUP.	2	2	2	1	5	10	4	6	21	53	1.7%
PPO ZONE 1 NORTH AREA MAINT. & WAREHOUSE	1	3	3	2	5	7	18	9	14	62	2.0%
PPO ZONE 3 SOUTH AREA MAINTENANCE OFFICE	11	12	4	3	6	12	15	15	23	101	3.2%
ROCK ISLAND ANNEX	0	1	3	19	5	13	5	14	29	89	2.8%
SOUTH AREA BUS GARAGE	5	5	1	1	17	10	7	8	43	97	3.1%
SOUTH AREA PORTABLE ANNEX (SW 172 AVE)	0	0	0	0	1	1	0	1	1	4	0.1%
SOUTHWEST AREA BUS COMPLEX	1	0	2	1	5	3	1	9	17	39	1.2%
TSSC ANNEX	2	0	1	0	2	3	19	3	33	63	2.0%
TSSC TECHNOLOGY AND SUPPORT SERVICES FACILITY	13	25	4	4	17	16	42	17	87	225	7.2%
TWIN LAKES ADMINISTRATION OFFICE	1	4	3	2	8	6	6	14	37	81	2.6%
TWIN LAKES ANNEX	0	1	3	2	3	2	3	4	19	37	1.2%
TWIN LAKES COMPLEX	23	32	19	136	30	52	37	47	78	454	14.5%
TWIN LAKES WAREHOUSE & TRANSPORTATION	0	0	0	0	0	1	1	0	16	18	0.6%
TWIN LAKES WHSE, TRANS, PPO, GROUNDS, PONY & BOOK DEPO	0	0	0	0	1	1	0	1	94	97	3.1%
VACANT - SW 190 &	0	0	0	0	0	0	0	0	1	1	0.0%
ZONE 2 CENTRAL AREA MAINTENANCE OFFICE	1	1	2	2	4	6	3	4	12	35	1.1%
Total	**122**	**159**	**109**	**350**	**252**	**326**	**341**	**331**	**1,133**	**3,123**	100.0%
Aging Cat % to Total	3.9%	5.1%	3.5%	11.2%	8.1%	10.4%	10.9%	10.6%	36.3%		
Max	23	32	22	136	30	66	42	48	110		
Min	0	0	0	0	0	0	0	0	0		
Avg	3	4	3	9	6	8	8	8	28		

BCPS Open Work Orders - Top 10 Schools/Facilities Districtwide

as of 3/3/25 per PPO Work Order Aging

School / Facility	Region	0-30 Days	31-60 Days	61-90 Days	91-120 Days	121-180 Days	181-270 Days	271-365 Days	366-495 Days	Over 495 Days	Total	Location % to Total
NOVA SENIOR HIGH	C	41	49	26	17	50	75	90	46	171	**565**	14.4%
TWIN LAKES COMPLEX	A	23	32	19	136	30	52	37	47	78	**454**	11.6%
CORAL SPRINGS SENIOR HIGH	N	22	42	24	20	53	49	133	28	69	**440**	11.2%
WESTERN SENIOR HIGH	C	49	33	11	42	20	38	47	45	111	**396**	10.1%
DEERFIELD PARK ELEMENTARY	N	11	239	44	5	20	25	5	13	14	**376**	9.6%
DILLARD 6/12	C	19	17	12	16	26	78	68	27	88	**351**	9.0%
HOLLYWOOD HILLS SENIOR HIGH	S	13	18	19	11	40	34	71	43	96	**345**	8.8%
SANDPIPER ELEMENTARY	C	219	8	9	6	18	16	6	13	40	**335**	8.5%
SOUTH BROWARD SENIOR HIGH	S	10	19	14	7	34	27	81	30	111	**333**	8.5%
ATLANTIC TECHNICAL COLLEGE	C	13	25	15	7	22	32	132	22	58	**326**	8.3%
		420	**482**	**193**	**267**	**313**	**426**	**670**	**314**	**836**	**3921**	
Aging Cat % to Total		10.7%	12.3%	4.9%	6.8%	8.0%	10.9%	17.1%	8.0%	21.3%		
Max		219	239	44	136	53	78	133	47	171		
Min		10	8	9	5	18	16	5	13	14		
Avg		42	48	19	27	31	43	67	31	84		



BCPS Open Work Orders - Districtwide

as of 3/3/25 per PPO Work Order Aging

School / Facility	School Board Member District	Region	School Transformation (Y/N)	Total	0-30 Days	31-60 Days	61-90 Days	91-120 Days	121-180 Days	181-270 Days	271-365 Days	366-495 Days	Over 495 Days	Total	Location % to Total
ANNABEL C PERRY PK/8	1	S		199	6	27	7	2	19	22	10	18	88	199	0.5%
APOLLO MIDDLE	1	S		240	17	23	10	8	23	40	44	21	54	240	0.6%
ARTHUR ROBERT JR ASHE CENTER	5			161	6	6	7	37	18	10	14	12	51	161	0.4%
ATLANTIC TECHNICAL COLLEGE	7	C		326	13	25	15	7	22	32	132	22	58	326	0.8%
ATLANTIC WEST ELEMENTARY	7	N		100	15	11	9	5	10	16	6	7	21	100	0.3%
ATTUCKS MIDDLE	1	S		162	9	12	12	3	18	21	36	12	39	162	0.4%
BAIR MIDDLE	5	C		127	11	15	7	6	15	28	22	6	17	127	0.3%
BANYAN ELEMENTARY	5	C		240	26	31	16	8	43	32	2	28	54	240	0.6%
BAYVIEW ELEMENTARY	3	C		90	14	9	3	1	12	5	1	25	20	90	0.2%
BCPS	0			1	0	0	0	0	0	0	0	0	1	1	0.0%
BEACHSIDE MONTESSORI VILLAGE	1	S		132	9	16	10	11	9	6	5	36	30	132	0.3%
BECON TV	0			85	4	3	3	3	3	8	14	8	39	85	0.2%
BENNETT ELEMENTARY	3	C		80	13	16	7	4	7	7	2	6	18	80	0.2%
BLANCHE ELY SENIOR HIGH	7	N		282	33	37	35	12	42	27	24	18	54	282	0.7%
BOULEVARD HEIGHTS ELEMENTARY	1	S		128	4	7	9	21	10	18	10	21	28	128	0.3%
BOYD H ANDERSON SENIOR HIGH	5	C		217	24	22	14	9	16	16	27	17	72	217	0.6%
BRIGHT HORIZONS	7	N		110	7	9	7	2	9	8	1	27	40	110	0.3%
BROADVIEW ELEMENTARY	4	C		101	6	10	5	3	10	3	4	24	36	101	0.3%
BROWARD DETENTION CENTER	0			17	0	0	0	0	7	0	3	1	6	17	0.0%
BROWARD ESTATES ELEMENTARY	5	C	Y	189	9	16	13	11	25	34	7	23	51	189	0.5%
BROWARD FIRE ACADEMY CENTER	0			80	3	5	3	0	10	4	19	6	30	80	0.2%
BROWARD HALFWAY HOUSE	0			7	0	0	1	0	0	0	0	1	5	7	0.0%
BROWARD YOUTH TREATMENT CENTER	1			4	0	0	0	0	0	0	3	1	0	4	0.0%
CASTLE ANNEX	5			69	2	3	3	12	4	9	4	3	29	69	0.2%
CASTLE HILL ELEMENTARY	5	C	Y	151	11	5	17	6	19	12	20	26	35	151	0.4%
CENTRAL PARK ELEMENTARY	6	C		165	11	13	10	5	12	22	11	36	45	165	0.4%
CENTRAL WEST BUS COMPOUND	0			228	4	4	4	4	26	66	29	14	77	228	0.6%
CHALLENGER ELEMENTARY	4	N		136	1	7	5	37	9	3	6	10	58	136	0.3%
CHAPEL TRAIL ELEMENTARY	2	S		126	9	11	19	4	10	10	9	13	41	126	0.3%
CHARLES DREW RESOURCE CENTER	7	N		135	8	8	8	23	18	21	6	28	15	135	0.3%
CHARLES W FLANAGAN SENIOR HIGH	2	S		298	20	25	9	8	28	46	75	21	66	298	0.8%
COCONUT CREEK ELEMENTARY	7	N		110	2	12	3	7	8	18	5	21	34	110	0.3%
COCONUT CREEK SENIOR HIGH	7	N		262	20	25	11	8	27	14	91	13	53	262	0.7%
COCONUT PALM ELEMENTARY	2	S		125	7	5	10	31	10	8	7	12	35	125	0.3%
COLBERT ELEMENTARY	1		Y	120	13	5	22	5	19	11	9	12	24	120	0.3%
COLLINS ELEMENTARY	1	S		146	5	10	16	14	6	14	10	13	58	146	0.4%
COMMUNITY SCHOOL NORTH (FT LAUD	0			57	3	1	1	11	5	3	1	6	26	57	0.1%
COOPER CITY ELEMENTARY	6	S		87	7	8	6	12	7	5	8	10	24	87	0.2%
COOPER CITY SENIOR HIGH	6	S		226	13	19	17	7	17	22	11	60	60	226	0.6%
CORAL COVE ELEMENTARY	2	S		100	5	17	6	1	9	8	7	12	35	100	0.3%
CORAL GLADES HIGH SCHOOL	4	N		307	38	37	19	10	36	56	23	16	72	307	0.8%
CORAL PARK ELEMENTARY	4	N		120	13	8	11	12	22	4	4	19	27	120	0.3%
CORAL SPRINGS ELEMENTARY	4	N		180	5	7	8	57	7	29	7	19	41	180	0.5%
CORAL SPRINGS MIDDLE	4	N		148	12	7	9	10	14	22	7	36	31	148	0.4%
CORAL SPRINGS PK/8	4	N		1	0	0	0	0	0	0	0	1	0	1	0.0%
CORAL SPRINGS SENIOR HIGH	4	N		440	22	42	24	20	53	49	133	28	69	440	1.1%
COUNTRY HILLS ELEMENTARY	4	N		151	6	9	5	8	26	18	10	30	39	151	0.4%
COUNTRY ISLES ELEMENTARY	6	S		175	15	24	19	8	19	16	18	26	30	175	0.4%
CRESTHAVEN ELEMENTARY	7	N		100	1	3	8	13	6	8	6	17	38	100	0.3%

BCPS Open Work Orders - Districtwide

as of 3/3/25 per PPO Work Order Aging

School / Facility	School Board Member District	Region	School Transformation (Y/N)	Total	0-30 Days	31-60 Days	61-90 Days	91-120 Days	121-180 Days	181-270 Days	271-365 Days	366-495 Days	Over 495 Days	Total	Location % to Total
CROISSANT PARK ELEMENTARY	3	C		137	32	5	10	0	8	6	7	39	30	137	0.3%
CROSS CREEK SCHOOL	7	N		59	6	6	7	1	6	3	12	4	14	59	0.2%
CRYSTAL LAKE MIDDLE	7	N		246	21	27	30	23	31	18	9	37	50	246	0.6%
CYPRESS BAY SENIOR HIGH	6	S		251	15	11	15	10	27	25	52	29	67	251	0.6%
CYPRESS ELEMENTARY	3	N		158	14	18	10	9	12	23	9	25	38	158	0.4%
CYPRESS RUN EDUCATION CENTER	7	N		87	11	11	4	4	9	8	8	5	27	87	0.2%
DANDY WILLIAM MIDDLE	5	C		232	74	12	7	5	17	31	29	12	45	232	0.6%
DANIA ELEMENTARY	1	S		134	13	21	6	1	6	15	7	27	38	134	0.3%
DAVE THOMAS EDUCATION CENTER WE	7			145	13	15	5	2	12	13	14	22	49	145	0.4%
DAVE THOMAS EDUCATIONAL CENTER (	3			22	0	0	1	1	2	4	3	2	9	22	0.1%
DAVIE ELEMENTARY	6	S		80	7	7	6	6	6	6	7	22	13	80	0.2%
DEERFIELD BEACH ELEMENTARY	7	N		125	54	8	6	4	8	5	6	13	21	125	0.3%
DEERFIELD BEACH MIDDLE	7	N		153	6	11	8	3	16	10	57	6	36	153	0.4%
DEERFIELD BEACH SENIOR HIGH	7	N		245	17	17	19	20	43	13	13	21	82	245	0.6%
DEERFIELD PARK ELEMENTARY	7	N		376	11	239	44	5	20	25	5	13	14	376	1.0%
DILLARD 6/12	5	C		351	19	17	12	16	26	78	68	27	88	351	0.9%
DILLARD COMMUNITY CENTER (MUSEU	0			37	0	0	1	4	2	2	7	4	17	37	0.1%
DILLARD ELEMENTARY	5	C	Y	100	4	3	30	5	9	13	6	3	27	100	0.3%
DISCOVERY ELEMENTARY	5	C		78	9	9	4	2	6	4	5	9	30	78	0.2%
DOLPHIN BAY ELEMENTARY	2	S		118	9	17	9	2	13	6	7	17	38	118	0.3%
DR. MARTIN LUTHER KING JR. MONTESS	5	C		113	9	10	6	5	13	18	7	18	27	113	0.3%
DREW ELEMENTARY	7	N		127	8	11	11	8	17	12	7	9	44	127	0.3%
DRIFTWOOD COMMUNITY CENTER	0			5	0	0	0	0	1	1	0	2	1	5	0.0%
DRIFTWOOD ELEMENTARY	1	S		151	11	5	6	6	23	17	13	18	52	151	0.4%
DRIFTWOOD MIDDLE	1	S		139	8	6	4	2	25	18	29	15	32	139	0.4%
EAGLE POINT ELEMENTARY	6	S		218	15	16	30	9	45	29	8	11	55	218	0.6%
EAGLE RIDGE ELEMENTARY	4	N		77	5	6	6	2	9	8	2	16	23	77	0.2%
EMBASSY CREEK ELEMENTARY	6	S		103	7	9	10	16	14	13	5	5	24	103	0.3%
ENDEAVOUR PRIMARY LEARNING CENT	5	C	Y	116	4	10	5	4	8	9	4	20	52	116	0.3%
ESEA TITLE 1	0			37	1	4	0	9	5	4	1	1	12	37	0.1%
EVERGLADES ELEMENTARY	6	S		136	1	11	10	3	22	15	8	20	46	136	0.3%
EVERGLADES SENIOR HIGH	2	S		243	15	24	13	7	20	29	61	20	54	243	0.6%
FAIRWAY ELEMENTARY	2	S		174	2	66	9	3	6	21	7	28	32	174	0.4%
FALCON COVE MIDDLE	6	S		189	17	18	7	5	18	21	26	18	59	189	0.5%
FLAMINGO ELEMENTARY	6	C		91	9	4	18	9	14	10	6	11	10	91	0.2%
FLORANADA ELEMENTARY	3	N		86	6	17	6	0	13	2	1	12	29	86	0.2%
FOREST GLEN MIDDLE	4	N		141	9	8	5	5	36	5	5	24	44	141	0.4%
FOREST HILLS ELEMENTARY	4	N		231	11	12	7	56	35	20	5	40	45	231	0.6%
FORT LAUDERDALE SENIOR HIGH	3	C		205	14	12	15	10	13	16	39	20	66	205	0.5%
FOX TRAIL ELEMENTARY	6	C		97	1	3	9	3	14	10	16	19	22	97	0.2%
GATOR RUN ELEMENTARY	6	S		117	4	9	12	3	10	6	14	21	38	117	0.3%
GLADES MIDDLE	2	S		131	6	7	8	3	17	14	13	36	27	131	0.3%
GRIFFIN ELEMENTARY	6	S		116	8	15	4	9	9	12	6	8	45	116	0.3%
GULFSTREAM	1	S		278	17	26	15	14	58	28	14	39	67	278	0.7%
GULFSTREAM EARLY LEARNING CENTER	1	S		111	11	6	3	9	13	16	7	28	18	111	0.3%
HALLANDALE SENIOR HIGH	1	S		177	12	11	9	3	24	28	42	8	40	177	0.5%
HARBORDALE ELEMENTARY	3	C		88	5	20	5	1	18	7	5	8	19	88	0.2%
HAWKES BLUFF ELEMENTARY	2	S		94	4	6	8	4	13	17	8	8	26	94	0.2%
HENRY D PERRY EDUCATION CENTER	1	S		189	6	51	11	7	18	16	10	49	21	189	0.5%

BCPS Open Work Orders - Districtwide

as of 3/3/25 per PPO Work Order Aging

School / Facility	School Board Member District	Region	School Transformation (Y/N)	Total	0-30 Days	31-60 Days	61-90 Days	91-120 Days	121-180 Days	181-270 Days	271-365 Days	366-495 Days	Over 495 Days	Total	Location % to Total
HERON HEIGHTS ELEMENTARY	4	N		156	8	7	6	4	9	8	12	36	66	156	0.4%
HOLLYWOOD CENTRAL ELEMENTARY	1	S		84	7	16	12	3	5	10	4	5	22	84	0.2%
HOLLYWOOD HILLS ELEMENTARY	1	S		147	13	11	14	7	15	14	13	29	31	147	0.4%
HOLLYWOOD HILLS SENIOR HIGH	1	S		345	13	18	19	11	40	34	71	43	96	345	0.9%
HOLLYWOOD PARK ELEMENTARY	1	S		102	5	24	6	7	11	3	5	8	33	102	0.3%
HORIZON ELEMENTARY	5	C		78	14	12	18	6	5	7	1	3	12	78	0.2%
HRD @ NOVA COMPLEX	0			89	3	6	2	3	7	5	12	5	46	89	0.2%
INDIAN RIDGE MIDDLE	6	C		221	9	20	16	7	49	23	15	28	54	221	0.6%
INDIAN TRACE ELEMENTARY	6	S		118	6	9	4	4	16	11	17	9	42	118	0.3%
ITV RELAY STATION	0			5	0	0	0	0	1	1	0	2	1	5	0.0%
J P TARAVELLA SENIOR HIGH	4	N		204	31	17	11	11	25	7	42	11	49	204	0.5%
JAMES S HUNT ELEMENTARY	4	N		93	4	7	20	7	3	15	4	11	22	93	0.2%
JAMES S RICKARDS MIDDLE	3	N		76	2	6	6	4	6	3	13	8	28	76	0.2%
KATHLEEN C WRIGHT ADMINISTRATIVE	0			286	8	11	9	83	16	27	9	13	110	286	0.7%
LAKE FOREST ELEMENTARY	1	S		114	4	10	15	2	12	13	10	12	36	114	0.3%
LAKESIDE ELEMENTARY	2	S		126	5	32	5	3	5	6	8	20	42	126	0.3%
LANIER/JAMES EDUCATION CENTER	1	S		78	3	11	3	0	11	7	8	14	21	78	0.2%
LARKDALE ELEMENTARY	5	C	Y	129	8	18	3	0	8	21	5	23	43	129	0.3%
LAUDERDALE LAKES MIDDLE	5	C		151	14	6	5	4	21	17	17	30	37	151	0.4%
LAUDERDALE MANORS EARLY LEARNIN	5	C		162	9	13	6	3	10	33	12	16	60	162	0.4%
LAUDERHILL 6/12	5	C		159	14	12	6	38	14	16	8	7	44	159	0.4%
LAUDERHILL PAUL TURNER ELEMENTAR	5	C		111	12	16	3	1	4	16	5	8	46	111	0.3%
LIBERTY ELEMENTARY	7	N		113	14	11	8	4	9	17	6	11	33	113	0.3%
LLOYD ESTATES ELEMENTARY	3	N		123	5	11	7	21	13	11	9	8	38	123	0.3%
LYONS CREEK MIDDLE	7	N		205	21	13	11	4	49	33	20	18	36	205	0.5%
MANATEE BAY ELEMENTARY	6	S		127	6	8	22	4	18	13	4	15	37	127	0.3%
MAPLEWOOD ELEMENTARY	4	N		120	1	15	6	2	5	11	8	23	49	120	0.3%
MARGATE ELEMENTARY	7	N		167	10	17	13	12	12	29	9	23	42	167	0.4%
MARGATE MIDDLE	7	N		198	27	21	9	7	22	17	27	18	50	198	0.5%
MARY M BETHUNE ELEMENTARY	1	S		97	6	3	17	3	10	5	10	11	32	97	0.2%
MCARTHUR SENIOR HIGH	1	S		158	10	21	11	20	16	10	22	13	35	158	0.4%
MCNAB ELEMENTARY	3	N		118	6	9	5	1	14	13	7	26	37	118	0.3%
MCNICOL ADMIN ANNEX	0			23	0	2	0	1	0	5	1	7	7	23	0.1%
MCNICOL MIDDLE	1	s		88	11	12	10	2	12	11	7	6	17	88	0.2%
MEADOWBROOK ELEMENTARY	3	C		156	14	32	12	6	13	13	7	13	46	156	0.4%
MILLENNIUM 6/12 COLLEGIATE ACADEM	4	N		214	10	16	5	83	16	17	8	21	38	214	0.5%
MIRAMAR ELEMENTARY	1	S		113	7	3	5	2	14	15	4	9	54	113	0.3%
MIRAMAR SENIOR HIGH	2	S		273	23	24	13	55	40	18	13	21	66	273	0.7%
MIRROR LAKE ELEMENTARY	5	C		146	13	21	12	5	16	20	7	14	38	146	0.4%
MONARCH SENIOR HIGH	7	N		153	15	10	8	4	6	15	39	14	42	153	0.4%
MORROW ELEMENTARY	4	N		179	12	19	13	29	8	28	6	10	54	179	0.5%
NEW RENAISSANCE MIDDLE	2	S		150	4	15	12	10	12	25	16	25	31	150	0.4%
NEW RIVER CIRCLE PORTABLE SITE	0			5	0	0	0	0	0	2	0	1	2	5	0.0%
NEW RIVER MIDDLE	3	C		157	16	7	9	4	14	18	17	17	55	157	0.4%
NOB HILL ELEMENTARY	6	C		152	8	3	9	2	30	20	7	28	45	152	0.4%
NORCREST ELEMENTARY	7	N		152	5	10	4	10	7	11	15	46	44	152	0.4%
NORTH ANDREWS GARDENS ELEMENTA	3	N		150	14	38	5	1	11	15	13	11	42	150	0.4%
NORTH AREA BUS COMPLEX	0			54	1	5	0	2	5	2	10	3	26	54	0.1%
NORTH AREA PORTABLE ANNEX TRAINI	0			76	1	0	0	0	0	2	9	48	16	76	0.2%

BCPS Open Work Orders - Districtwide

as of 3/3/25 per PPO Work Order Aging

School / Facility	School Board Member District	Region	School Transformation (Y/N)	Total	0-30 Days	31-60 Days	61-90 Days	91-120 Days	121-180 Days	181-270 Days	271-365 Days	366-495 Days	Over 495 Days	Total	Location % to Total
NORTH FORK ELEMENTARY	5	C	Y	115	15	14	21	2	7	6	11	9	30	115	0.3%
NORTH LAUDERDALE ELEMENTARY	4	N		135	8	6	43	2	9	9	6	17	35	135	0.3%
NORTH LAUDERDALE PK/8	4	N		1	0	0	0	0	0	0	0	1	0	1	0.0%
NORTH SIDE ELEMENTARY	3	C		111	8	4	23	2	7	10	6	6	45	111	0.3%
NORTHEAST SENIOR HIGH	3	N		281	14	23	12	7	21	29	77	10	88	281	0.7%
NORTHWEST AREA BUS GARAGE	0			47	0	3	0	0	0	4	18	5	17	47	0.1%
NOVA BLANCHE FORMAN ELEMENTARY	6	C		126	5	10	24	3	14	12	14	5	39	126	0.3%
NOVA DWIGHT D EISENHOWER ELEMEN	6	C		121	2	14	9	11	11	12	13	11	38	121	0.3%
NOVA MIDDLE	6	C		188	10	7	15	1	24	25	32	20	54	188	0.5%
NOVA SENIOR HIGH	6	C		565	41	49	26	17	50	75	90	46	171	565	1.4%
OAKLAND PARK ELEMENTARY	3	N		202	32	17	11	1	30	29	8	17	57	202	0.5%
OAKRIDGE ELEMENTARY	1	S	Y	111	10	15	3	14	14	10	6	8	31	111	0.3%
OL BUS SUBSYSTEM	0			7	0	0	0	0	0	0	0	0	7	7	0.0%
OLSEN MIDDLE	1	S		233	25	9	21	8	15	34	14	32	75	233	0.6%
ORANGE BROOK ELEMENTARY	1	S		134	4	7	19	5	14	11	4	15	55	134	0.3%
ORIOLE ELEMENTARY	5	C	Y	134	30	12	8	2	6	9	14	17	36	134	0.3%
PALM COVE ELEMENTARY	2	S		131	4	10	9	24	7	13	13	25	26	131	0.3%
PALMVIEW ELEMENTARY	7	N		120	6	6	6	11	9	9	7	17	49	120	0.3%
PANTHER RUN ELEMENTARY	2	S		112	6	20	8	4	4	6	12	16	36	112	0.3%
PARK LAKES ELEMENTARY	5	C		155	15	8	9	17	31	14	8	14	39	155	0.4%
PARK RIDGE ELEMENTARY	7	N	Y	81	9	8	10	10	10	6	11	10	7	81	0.2%
PARK SPRINGS ELEMENTARY	4	N		122	8	20	13	1	12	19	8	21	20	122	0.3%
PARK TRAILS ELEMENTARY	4	N		167	12	10	7	8	17	12	11	44	46	167	0.4%
PARKSIDE ELEMENTARY	4	N		171	15	5	5	76	10	9	3	21	27	171	0.4%
PARKWAY MIDDLE	5	C		264	15	17	15	14	27	29	29	30	88	264	0.7%
PASADENA LAKES ELEMENTARY	1	S		91	1	22	2	0	4	7	7	21	27	91	0.2%
PEMBROKE LAKES ELEMENTARY	2	S		115	23	8	1	1	6	9	7	24	36	115	0.3%
PEMBROKE PINES ELEMENTARY	1	S		113	7	4	14	3	10	11	9	20	35	113	0.3%
PETERS ELEMENTARY	5	C		135	4	12	34	5	12	4	11	19	34	135	0.3%
PINE RIDGE EDUCATION CENTER	3	C		70	4	10	1	5	4	7	9	5	25	70	0.2%
PINES LAKES ELEMENTARY	2	S		267	18	59	65	15	19	10	12	14	55	267	0.7%
PINES MIDDLE	2	S		162	11	9	21	5	10	14	9	27	56	162	0.4%
PINEWOOD ELEMENTARY	4	N		129	9	11	27	9	16	9	5	6	37	129	0.3%
PIONEER MIDDLE	6	S		262	11	20	9	22	38	26	21	34	81	262	0.7%
PIPER SENIOR HIGH	5	C		314	16	36	16	5	71	22	56	22	70	314	0.8%
PLANTATION ELEMENTARY	5	C		76	4	1	6	3	3	7	6	12	34	76	0.2%
PLANTATION MIDDLE	5	C		207	20	10	17	5	18	29	9	39	60	207	0.5%
PLANTATION PARK ELEMENTARY	6	C		76	9	12	6	4	8	9	3	8	17	76	0.2%
PLANTATION SENIOR HIGH	5	C		230	12	8	12	8	16	46	16	75	37	230	0.6%
POMPANO ADMINISTRATIVE CENTER/ N	0			53	2	2	2	1	5	10	4	6	21	53	0.1%
POMPANO BEACH ELEMENTARY	7	N		124	3	9	8	8	12	8	4	18	54	124	0.3%
POMPANO BEACH INSTITUTE OF INTERN	7	N		173	18	11	11	7	18	14	32	12	50	173	0.4%
POMPANO BEACH MIDDLE	7	N		221	13	26	7	4	19	62	38	10	42	221	0.6%
PPO ZONE 1 NORTH AREA MAINT. & WA	0			62	1	3	3	2	5	7	18	9	14	62	0.2%
PPO ZONE 3 SOUTH AREA MAINTENANC	0			101	11	12	4	3	6	12	15	15	23	101	0.3%
QUIET WATERS ELEMENTARY	7	N		230	19	26	32	4	24	21	20	30	54	230	0.6%
RAMBLEWOOD ELEMENTARY	4	N		169	19	10	8	5	28	21	8	32	38	169	0.4%
RAMBLEWOOD MIDDLE	4	N		102	8	11	9	2	11	12	5	16	28	102	0.3%
RIVERGLADES ELEMENTARY	4	N		154	16	12	6	9	18	16	7	24	46	154	0.4%

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RIVERLAND ELEMENTARY	3	C		105	6	7	9	13	3	15	8	8	36	105	0.3%
RIVERSIDE ELEMENTARY	4	N		129	5	11	3	4	9	6	2	29	60	129	0.3%
ROBERT C MARKHAM ELEMENTARY	7	N	Y	115	26	15	7	5	13	28	4	6	11	115	0.3%
ROCK ISLAND ANNEX	0			89	0	1	3	19	5	13	5	14	29	89	0.2%
ROCK ISLAND ELEMENTARY	5	C	Y	184	16	7	12	9	15	25	9	8	83	184	0.5%
ROYAL PALM ELEMENTARY	5	C	Y	189	10	9	38	6	28	20	9	21	48	189	0.5%
SANDERS PARK ELEMENTARY	7	N		103	1	21	7	5	13	10	5	14	27	103	0.3%
SANDPIPER ELEMENTARY	6	C		335	219	8	9	6	18	16	6	13	40	335	0.9%
SAWGRASS ELEMENTARY	6	C		120	6	11	7	8	9	20	2	18	39	120	0.3%
SAWGRASS SPRINGS MIDDLE	4	N		200	11	22	8	6	16	17	6	30	84	200	0.5%
SEA CASTLE ELEMENTARY	2	S		176	10	37	5	5	22	25	10	19	43	176	0.4%
SEAGULL SCHOOL	3	C		148	5	6	23	3	12	13	3	32	51	148	0.4%
SEMINOLE MIDDLE	6	C		154	11	7	6	2	20	14	5	37	52	154	0.4%
SHERIDAN HILLS ELEMENTARY	1	S		83	4	6	4	3	2	6	3	25	30	83	0.2%
SHERIDAN PARK ELEMENTARY	1	S		115	7	22	12	2	10	12	8	22	20	115	0.3%
SHERIDAN TECHNICAL COLLEGE	3	C		258	8	16	14	3	12	26	50	16	113	258	0.7%
SHERIDAN TECHNICAL COLLEGE WEST	2	C		87	2	2	3	5	10	11	7	9	38	87	0.2%
SHERIDAN TECHNICAL HIGH	3	C		107	2	3	4	27	7	12	8	7	37	107	0.3%
SILVER LAKES ELEMENTARY	2	S		117	5	24	7	3	17	9	3	13	36	117	0.3%
SILVER LAKES MIDDLE	4	N		127	8	11	7	6	13	19	19	22	22	127	0.3%
SILVER PALMS ELEMENTARY	2	S		101	9	5	11	3	3	7	13	12	38	101	0.3%
SILVER RIDGE ELEMENTARY	6	C		152	12	5	14	8	14	21	8	31	39	152	0.4%
SILVER SHORES ELEMENTARY	2	S		148	39	6	11	1	4	9	2	12	64	148	0.4%
SILVER TRAIL MIDDLE	2	S		180	10	6	7	1	9	10	41	26	70	180	0.5%
SOUTH AREA BUS GARAGE	0			97	5	5	1	1	17	10	7	8	43	97	0.2%
SOUTH AREA PORTABLE ANNEX (SW 17	0			4	0	0	0	0	1	1	0	1	1	4	0.0%
SOUTH BROWARD SENIOR HIGH	1	S		333	10	19	14	7	34	27	81	30	111	333	0.8%
SOUTH PLANTATION SENIOR HIGH	6	C		315	17	19	16	9	42	27	71	23	91	315	0.8%
SOUTHWEST AREA BUS COMPLEX	0			39	1	0	2	1	5	3	1	9	17	39	0.1%
STEPHEN FOSTER ELEMENTARY	3	C		106	4	5	26	1	6	10	4	15	35	106	0.3%
STIRLING ELEMENTARY	1	C		108	10	7	23	3	18	12	1	10	24	108	0.3%
STONEMAN DOUGLAS SENIOR HIGH	4	N		278	21	22	16	7	18	23	22	74	75	278	0.7%
STRANAHAN SENIOR HIGH	3	C		229	19	26	17	12	19	43	14	19	60	229	0.6%
SUNLAND PARK ACADEMY	5	C	Y	185	24	21	5	6	22	10	11	37	49	185	0.5%
SUNRISE MIDDLE	3	C		153	11	15	12	12	16	19	11	11	46	153	0.4%
SUNSET LAKES ELEMENTARY	2	S		120	3	9	28	0	8	7	10	16	39	120	0.3%
SUNSHINE ELEMENTARY	2	S		101	2	8	8	3	10	15	9	7	39	101	0.3%
TAMARAC ELEMENTARY	4	N		185	29	12	16	50	13	13	6	13	33	185	0.5%
TEDDER ELEMENTARY	7	N	Y	155	14	12	22	3	19	19	14	23	29	155	0.4%
TEQUESTA TRACE MIDDLE	6	S		159	14	9	7	4	23	19	29	11	43	159	0.4%
THE QUEST CENTER	1	S		168	16	18	6	3	26	22	23	18	36	168	0.4%
THURGOOD MARSHALL ELEMENTARY	5	C	Y	120	5	6	3	1	14	13	8	35	35	120	0.3%
TRADEWINDS ELEMENTARY	7	N		110	4	7	27	3	6	10	8	23	22	110	0.3%
TROPICAL ELEMENTARY	6	C		149	8	24	11	0	12	15	20	12	47	149	0.4%
TSSC ANNEX	0			63	2	0	1	0	2	3	19	3	33	63	0.2%
TSSC TECHNOLOGY AND SUPPORT SERV	0			225	13	25	4	4	17	16	42	17	87	225	0.6%
TWIN LAKES ADMINISTRATION OFFICE	0			81	1	4	3	2	8	6	6	14	37	81	0.2%
TWIN LAKES ANNEX	0			37	0	1	3	2	3	2	3	4	19	37	0.1%
TWIN LAKES COMPLEX	0			454	23	32	19	136	30	52	37	47	78	454	1.2%

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TWIN LAKES WAREHOUSE & TRANSPOR	0			18	0	0	0	0	0	1	1	0	16	18	0.0%
TWIN LAKES WHSE, TRANS, PPO, GROU	0			97	0	0	0	0	1	1	0	1	94	97	0.2%
VACANT - SW 190 &	0			1	0	0	0	0	0	0	0	0	1	1	0.0%
VILLAGE ELEMENTARY	5	C	Y	123	8	15	8	2	14	17	12	10	37	123	0.3%
VIRGINIA SHUMAN YOUNG ELEMENTAR	3	C		100	13	9	5	2	9	17	4	10	31	100	0.3%
WALKER ELEMENTARY (MAGNET)	5	C	Y	146	13	8	10	25	10	18	11	18	33	146	0.4%
WALTER C YOUNG MIDDLE	2	S		157	11	17	11	8	15	19	28	10	38	157	0.4%
WATKINS ELEMENTARY	1	S		112	7	11	13	4	21	11	5	13	27	112	0.3%
WELLEBY ELEMENTARY	5	C		91	11	7	2	6	5	13	3	17	27	91	0.2%
WEST BROWARD HIGH SCHOOL	2	S		219	23	20	21	5	19	26	22	21	62	219	0.6%
WEST HOLLYWOOD ELEMENTARY	1	S		154	5	20	6	10	16	28	11	20	38	154	0.4%
WESTCHESTER ELEMENTARY	4	N		131	7	13	6	5	13	10	8	33	36	131	0.3%
WESTERN SENIOR HIGH	6	C		396	49	33	11	42	20	38	47	45	111	396	1.0%
WESTGLADES MIDDLE	4	N		138	5	7	11	5	13	10	7	21	59	138	0.4%
WESTPINE MIDDLE	5	C		190	11	41	6	7	15	26	28	9	47	190	0.5%
WESTWOOD HEIGHTS ELEMENTARY	3	C	Y	207	37	22	11	6	18	12	28	25	48	207	0.5%
WHIDDON/ROGERS EDUCATION CENTE	3	C		200	14	15	15	3	24	18	25	21	65	200	0.5%
WHISPERING PINES EXCEPTIONAL EDUC	2	S		73	2	7	4	0	5	5	5	17	28	73	0.2%
WILLIAM T MCFATTER TECHNICAL COLL	6	C		145	12	5	6	5	15	19	25	14	44	145	0.4%
WILTON MANORS ELEMENTARY	3	C		105	6	25	7	3	7	12	6	6	33	105	0.3%
WINGATE OAKS CENTER	5	C		109	14	6	3	3	10	15	28	5	25	109	0.3%
WINSTON PARK ELEMENTARY	7	N		252	10	17	20	64	14	27	15	47	38	252	0.6%
ZONE 2 CENTRAL AREA MAINTENANCE (	0			35	1	1	2	2	4	6	3	4	12	35	0.1%
														39221	
				39221	2995	3611	2701	2331	3891	4149	3956	4718	10869		
					2995	3611	2701	2331	3891	4149	3956	4718	10869	39221	

School / Facility				Total	0-30 Days	31-60 Days	61-90 Days	91-120 Days	121-180 Days	181-270 Days	271-365 Days	366-495 Days	Over 495 Days
3/3/2025				39221	2995	3611		5032	3891		8105		15587
12/2/2024				42450	4343	3272		6335	3307		9703		15490
Inc/Dec %				-7.6%	-31.0%	10.4%		-20.6%	17.7%		-16.5%		0.6%
				(3,229)	(1,348)	339		(1,303)	584		(1,598)		97

Number of Records: 39221

Saved Query: WORKORDER.TARGCOMPDATE IS NOT NULL and WORKORDER.WORKTYPE IS NOT NULL and workorder.TARGCOMPDATE<=(current_timestamp) and istask=0 and WORKORDER.REPORTDATE IS NOT NULL and WORKORDER.WORKTYPE IN ('CM','PDM') and WORKORDER.STATUS NOT IN ('WFUND','WAPPR','WPLAN','DEFER','CAN','COMP','WCLOSE','CLOSE')

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ATLANTIC WEST ELEMENTARY	15	11	9	5	10	16	6	7	21	100	0.9%
BLANCHE ELY SENIOR HIGH	33	37	35	12	42	27	24	18	54	282	2.4%
BRIGHT HORIZONS	7	9	7	2	9	8	1	27	40	110	0.9%
CHALLENGER ELEMENTARY	1	7	5	37	9	3	6	10	58	136	1.2%
CHARLES DREW RESOURCE CENTER	8	8	8	23	18	21	6	28	15	135	1.2%
COCONUT CREEK ELEMENTARY	2	12	3	7	8	18	5	21	34	110	0.9%
COCONUT CREEK SENIOR HIGH	20	25	11	8	27	14	91	13	53	262	2.3%
CORAL GLADES HIGH SCHOOL	38	37	19	10	36	56	23	16	72	307	2.6%
CORAL PARK ELEMENTARY	13	8	11	12	22	4	4	19	27	120	1.0%
CORAL SPRINGS ELEMENTARY	5	7	8	57	7	29	7	19	41	180	1.5%
CORAL SPRINGS MIDDLE	12	7	9	10	14	22	7	36	31	148	1.3%
CORAL SPRINGS PK/8	0	0	0	0	0	0	0	1	0	1	0.0%
CORAL SPRINGS SENIOR HIGH	22	42	24	20	53	49	133	28	69	440	3.8%
COUNTRY HILLS ELEMENTARY	6	9	5	8	26	18	10	30	39	151	1.3%
CRESTHAVEN ELEMENTARY	1	3	8	13	6	8	6	17	38	100	0.9%
CROSS CREEK SCHOOL	6	6	7	1	6	3	12	4	14	59	0.5%
CRYSTAL LAKE MIDDLE	21	27	30	23	31	18	9	37	50	246	2.1%
CYPRESS ELEMENTARY	14	18	10	9	12	23	9	25	38	158	1.4%
CYPRESS RUN EDUCATION CENTER	11	11	4	4	9	8	8	5	27	87	0.7%
DEERFIELD BEACH ELEMENTARY	54	8	6	4	8	5	6	13	21	125	1.1%
DEERFIELD BEACH MIDDLE	6	11	8	3	16	10	57	6	36	153	1.3%
DEERFIELD BEACH SENIOR HIGH	17	17	19	20	43	13	13	21	82	245	2.1%
DEERFIELD PARK ELEMENTARY	11	239	44	5	20	25	5	13	14	376	3.2%
DREW ELEMENTARY	8	11	11	8	17	12	7	9	44	127	1.1%
EAGLE RIDGE ELEMENTARY	5	6	6	2	9	8	2	16	23	77	0.7%
FLORANADA ELEMENTARY	6	17	6	0	13	2	1	12	29	86	0.7%
FOREST GLEN MIDDLE	9	8	5	5	36	5	5	24	44	141	1.2%
FOREST HILLS ELEMENTARY	11	12	7	56	35	20	5	40	45	231	2.0%
HERON HEIGHTS ELEMENTARY	8	7	6	4	9	8	12	36	66	156	1.3%
J P TARAVELLA SENIOR HIGH	31	17	11	11	25	7	42	11	49	204	1.8%
JAMES S HUNT ELEMENTARY	4	7	20	7	3	15	4	11	22	93	0.8%
JAMES S RICKARDS MIDDLE	2	6	6	4	6	3	13	8	28	76	0.7%
LIBERTY ELEMENTARY	14	11	8	4	9	17	6	11	33	113	1.0%
LLOYD ESTATES ELEMENTARY	5	11	7	21	13	11	9	8	38	123	1.1%
LYONS CREEK MIDDLE	21	13	11	4	49	33	20	18	36	205	1.8%
MAPLEWOOD ELEMENTARY	1	15	6	2	5	11	8	23	49	120	1.0%
MARGATE ELEMENTARY	10	17	13	12	12	29	9	23	42	167	1.4%
MARGATE MIDDLE	27	21	9	7	22	17	27	18	50	198	1.7%
MCNAB ELEMENTARY	6	9	5	1	14	13	7	26	37	118	1.0%
MILLENNIUM 6/12 COLLEGIATE ACADEMY	10	16	5	83	16	17	8	21	38	214	1.8%
MONARCH SENIOR HIGH	15	10	8	4	6	15	39	14	42	153	1.3%
MORROW ELEMENTARY	12	19	13	29	8	28	6	10	54	179	1.5%
NORCREST ELEMENTARY	5	10	4	10	7	11	15	46	44	152	1.3%

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NORTH ANDREWS GARDENS ELEMENTARY	14	38	5	1	11	15	13	11	42	150	1.3%
NORTH LAUDERDALE ELEMENTARY	8	6	43	2	9	9	6	17	35	135	1.2%
NORTH LAUDERDALE PK/8	0	0	0	0	0	0	0	1	0	1	0.0%
NORTHEAST SENIOR HIGH	14	23	12	7	21	29	77	10	88	281	2.4%
OAKLAND PARK ELEMENTARY	32	17	11	1	30	29	8	17	57	202	1.7%
PALMVIEW ELEMENTARY	6	6	6	11	9	9	7	17	49	120	1.0%
PARK RIDGE ELEMENTARY	9	8	10	10	10	6	11	10	7	81	0.7%
PARK SPRINGS ELEMENTARY	8	20	13	1	12	19	8	21	20	122	1.1%
PARK TRAILS ELEMENTARY	12	10	7	8	17	12	11	44	46	167	1.4%
PARKSIDE ELEMENTARY	15	5	5	76	10	9	3	21	27	171	1.5%
PINEWOOD ELEMENTARY	9	11	27	9	16	9	5	6	37	129	1.1%
POMPANO BEACH ELEMENTARY	3	9	8	8	12	8	4	18	54	124	1.1%
POMPANO BEACH INSTITUTE OF INTERNATIONAL STUDIES	18	11	11	7	18	14	32	12	50	173	1.5%
POMPANO BEACH MIDDLE	13	26	7	4	19	62	38	10	42	221	1.9%
QUIET WATERS ELEMENTARY	19	26	32	4	24	21	20	30	54	230	2.0%
RAMBLEWOOD ELEMENTARY	19	10	8	5	28	21	8	32	38	169	1.5%
RAMBLEWOOD MIDDLE	8	11	9	2	11	12	5	16	28	102	0.9%
RIVERGLADES ELEMENTARY	16	12	6	9	18	16	7	24	46	154	1.3%
RIVERSIDE ELEMENTARY	5	11	3	4	9	6	2	29	60	129	1.1%
ROBERT C MARKHAM ELEMENTARY	26	15	7	5	13	28	4	6	11	115	1.0%
SANDERS PARK ELEMENTARY	1	21	7	5	13	10	5	14	27	103	0.9%
SAWGRASS SPRINGS MIDDLE	11	22	8	6	16	17	6	30	84	200	1.7%
SILVER LAKES MIDDLE	8	11	7	6	13	19	19	22	22	127	1.1%
STONEMAN DOUGLAS SENIOR HIGH	21	22	16	7	18	23	22	74	75	278	2.4%
TAMARAC ELEMENTARY	29	12	16	50	13	13	6	13	33	185	1.6%
TEDDER ELEMENTARY	14	12	22	3	19	19	14	23	29	155	1.3%
TRADEWINDS ELEMENTARY	4	7	27	3	6	10	8	23	22	110	0.9%
WESTCHESTER ELEMENTARY	7	13	6	5	13	10	8	33	36	131	1.1%
WESTGLADES MIDDLE	5	7	11	5	13	10	7	21	59	138	1.2%
WINSTON PARK ELEMENTARY	10	17	20	64	14	27	15	47	38	252	2.2%
Total	**897**	**1,221**	**827**	**895**	**1,181**	**1,172**	**1,072**	**1,451**	**2,903**	**11,619**	**100.0%**
Aging Cat % to Total	7.7%	10.5%	7.1%	7.7%	10.2%	10.1%	9.2%	12.5%	25.0%		
Max	54	239	44	83	53	62	133	74	88		
Min	0	0	0	0	0	0	0	1	0		
Avg	12	17	11	12	16	16	15	20	40		

BCPS Open Work Orders - Central Region Schools

as of 3/3/25 per PPO Work Order Aging

School / Facility	0-30 Days	31-60 Days	61-90 Days	91-120 Days	121-180 Days	181-270 Days	271-365 Days	366-495 Days	Over 495 Days	Total	Location % to Total
ATLANTIC TECHNICAL COLLEGE	13	25	15	7	22	32	132	22	58	326	2.5%
BAIR MIDDLE	11	15	7	6	15	28	22	6	17	127	1.0%
BANYAN ELEMENTARY	26	31	16	8	43	32	2	28	54	240	1.9%
BAYVIEW ELEMENTARY	14	9	3	1	12	5	1	25	20	90	0.7%
BENNETT ELEMENTARY	13	16	7	4	7	7	2	6	18	80	0.6%
BOYD H ANDERSON SENIOR HIGH	24	22	14	9	16	16	27	17	72	217	1.7%
BROADVIEW ELEMENTARY	6	10	5	3	10	3	4	24	36	101	0.8%
BROWARD ESTATES ELEMENTARY	9	16	13	11	25	34	7	23	51	189	1.5%
CASTLE HILL ELEMENTARY	11	5	17	6	19	12	20	26	35	151	1.2%
CENTRAL PARK ELEMENTARY	11	13	10	5	12	22	11	36	45	165	1.3%
CROISSANT PARK ELEMENTARY	32	5	10	0	8	6	7	39	30	137	1.1%
DANDY WILLIAM MIDDLE	74	12	7	5	17	31	29	12	45	232	1.8%
DILLARD 6/12	19	17	12	16	26	78	68	27	88	351	2.7%
DILLARD ELEMENTARY	4	3	30	5	9	13	6	3	27	100	0.8%
DISCOVERY ELEMENTARY	9	9	4	2	6	4	5	9	30	78	0.6%
DR. MARTIN LUTHER KING JR. MONTESSORI ACADEMY	9	10	6	5	13	18	7	18	27	113	0.9%
ENDEAVOUR PRIMARY LEARNING CENTER	4	10	5	4	8	9	4	20	52	116	0.9%
FLAMINGO ELEMENTARY	9	4	18	9	14	10	6	11	10	91	0.7%
FORT LAUDERDALE SENIOR HIGH	14	12	15	10	13	16	39	20	66	205	1.6%
FOX TRAIL ELEMENTARY	1	3	9	3	14	10	16	19	22	97	0.8%
HARBORDALE ELEMENTARY	5	20	5	1	18	7	5	8	19	88	0.7%
HORIZON ELEMENTARY	14	12	18	6	5	7	1	3	12	78	0.6%
INDIAN RIDGE MIDDLE	9	20	16	7	49	23	15	28	54	221	1.7%
LARKDALE ELEMENTARY	8	18	3	0	8	21	5	23	43	129	1.0%
LAUDERDALE LAKES MIDDLE	14	6	5	4	21	17	17	30	37	151	1.2%
LAUDERDALE MANORS EARLY LEARNING AND RESOURCE CENTER	9	13	6	3	10	33	12	16	60	162	1.3%
LAUDERHILL 6/12	14	12	6	38	14	16	8	7	44	159	1.2%
LAUDERHILL PAUL TURNER ELEMENTARY	12	16	3	1	4	16	5	8	46	111	0.9%
MEADOWBROOK ELEMENTARY	14	32	12	6	13	13	7	13	46	156	1.2%
MIRROR LAKE ELEMENTARY	13	21	12	5	16	20	7	14	38	146	1.1%
NEW RIVER MIDDLE	16	7	9	4	14	18	17	17	55	157	1.2%
NOB HILL ELEMENTARY	8	3	9	2	30	20	7	28	45	152	1.2%
NORTH FORK ELEMENTARY	15	14	21	2	7	6	11	9	30	115	0.9%
NORTH SIDE ELEMENTARY	8	4	23	2	7	10	6	6	45	111	0.9%
NOVA BLANCHE FORMAN ELEMENTARY	5	10	24	3	14	12	14	5	39	126	1.0%
NOVA DWIGHT D EISENHOWER ELEMENTARY	2	14	9	11	11	12	13	11	38	121	0.9%
NOVA MIDDLE	10	7	15	1	24	25	32	20	54	188	1.5%
NOVA SENIOR HIGH	41	49	26	17	50	75	90	46	171	565	4.4%
ORIOLE ELEMENTARY	30	12	8	2	6	9	14	17	36	134	1.0%
PARK LAKES ELEMENTARY	15	8	9	17	31	14	8	14	39	155	1.2%
PARKWAY MIDDLE	15	17	15	14	27	29	29	30	88	264	2.1%
PETERS ELEMENTARY	4	12	34	5	12	4	11	19	34	135	1.1%
PINE RIDGE EDUCATION CENTER	4	10	1	5	4	7	9	5	25	70	0.5%
PIPER SENIOR HIGH	16	36	16	5	71	22	56	22	70	314	2.4%
PLANTATION ELEMENTARY	4	1	6	3	3	7	6	12	34	76	0.6%

BCPS Open Work Orders - Central Region Schools

as of 3/3/25 per PPO Work Order Aging

School / Facility	0-30 Days	31-60 Days	61-90 Days	91-120 Days	121-180 Days	181-270 Days	271-365 Days	366-495 Days	Over 495 Days	Total	Location % to Total
PLANTATION MIDDLE	20	10	17	5	18	29	9	39	60	207	1.6%
PLANTATION PARK ELEMENTARY	9	12	6	4	8	9	3	8	17	76	0.6%
PLANTATION SENIOR HIGH	12	8	12	8	16	46	16	75	37	230	1.8%
RIVERLAND ELEMENTARY	6	7	9	13	3	15	8	8	36	105	0.8%
ROCK ISLAND ELEMENTARY	16	7	12	9	15	25	9	8	83	184	1.4%
ROYAL PALM ELEMENTARY	10	9	38	6	28	20	9	21	48	189	1.5%
SANDPIPER ELEMENTARY	219	8	9	6	18	16	6	13	40	335	2.6%
SAWGRASS ELEMENTARY	6	11	7	8	9	20	2	18	39	120	0.9%
SEAGULL SCHOOL	5	6	23	3	12	13	3	32	51	148	1.2%
SEMINOLE MIDDLE	11	7	6	2	20	14	5	37	52	154	1.2%
SHERIDAN TECHNICAL COLLEGE	8	16	14	3	12	26	50	16	113	258	2.0%
SHERIDAN TECHNICAL COLLEGE WEST	2	2	3	5	10	11	7	9	38	87	0.7%
SHERIDAN TECHNICAL HIGH	2	3	4	27	7	12	8	7	37	107	0.8%
SILVER RIDGE ELEMENTARY	12	5	14	8	14	21	8	31	39	152	1.2%
SOUTH PLANTATION SENIOR HIGH	17	19	16	9	42	27	71	23	91	315	2.5%
STEPHEN FOSTER ELEMENTARY	4	5	26	1	6	10	4	15	35	106	0.8%
STIRLING ELEMENTARY	10	7	23	3	18	12	1	10	24	108	0.8%
STRANAHAN SENIOR HIGH	19	26	17	12	19	43	14	19	60	229	1.8%
SUNLAND PARK ACADEMY	24	21	5	6	22	10	11	37	49	185	1.4%
SUNRISE MIDDLE	11	15	12	12	16	19	11	11	46	153	1.2%
THURGOOD MARSHALL ELEMENTARY	5	6	3	1	14	13	8	35	35	120	0.9%
TROPICAL ELEMENTARY	8	24	11	0	12	15	20	12	47	149	1.2%
VILLAGE ELEMENTARY	8	15	8	2	14	17	12	10	37	123	1.0%
VIRGINIA SHUMAN YOUNG ELEMENTARY	13	9	5	2	9	17	4	10	31	100	0.8%
WALKER ELEMENTARY (MAGNET)	13	8	10	25	10	18	11	18	33	146	1.1%
WELLEBY ELEMENTARY	11	7	2	6	5	13	3	17	27	91	0.7%
WESTERN SENIOR HIGH	49	33	11	42	20	38	47	45	111	396	3.1%
WESTPINE MIDDLE	11	41	6	7	15	26	28	9	47	190	1.5%
WESTWOOD HEIGHTS ELEMENTARY	37	22	11	6	18	12	28	25	48	207	1.6%
WHIDDON/ROGERS EDUCATION CENTER	14	15	15	3	24	18	25	21	65	200	1.6%
WILLIAM T MCFATTER TECHNICAL COLLEGE	12	5	6	5	15	19	25	14	44	145	1.1%
WILTON MANORS ELEMENTARY	6	25	7	3	7	12	6	6	33	105	0.8%
WINGATE OAKS CENTER	14	6	3	3	10	15	28	5	25	109	0.9%
Total	**1,242**	**1,041**	**905**	**538**	**1,264**	**1,460**	**1,320**	**1,466**	**3,583**	**12,819**	100.0%
Aging Cat % to Total	9.7%	8.1%	7.1%	4.2%	9.9%	11.4%	10.3%	11.4%	28.0%		
Max	219	49	38	42	71	78	132	75	171		
Min	1	1	1	0	3	3	1	3	10		
Avg	16	13	12	7	16	19	17	19	46		

BCPS Open Work Orders - South Region Schools

as of 3/3/25 per PPO Work Order Aging

School / Facility	0-30 Days	31-60 Days	61-90 Days	91-120 Days	121-180 Days	181-270 Days	271-365 Days	366-495 Days	Over 495 Days	Total	Location % to Total
ANNABEL C PERRY PK/8	6	27	7	2	19	22	10	18	88	**199**	**1.7%**
APOLLO MIDDLE	17	23	10	8	23	40	44	21	54	**240**	**2.1%**
ATTUCKS MIDDLE	9	12	12	3	18	21	36	12	39	**162**	**1.4%**
BEACHSIDE MONTESSORI VILLAGE	9	16	10	11	9	6	5	36	30	**132**	**1.1%**
BOULEVARD HEIGHTS ELEMENTARY	4	7	9	21	10	18	10	21	28	**128**	**1.1%**
CHAPEL TRAIL ELEMENTARY	9	11	19	4	10	10	9	13	41	**126**	**1.1%**
CHARLES W FLANAGAN SENIOR HIGH	20	25	9	8	28	46	75	21	66	**298**	**2.6%**
COCONUT PALM ELEMENTARY	7	5	10	31	10	8	7	12	35	**125**	**1.1%**
COLLINS ELEMENTARY	5	10	16	14	6	14	10	13	58	**146**	**1.3%**
COOPER CITY ELEMENTARY	7	8	6	12	7	5	8	10	24	**87**	**0.7%**
COOPER CITY SENIOR HIGH	13	19	17	7	17	22	11	60	60	**226**	**1.9%**
CORAL COVE ELEMENTARY	5	17	6	1	9	8	7	12	35	**100**	**0.9%**
COUNTRY ISLES ELEMENTARY	15	24	19	8	19	16	18	26	30	**175**	**1.5%**
CYPRESS BAY SENIOR HIGH	15	11	15	10	27	25	52	29	67	**251**	**2.2%**
DANIA ELEMENTARY	13	21	6	1	6	15	7	27	38	**134**	**1.1%**
DAVIE ELEMENTARY	7	7	6	6	6	6	7	22	13	**80**	**0.7%**
DOLPHIN BAY ELEMENTARY	9	17	9	2	13	6	7	17	38	**118**	**1.0%**
DRIFTWOOD ELEMENTARY	11	5	6	6	23	17	13	18	52	**151**	**1.3%**
DRIFTWOOD MIDDLE	8	6	4	2	25	18	29	15	32	**139**	**1.2%**
EAGLE POINT ELEMENTARY	15	16	30	9	45	29	8	11	55	**218**	**1.9%**
EMBASSY CREEK ELEMENTARY	7	9	10	16	14	13	5	5	24	**103**	**0.9%**
EVERGLADES ELEMENTARY	1	11	10	3	22	15	8	20	46	**136**	**1.2%**
EVERGLADES SENIOR HIGH	15	24	13	7	20	29	61	20	54	**243**	**2.1%**
FAIRWAY ELEMENTARY	2	66	9	3	6	21	7	28	32	**174**	**1.5%**
FALCON COVE MIDDLE	17	18	7	5	18	21	26	18	59	**189**	**1.6%**
GATOR RUN ELEMENTARY	4	9	12	3	10	6	14	21	38	**117**	**1.0%**
GLADES MIDDLE	6	7	8	3	17	14	13	36	27	**131**	**1.1%**
GRIFFIN ELEMENTARY	8	15	4	9	9	12	6	8	45	**116**	**1.0%**
GULFSTREAM	17	26	15	14	58	28	14	39	67	**278**	**2.4%**
GULFSTREAM EARLY LEARNING CENTER OF EXCELLENCE	11	6	3	9	13	16	7	28	18	**111**	**1.0%**
HALLANDALE SENIOR HIGH	12	11	9	3	24	28	42	8	40	**177**	**1.5%**
HAWKES BLUFF ELEMENTARY	4	6	8	4	13	17	8	8	26	**94**	**0.8%**
HENRY D PERRY EDUCATION CENTER	6	51	11	7	18	16	10	49	21	**189**	**1.6%**
HOLLYWOOD CENTRAL ELEMENTARY	7	16	12	3	5	10	4	5	22	**84**	**0.7%**
HOLLYWOOD HILLS ELEMENTARY	13	11	14	7	15	14	13	29	31	**147**	**1.3%**
HOLLYWOOD HILLS SENIOR HIGH	13	18	19	11	40	34	71	43	96	**345**	**3.0%**
HOLLYWOOD PARK ELEMENTARY	5	24	6	7	11	3	5	8	33	**102**	**0.9%**
INDIAN TRACE ELEMENTARY	6	9	4	4	16	11	17	9	42	**118**	**1.0%**
LAKE FOREST ELEMENTARY	4	10	15	2	12	13	10	12	36	**114**	**1.0%**
LAKESIDE ELEMENTARY	5	32	5	3	5	6	8	20	42	**126**	**1.1%**
LANIER/JAMES EDUCATION CENTER	3	11	3	0	11	7	8	14	21	**78**	**0.7%**
MANATEE BAY ELEMENTARY	6	8	22	4	18	13	4	15	37	**127**	**1.1%**
MARY M BETHUNE ELEMENTARY	6	3	17	3	10	5	10	11	32	**97**	**0.8%**
MCARTHUR SENIOR HIGH	10	21	11	20	16	10	22	13	35	**158**	**1.4%**

BCPS Open Work Orders - South Region Schools

as of 3/3/25 per PPO Work Order Aging

School / Facility	0-30 Days	31-60 Days	61-90 Days	91-120 Days	121-180 Days	181-270 Days	271-365 Days	366-495 Days	Over 495 Days	Total	Location % to Total
MCNICOL MIDDLE	11	12	10	2	12	11	7	6	17	**88**	**0.8%**
MIRAMAR ELEMENTARY	7	3	5	2	14	15	4	9	54	**113**	**1.0%**
MIRAMAR SENIOR HIGH	23	24	13	55	40	18	13	21	66	**273**	**2.3%**
NEW RENAISSANCE MIDDLE	4	15	12	10	12	25	16	25	31	**150**	**1.3%**
OAKRIDGE ELEMENTARY	10	15	3	14	14	10	6	8	31	**111**	**1.0%**
OLSEN MIDDLE	25	9	21	8	15	34	14	32	75	**233**	**2.0%**
ORANGE BROOK ELEMENTARY	4	7	19	5	14	11	4	15	55	**134**	**1.1%**
PALM COVE ELEMENTARY	4	10	9	24	7	13	13	25	26	**131**	**1.1%**
PANTHER RUN ELEMENTARY	6	20	8	4	4	6	12	16	36	**112**	**1.0%**
PASADENA LAKES ELEMENTARY	1	22	2	0	4	7	7	21	27	**91**	**0.8%**
PEMBROKE LAKES ELEMENTARY	23	8	1	1	6	9	7	24	36	**115**	**1.0%**
PEMBROKE PINES ELEMENTARY	7	4	14	3	10	11	9	20	35	**113**	**1.0%**
PINES LAKES ELEMENTARY	18	59	65	15	19	10	12	14	55	**267**	**2.3%**
PINES MIDDLE	11	9	21	5	10	14	9	27	56	**162**	**1.4%**
PIONEER MIDDLE	11	20	9	22	38	26	21	34	81	**262**	**2.2%**
SEA CASTLE ELEMENTARY	10	37	5	5	22	25	10	19	43	**176**	**1.5%**
SHERIDAN HILLS ELEMENTARY	4	6	4	3	2	6	3	25	30	**83**	**0.7%**
SHERIDAN PARK ELEMENTARY	7	22	12	2	10	12	8	22	20	**115**	**1.0%**
SILVER LAKES ELEMENTARY	5	24	7	3	17	9	3	13	36	**117**	**1.0%**
SILVER PALMS ELEMENTARY	9	5	11	3	3	7	13	12	38	**101**	**0.9%**
SILVER SHORES ELEMENTARY	39	6	11	1	4	9	2	12	64	**148**	**1.3%**
SILVER TRAIL MIDDLE	10	6	7	1	9	10	41	26	70	**180**	**1.5%**
SOUTH BROWARD SENIOR HIGH	10	19	14	7	34	27	81	30	111	**333**	**2.9%**
SUNSET LAKES ELEMENTARY	3	9	28	0	8	7	10	16	39	**120**	**1.0%**
SUNSHINE ELEMENTARY	2	8	8	3	10	15	9	7	39	**101**	**0.9%**
TEQUESTA TRACE MIDDLE	14	9	7	4	23	19	29	11	43	**159**	**1.4%**
THE QUEST CENTER	16	18	6	3	26	22	23	18	36	**168**	**1.4%**
WALTER C YOUNG MIDDLE	11	17	11	8	15	19	28	10	38	**157**	**1.3%**
WATKINS ELEMENTARY	7	11	13	4	21	11	5	13	27	**112**	**1.0%**
WEST BROWARD HIGH SCHOOL	23	20	21	5	19	26	22	21	62	**219**	**1.9%**
WEST HOLLYWOOD ELEMENTARY	5	20	6	10	16	28	11	20	38	**154**	**1.3%**
WHISPERING PINES EXCEPTIONAL EDUCATION CENTER	2	7	4	0	5	5	5	17	28	**73**	**0.6%**
Total	**734**	**1,190**	**860**	**548**	**1,194**	**1,191**	**1,223**	**1,470**	**3,250**	**11,660**	**100.0%**
Aging Cat % to Total	6.3%	10.2%	7.4%	4.7%	10.2%	10.2%	10.5%	12.6%	27.9%		
Max	39	66	65	55	58	46	81	60	111		
Min	1	3	1	0	2	3	2	5	13		
Avg	10	16	11	7	16	16	16	19	43		

BCPS Open Work Orders - Administrative/Unclassified Locations

as of 3/3/25 per PPO Work Order Aging

School / Facility	0-30 Days	31-60 Days	61-90 Days	91-120 Days	121-180 Days	181-270 Days	271-365 Days	366-495 Days	Over 495 Days	Total	Location % to Total
ARTHUR ROBERT JR ASHE CENTER	6	6	7	37	18	10	14	12	51	161	5.2%
BCPS	0	0	0	0	0	0	0	0	1	1	0.0%
BECON TV	4	3	3	3	3	8	14	8	39	85	2.7%
BROWARD DETENTION CENTER	0	0	0	0	7	0	3	1	6	17	0.5%
BROWARD FIRE ACADEMY CENTER	3	5	3	0	10	4	19	6	30	80	2.6%
BROWARD HALFWAY HOUSE	0	0	1	0	0	0	0	1	5	7	0.2%
BROWARD YOUTH TREATMENT CENTER	0	0	0	0	0	0	3	1	0	4	0.1%
CASTLE ANNEX	2	3	3	12	4	9	4	3	29	69	2.2%
CENTRAL WEST BUS COMPOUND	4	4	4	4	26	66	29	14	77	228	7.3%
COLBERT ELEMENTARY	13	5	22	5	19	11	9	12	24	120	3.8%
COMMUNITY SCHOOL NORTH (FT LAUD ANNEX)	3	1	1	11	5	3	1	6	26	57	1.8%
DAVE THOMAS EDUCATION CENTER WEST	13	15	5	2	12	13	14	22	49	145	4.6%
DAVE THOMAS EDUCATIONAL CENTER (EAST)	0	0	1	1	2	4	3	2	9	22	0.7%
DILLARD COMMUNITY CENTER (MUSEUM)	0	0	1	4	2	2	7	4	17	37	1.2%
DRIFTWOOD COMMUNITY CENTER	0	0	0	0	1	1	0	2	1	5	0.2%
ESEA TITLE 1	1	4	0	9	5	4	1	1	12	37	1.2%
HRD @ NOVA COMPLEX	3	6	2	3	7	5	12	5	46	89	2.8%
ITV RELAY STATION	0	0	0	0	1	1	0	2	1	5	0.2%
KATHLEEN C WRIGHT ADMINISTRATIVE COMPLEX	8	11	9	83	16	27	9	13	110	286	9.2%
MCNICOL ADMIN ANNEX	0	2	0	1	0	5	1	7	7	23	0.7%
NEW RIVER CIRCLE PORTABLE SITE	0	0	0	0	0	2	0	1	2	5	0.2%
NORTH AREA BUS COMPLEX	1	5	0	2	5	2	10	3	26	54	1.7%
NORTH AREA PORTABLE ANNEX TRAINING CENTER	1	0	0	0	0	2	9	48	16	76	2.4%
NORTHWEST AREA BUS GARAGE	0	3	0	0	0	4	18	5	17	47	1.5%
OL BUS SUBSYSTEM	0	0	0	0	0	0	0	0	7	7	0.2%
POMPANO ADMINISTRATIVE CENTER/ NORTH AREA SUP.	2	2	2	1	5	10	4	6	21	53	1.7%
PPO ZONE 1 NORTH AREA MAINT. & WAREHOUSE	1	3	3	2	5	7	18	9	14	62	2.0%
PPO ZONE 3 SOUTH AREA MAINTENANCE OFFICE	11	12	4	3	6	12	15	15	23	101	3.2%
ROCK ISLAND ANNEX	0	1	3	19	5	13	5	14	29	89	2.8%
SOUTH AREA BUS GARAGE	5	5	1	1	17	10	7	8	43	97	3.1%
SOUTH AREA PORTABLE ANNEX (SW 172 AVE)	0	0	0	0	1	1	0	1	1	4	0.1%
SOUTHWEST AREA BUS COMPLEX	1	0	2	1	5	3	1	9	17	39	1.2%
TSSC ANNEX	2	0	1	0	2	3	19	3	33	63	2.0%
TSSC TECHNOLOGY AND SUPPORT SERVICES FACILITY	13	25	4	4	17	16	42	17	87	225	7.2%
TWIN LAKES ADMINISTRATION OFFICE	1	4	3	2	8	6	6	14	37	81	2.6%
TWIN LAKES ANNEX	0	1	3	2	3	2	3	4	19	37	1.2%
TWIN LAKES COMPLEX	23	32	19	136	30	52	37	47	78	454	14.5%
TWIN LAKES WAREHOUSE & TRANSPORTATION	0	0	0	0	0	1	1	0	16	18	0.6%
TWIN LAKES WHSE, TRANS, PPO, GROUNDS, PONY & BOOK DEPO	0	0	0	0	1	1	0	1	94	97	3.1%
VACANT - SW 190 &	0	0	0	0	0	0	0	0	1	1	0.0%
ZONE 2 CENTRAL AREA MAINTENANCE OFFICE	1	1	2	2	4	6	3	4	12	35	1.1%
Total	**122**	**159**	**109**	**350**	**252**	**326**	**341**	**331**	**1,133**	**3,123**	100.0%
Aging Cat % to Total	3.9%	5.1%	3.5%	11.2%	8.1%	10.4%	10.9%	10.6%	36.3%		
Max	23	32	22	136	30	66	42	48	110		
Min	0	0	0	0	0	0	0	0	0		
Avg	3	4	3	9	6	8	8	8	28		

RESPONSE TO THE SCHOOL BOARD OF BROWARD COUNTY CCC SETTLEMENT AGREEMENT ANNUAL SUPERINTENDENT'S REPORT

Jacqui Luscombe, ESE Advisory Chair

Opening the lens on Diversity

For a school district to truly evaluate its performance in the realm of Diversity, it needs to do so through a broad lens that includes focus on *all* student demographics, sub-populations and historically marginalised groups.

Policy 1.5, on which the Diversity Committee was founded, defines diversity "*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*."

There has not, traditionally, been evaluation of BCPS's fidelity to the CCC indicators *as it pertains to the specific and specialized needs of ESE and SWDs*, or other sub-groups/populations. I welcome the invitation by the Chair of the Diversity Committee, Narnike Pierre-Grant, to contribute to the response to the Annual Supt's Report for 2024/5 through the lens of our ESE community and I hope the suggestions and observations herein can be helpful.

- **Suggestions:**

    - That the School Board ensures that the committee's membership includes appointees that reflect the full diversity of the students and families whose interests it serves and who cross-feed into, and out of, other Advisories so we can be supporting each other's purpose and work
    - That future evaluations of BCPS's performance against the CCC conditions utilize data specific to student sub-populations, in order to measure not only whether conditions have been broadly met but whether they have been met *equitably*.

Rather than a comprehensive analysis of every indicator, I have selected only certain indicators on which to provide feedback, based on specific issues that have surfaced through ESE Advisory and the ESE community.

Overall, it is encouraging to see "Met" next to many indicators and acknowledgment by the Supt of those that still need work. We may all have differing perceptions of what has or hasn't been met, based on where each of us focuses our lens more intently, but the dialogue is crucial to the process of continuous improvement. Thank you.

Condition 1 - Availability of Textbooks

Indicator 1.3: The District and all schools comply with SBBC Policy 4140: Instructional Materials

Observations:

i. Policy 4140 states at Section V part C item 4 (page 9) that at the time of the annual textbook review "*parents will be appointed from nominations submitted by parent advisory groups or may apply directly to serve*." ESE Advisory has not been informed of any such opportunities to submit such nominations (has *any* parent Advisory group?).
ii. Rules about instructional materials are also enshrined in Policy 4000, the Student Progression Plan. At the January 21, 2025 School Board workshop, staff presented proposed changes to Policy 4000 that included **striking out** these clauses pertaining to Elementary students at Section 2, Part 8b (page 5):
    - "*Digital materials shall be made available to enable students to attain digital skills.*"
    - *"Each school shall make available digital instructional materials, including software applications, to students with disabilities…"*

- "*Curricula for students in pre-K through grade 5 must contain instruction that allows them to attain progressively higher levels of skill in the use of digital tools and applications.*"

iii. I spoke at the workshop against the removal of the above clauses, pointing out that the strikethroughs appeared to result from a misunderstanding by staff over the difference between Digital Tools, the name given to an industry certification course, and the provision for K-5 of *digital tools and materials generally*. My comments did not receive response from the Board; I therefore pursued the matter with staff afterwards, who agreed that consideration should be given to restoring these provisions in policy. This did not occur, however, and Policy 4000 was approved by the Board on April 15, 2025 minus those clauses.

- **Suggestions:**

  - That the district put in place a procedure for directly notifying Advisories of the annual textbook review and inviting them to nominate representatives to the Adoption Committee, to ensure rich input and consideration of any needs specific to student sub-populations including ESE
  - That the language cited in (ii) above, which was removed by the Board on April 15, 2025, be restored to Policy 4000. The language should commit to making available: 1) digital materials generally to K-5, and 2) the provision of instruction in Digital Tools, a specific certification available to K-5, and 3) digital instructional materials, including software applications, to SWDs. (Note: the directors of Elementary and Secondary Learning are familiar with this matter)

Condition 2 – Technology

Indicator 2.1: The District has a written plan to achieve a 1:1 laptop/computer to student ratio.

- **Suggestions:**

  - Laptops may not serve the specialised technology needs of all SWDs; the plan should specify a commitment to evaluate and deliver upon those needs and provide alternative technologies where applicable. Whereas laptops are being upgraded, a review should also be undertaken to ensure that students who are reliant on alternative technologies (such as tablets) and Assistive Technology (AT) devices are also being provided with commensurate upgrades.

  - While there is no condition or indicator pertaining to administrative software in this CCC agreement, it is worth noting under the general headline of 'Technology' here that the transition from EDPlan to the Focus SSS platform has represented a significant step backwards for ESE case management, introducing systemic weaknesses and compromising standards. One of the many examples of the impacts: whereas school districts are required to provide IEP progress reports concurrent with general progress reports three times a year, this has not occurred due to the limitations of the Focus SSS digital platform. It is not the case that all schools have instead provided these on paper instead; there has been inconsistency across schools. ESE Advisory passed a recommendation a year ago that BCPS provide a gap analysis, timeline and process for addressing the many shortfalls and losses in functionality that this software transition incurred; we have yet to receive any.

Condition 3 – Standards of Service

Indicator 3.1: Each school has demonstrated at or above State average for performance and/or learning gains on State-mandated assessments, including FAST and all EOCs.

Observations:

i. While the *overall* performance of SWDs in the FAST increased year on year between 2022 and 2025 (in PM1 and PM2), this is not true of performance in the Florida Alternate Assessment (FAA), for students with significant cognitive disabilities for whom participation in the FAST would be inappropriate.
ii. Data for the FAA is not shown on the BCPS website for 2024-25, but data for 2023/24 shows the percentage of students scoring at Level 3 and above in the FAA at Spring 2024 trailing the state average in every grade for ELA, Math and Science, by 3-14%.

- **Suggestions:**

  - That the district and individual schools make available on their respective websites and in all materials in which district and school-level FSA data is recorded, data specific to the performance and learning gains of students taking the FAA
  - That the district sets a goal to bring student performance in the FAA in line with the state average and that schools be required to specify in their School Improvement Plan how this will be achieved
  - Where tutoring is offered by schools for students taking the FAST, equal tutoring opportunities need to be offered to all SWDs including those taking the FAA.
  - Whereas every school is required by state law to conduct a Best Practices in Inclusive Education (BPIE) self-assessment every three years, the BPIE should be shared to the School Advisory Council as part of the School Improvement Plan and published *in full* on each school's website. Likewise the district-level BPIE should be shared on the BCPS website.

Condition 4 - Advanced Placement/Honors Courses

Indicator 4.4: Each school has a plan to provide assistance to students who do not meet the requirements for advanced coursework to increase the likelihood of qualifying in future academic terms.

Observations:

i. The Superintendent's annual report on the CCC agreement mentions as part of the above indicator that efforts are under way to enhance access to Student Life Skills classes "*which equip students demonstrating a need with essential soft skills crucial for success in a college setting*."
ii. Life Skills classes are not solely for students proceeding to college; there is particularly acute need for them also among SWDs to build independence, confidence and practical abilities that support daily living, employment, and community participation. Such classes used to be more widely available for SWDs in Broward and died out over recent years; there have been frequent calls from parents and staff for them to be revived.

- **Suggestions:**

  - That the district make available in all high schools Life Skills classes, not only for students going on to college but for those who are not, including SWDs in need of enhanced support in preparing for post-school life and employment.

Condition 5 - Athletics and Extracurricular Activities

Indicator 5.2: Each high school provides the opportunities for high school students to participate in all BCAA Sports. Each middle school provides the opportunity for middle school students to participate in all MSAA Sports.

And *5.3 Each middle and high school offers Student Government Association, Florida Future Educators, National Honor Society/National Junior Honor Society. All high schools offer a JROTC program.*

Observations:

i. "Providing opportunities" for participation can actually be a very different thing to actually facilitating participation and meaningful inclusion. As a result of a recommendation made by ESE Advisory two years ago, the ESE dept has put more structure and energy behind BCPS's inclusion efforts, such as ensuring all schools have an "inclusion champion" - which are worthy of special mention here.
ii. There is still a long way to go, however, before 100 per cent of schools can say they ensure that all students are provided equity of access to all Sports, clubs and extra-curricular activities. Examples of where this does not occur are still too frequent.

- **Suggestions:**

  - Ensure every school is providing adaptive PE opportunities and has adaptive PE equipment to facilitate such opportunities
  - Mandate training in meaningful inclusion for all principals
  - Set a goal of having a Unified Special Olympics chapter in every school

Condition 6 - Media Centers

Indicator 6.4: Students and personnel have access to media services, materials, and equipment in compliance with F.S. 1006.28(2)(b).

Observations:

i. According to staff, all schools are provided with funds in their budgets to hire a Media Specialist
ii. Yet not all schools have a professional Media Specialist

- **Suggestions:**

  - Encourage all schools to use the funding allocated to hiring a professional Media Specialist to hiring a professional Media Specialist.
  - Ensure that students who are unable to pursue independent access to their school's library/media center (such as students in the self-contained ESE program classes) are facilitated and supported to do so on a regular basis

Condition 7 – Discipline

Indicator 7.1: The District will summarize, on a school-by-school basis, the proportion of disciplinary actions that comply with the Discipline Matrix prescription, as well as, external, multiple external, and internal suspension rates, and the proportion of alternative placements. ***AND*** *Indicator 7.2: The District provides multiple alternatives to external suspension as viable disciplinary options in the Discipline Matrix.* ***AND*** *Indicator 7.3 Each school makes a reasonable attempt to communicate with parents as a disciplinary intervention to resolve student behavioral problems, prior to consequences being issued.* ***AND*** *Indicator 7.5: Each school's Positive Behavior Intervention Support (PBIS) committee will complete quarterly Big 5 data reports for quarters 1, 2, and 3 and an end of the year Big 5 data report to include referrals by student, incidents of behavior (top 5 behaviors), events by time of day (top 3 times), referrals by date (monthly), events by location (top 3 areas), referrals by grade level, and referrals by race vs. population (disproportionality).*

Observations:

i. Schools sometimes lack the tools to distinguish between willful misbehavior and disability-related dysregulation. As a result, students can end up facing punitive consequences for behaviours that are manifestations of their disability, rather than receiving the support they need. Without appropriate understanding, staff may unintentionally escalate a dysregulated student.
ii. In some cases, students have been suspended without proper documentation or adherence to process. Schools that instruct parents to collect their child early, citing an inability to manage their behaviour, or that place a child in an office away from the classroom, are creating an undocumented suspension and denying the student the right to a Free and Appropriate Public Education (FAPE) mandated by the Individuals with Disabilities Education Act (IDEA).
iii. Unclear why Indicator 7.5 would task PBIS committees with monitoring referrals by race vs population, in order to flag potential disproportionality, but not also by SWD vs population.

- **Suggestions:**

  - All school-based staff must be comprehensively trained, adequately resourced and fully supported in all areas of behaviour management. This is not currently the case, though there has been good work done to make in-roads.
  - Training needs to extend to subs and paras and include disability awareness, trauma-informed practices and evidence-based behaviour management strategies including de-escalation.
  - Enforce the need for documentation of all behavioural incidents and adherence to process. Cease the practice of informal/undocumented suspensions. Where these still occur, address it – and provide transparency for parents into what action was taken to address it.
  - Increase *on-site* behaviour support professionals such as behaviour techs, behaviour specialists, psychologists, Autism coaches, to assist staff in real time.
  - Professional advocates too often encounter scenarios in which behaviour planning and interventions have not been initiated for students in need of them; in some cases, repeated suspensions have become the 'go-to' procedure rather than a Functional Behaviour Assessment and Behaviour Plan. More training in this, and the building of stronger frameworks to involve parents, could promote more productive and collaborative approaches to supporting student success.
  - Monitor disciplinary actions to ensure students with disabilities are not disproportionately affected by punitive responses; (potentially add this to indicator 7.5?)

Condition 8 - Five-Year Capital Planning

Observations: Re recommendation 4 ("*Add an indicator in Condition 8 that measures an established standard for playgrounds in elementary schools"):*

i. In January 2023, I raised a point at Facilities Task Force about parents asking for ADA-compliant school playgrounds that feature sensory-friendly and 'all-abilities' equipment, to foster inclusion for students with disabilities. The then executive director of Capital Programs, Shelley Meloni, was very receptive to knowing more about the parents' research on this and we liaised beyond that meeting to trade further information.
ii. Ms Meloni stated in May 2024 that she had spoken with staff "about looking at adding some inclusive and sensory-friendly pieces to the list of equipment." She stated that there would be further departmental discussions upcoming at which she would welcome further input and would keep me posted as to when. She was interested in knowing more, for example, about playground options for communication boards for non-verbal students w/Autism, and hearing from parents of end-users as to the kind of equipment that can assist.

iii. That invitation died after Ms Meloni's departure from BCPS, but in February 2025 I made some enquiries of the new Facilities Chief and the Director of Health & Safety wondering if this aspect of playground discussion had got any further and forwarding an article about this topic, to assist.

iv. In a reply to my email five weeks later, I was told that there was an internal "playground committee" that had been "working to add sensory-friendly and disabilities-accessible equipment in compliance with Florida Building Code." It was unclear whether this discussion had started only after my Feb 2025 email, or whether there was deeper history to it, but whatever the case, it was made clear to me that neither I individually, nor ESE Advisory collectively, nor the parents who generated this topic and had ideas and research that might assist, were welcome to be a part of any discussion. (*Are there any designs you can share, showing an example of a BCPS school playground design that includes this kind of equipment and/or examples of specifically which equipment has been selected so far? Is there room for parent voice/s in this? Parents are playground pros and can provide good insight into the kind of equipment that is helpful for students with disabilities. Having folks in the discussion who can voice for the end user from an informed standpoint could be very useful. Thanks v much.")*

v. I was told: "*We rely on the input from principals, other school admin/departments, etc. to initially select the equipment best suited for their student population.*"

- **Suggestion:**

  - Embrace collaboration, entertain dialogue, respect the potential value of end-users; this was an example of an issue ripe for community input and whereas there is no *requirement* for community input to be entertained on this, the decision to close the door on something that could have been a warm and positive exercise seemed misplaced.
  - For future planning, it is important to note the difference between simply obliging standards required in Florida Building Code, and conducting inclusive discussion that could foster benefits for all, both budgetary and in terms of the utility of the equipment being selected.

Condition 9 - Assignment/reassignment

Indicator 9.1 Student assignments/reassignments are based on multiple criteria pursuant to School Board Policy

Observations:

i. Where SWDs require an assignment to an ESE program school (e.g. an Autism program, or 'cluster', which may not be available in their boundary school), parent expectations are that a seat would be provided at the nearest program school relative to their home and that students in the same 'cluster' would matriculate together to the same schools.

ii. However, BPCS has a practice of sometimes assigning these students to a program school other than the one that is nearest to their home, resulting in students now being two schools beyond their home school. Yet BCPS lacks written criteria to govern how such determinations are made; nor does it have protocols as to when parents are informed, how, and by whom.

iii. This has led, at times, to students who attend the same ESE program in the same elementary school, each being assigned to *different* middle schools. Parents who expected their children to matriculate from one ESE program school to another in their feeder-pattern have been dismayed to be told very late in the school year that they will not, and information as to how those decisions were made has lacked transparency and timely notification.

- **Suggestions:**

  - Students with disabilities in ESE programs should be afforded the same right as their non-disabled peers to progress through a 'clean feeder pattern' that allows them to matriculate

from the same elementary to the same middle, and from the same middle to the same high, as their peers.

- Where this is not possible, the district should have written criteria by which such determinations are made, including protocols relating to how and when parents are included in the dialog, a timeline of when they need to be notified by, and the process by which to appeal.

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Redefining Our Schools

THE PATH FORWARD

A RATED SCHOOL DISTRICT

BELIEVE | **EMPOWER** | **ACHIEVE**









ONE BROWARD

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Agenda

- Recap of January 22, 2025, Regular School Board Meeting Actions
- Review of Phase I Implementation Workstreams
- Sale of School Board Property Update
- Progress on Administrative Space Utilization
- Operations Refinement: Cost-Benefit Analysis
- Redefining Our Schools Phase 2 Areas of Focus
- Next Steps

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Recap of January 22, 2025 Regular School Board Meeting

- Broward Estates Elementary School: Transition to Early Learning Center with Community Programming
- Coconut Creek Elementary School: Transition to K-8
- Coral Cove Elementary School: Transition to K-8
- Hollywood Central Elementary School: Transition to K-8
- Silver Shores Elementary School: Transition to K-8
- Pines: Transition to 6-12 Collegiate Academy

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Redefining Our Schools Implementation Workstreams

Project Workstreams	
Broward Estates Early Learning Resource Center	Transition of Broward Estates ES from a traditional K-5 school to an early learning center with community programming
Dr. Martin L. King, Jr. Academy Transition	Ensure the school is academically and operationally prepared for its expanded school attendance area
K-8 Schools Taskforce	Transition of Coconut Creek ES, Coral Cove ES, Hollywood Central ES, and Silver Shores ES from K-5 to K-8 schools
Pines 6-12 Collegiate Academy	Transition of Pines MS from a traditional 6-8 middle school to a 6-12 collegiate academy

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Broward Estates Early Learning Resource Center Workstream



Early Learning Resource Center

B uilding
E ducational
E xcellence for
S tudents

Starting 8-11-25, programs available for:

- Children ages 0-5
- Children ages 3-5 with an Individualized Education Plan (IEP)- PreK ESE
- Families and the Community



What will Bees be?

- ✓ INNOVATIVE
- ✓ LOVED
- ✓ CONNECTED
- ✓ SUPPORTED
- ✓ READY for KINDERGARTEN

Focus on Innovation

- Grow Up Great Innovation Lab
- Weekly Book Focus with Take Home Books
- Parkway Middle School Buddy Readers and Arts Connections

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Broward Estates Early Learning Resource Center Workstream

Beehive Partnerships Focus Areas





Community Meetings

4/3/25: Partners identified priorities for transforming Broward Estates into a comprehensive early learning and family support hub. Key needs include childcare, mental health services, transportation, and family-centered programming. Next steps focus on strengthening partnerships and aligning services with community values.

4/16/25: Partners reviewed and approved plans. Next steps include finalizing the draft plan and continuing community engagement through events and collaborative initiatives.

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Broward Estates Early Learning Resource Center Workstream

Beehive District Partners

- FACE: Family Strengthening Lab Programs, Partnership and Resource Hub Oversite and Leadership, Family and Community Outreach
- Community Schools North: Adult ESOL, GED, and Basic Literacy
- McFatter Technical College: Healthcare Workforce Programming
- ESOL: Satellite Office for the International Welcome Center for ESOL Outreach and Supports

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Broward Estates Early Learning Resource Center Workstream

Ongoing Work and Next Steps

Date	Project
April-July	Enrollment and Registration for Early Childhood Classes
May	Paint Building 75 Early Childhood Building
May 30	Finalize partners and identify spaces to complete leasing agreements
June 17	Complete Naming Process for Board Approval
June 14	Host Broward Estates Family Fun Day
July	Set Up Classrooms Furniture and Materials
July	Complete Fencing Project around Early Childhood Center
July 31	Hold Ribbon Cutting for Early Childhood Center

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Dr. Martin L. King, Jr. Academy Workstream

22 Jan. 2025 — Board adopted Superintendent's recommendation to consolidate BEES into Dr. MLK

27 Feb. 2025 — Dr. MLK subcommittee weekly kickoff of District discussions

4 March 2025 — SAC meeting with stakeholders to discuss Montessori Magnet Programming

March 2025 — Formation of Renaming Committee

April 2025 — Community Engagement and Renaming Solicitation



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Dr. Martin L. King, Jr. Academy Workstream

Review & Shortlisting — Apr. 2025

SAC Meeting: Community Input for MLK Programming — 6 May 2025

Renaming Item Submitted for School Board Approval — 13 May 2025

Community Renaming Vote & Finalization — 28 Apr. 2025

STO submission to Superintendent — 5 May 2025

Facilities walk throughs, new student registrations, school tours for BEES families, furniture/equipment/ material move — Ongoing



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Dr. Martin L. King, Jr. Academy Workstream

L.E.A.P

LITERACY ENGAGEMENT PROBLEM SOLVING

Helping students leap into the future through literacy

Dr. Martin Luther King Jr. Elementary School

WHO
Students (grades K-5)

WHAT
Literacy & project based learning with technology and AI

WHY
Increase student engagement, support and promote reading skills

A DAY IN THE LIFE
(AI-Infused Literacy)

- Read-Aloud with AI Vocabulary Support
- Writing Time with Predictive Tools
- Phonics Practice with Interactive Feedback
- Center Time Story Sequenceng with Coding Concepts
- Digital Choice Time: Literacy Games with AI Guidance

PROGRAM PILLARS

- Standards Aligned – FLBEST Standards + Digital Literacy Benchmarks
- Daily integration of AI Tools – Literacy routines enhanced with technology
- Literacy-Based Exploration of AI Concepts – Students explore patterns, predictions, and logic through stories, games
- Real-World Readiness – Early exposure to innovation, technology, and collaboration

Staff Training

- Science of Reading
- Writing Workshop
- Phonics Foundations
- Digital Literacy Integration
- Innovative Learning AI Support
- Apple Certification



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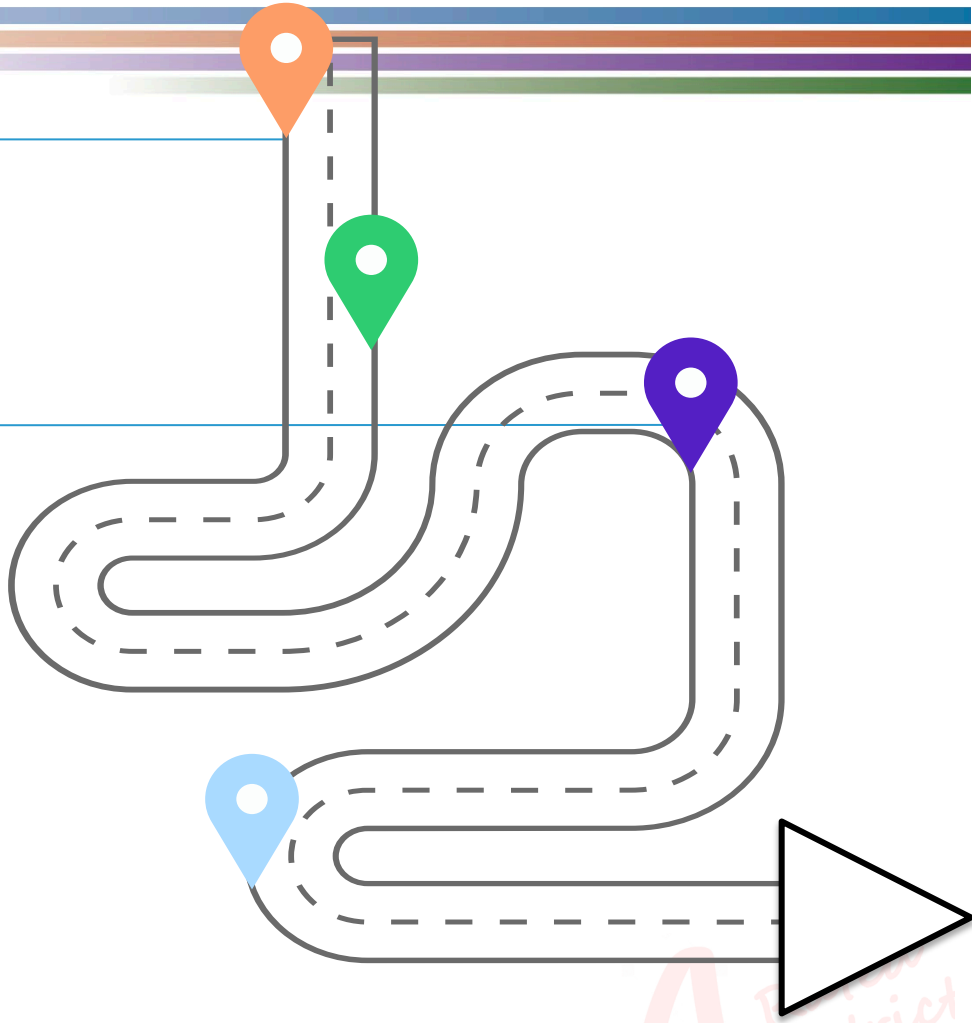
K-8 Task Force Workstream



1

January 2025

School Board Approval:
- Districtwide K-8 model officially approved.

2

February 12, 2025

Task Force Kickoff:
- Seven subcommittees launched; roadmap and deliverables introduced.

3

February 19, 2025

Subcommittee Activation:
- Renaming process launched (April 15 deadline).
- Curriculum, staffing, and facilities needs assessed.
- Community outreach and communications strategy initiated.
- Critical needs budget identified.

4

March 6, 2025

Progress & Roadblocks:
- Transportation bell schedule and ESE planning identified as key roadblocks.
- Facilities walkthroughs completed.
- Curriculum implementation (GEM Math, Gears for Science) and staffing needs mapped.
- Marketing, branding, and community outreach underway.

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K-8 Task Force Workstream

5

April 22 & 24, 2025

Tri-County K-8 School Visits (Palm Beach & Miami-Dade)

- Teams visit innovative K-8 schools to observe best practices.

6

March–June 2025

Execution & Implementation:

- Finalize bell schedules, site branding, staffing, and furniture.
- Confirm programming and PD sessions.
- Implement aggressive marketing strategies and conduct community outreach.
- Site visits and tri-county benchmarking completed.

7

June 15, 2025

Subcommittee Deadline:

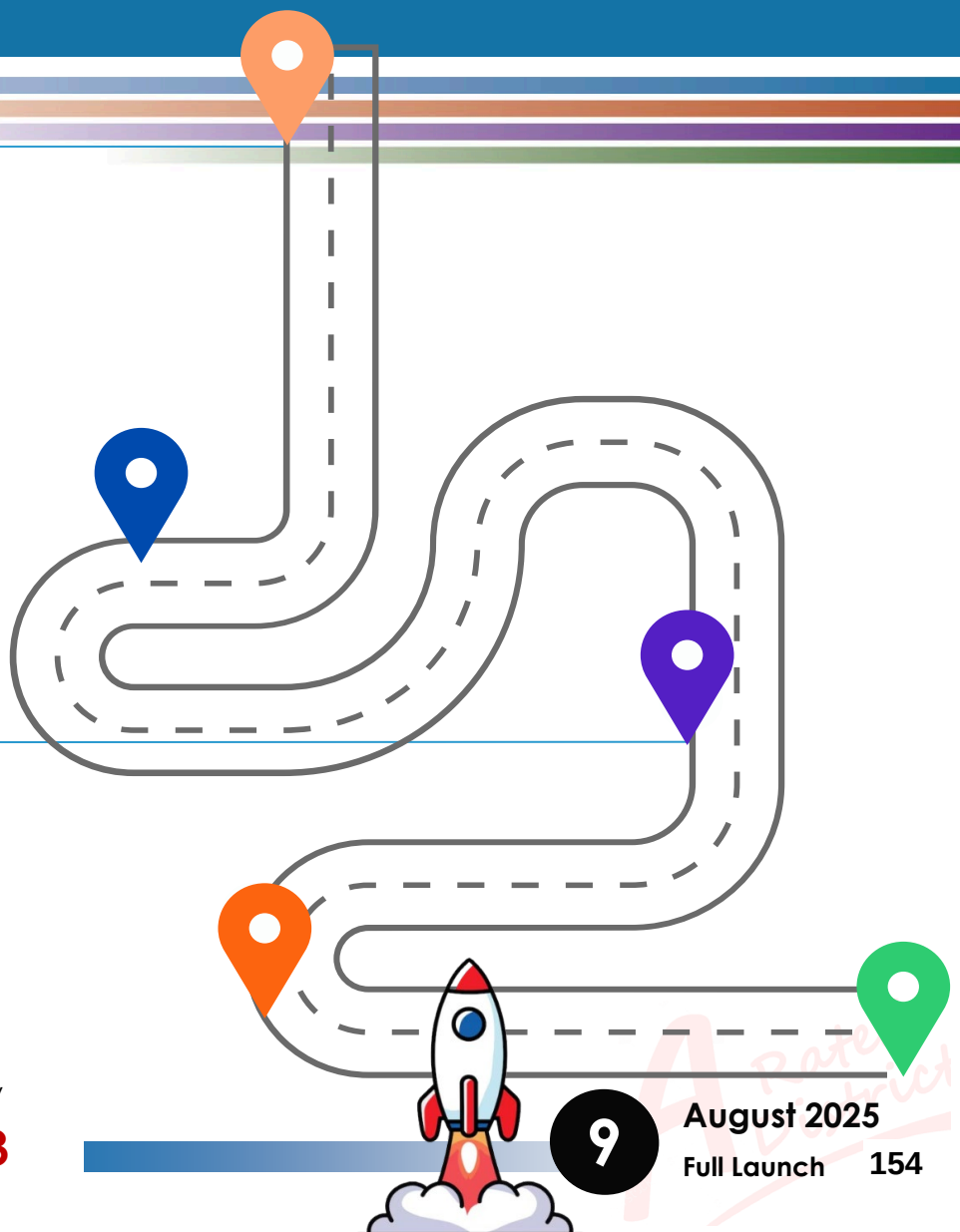
- All deliverables and implementation components completed.

8

June 30, 2025

Launch Prep:

- School rebranding, orientation, and classroom setup complete.
- Continue marketing strategies for all K-8 campuses for the first day of school.



9

August 2025

Full Launch

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Pines 6-12 Collegiate Academy Workstream



January 2025

- Boundary Proposal Implementation
- Recommendation to reconfigure Pines Middle School as a 6th - 12th grade collegiate academy was adopted

February 2025

- Initial meeting with school staff and Regional office
- Weekly meeting with all departments to discuss transition of Pines
- School application for Cambridge/AICE high school
- College Board approval to offer Advanced Placement courses

February 2025

- Student recruitment begins and is ongoing
- Collaboration with Millennium 6-12 Collegiate Academy
- Collaboration with Broward College
- Science department walkthrough completed

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Pines 6-12 Collegiate Academy Workstream



March 2025

- Transportation Zone Established with start times
- Facilities, security, and technology Walkthrough completed
- Innovative Learning (media center, instructional materials) Walkthrough completed
- Applied Learning (Art, Music, STEM) walkthrough completed

April 2025

- Bi-weekly meeting with all departments to discuss transition of Pines
- School choice window opens for active recruitment and enrollment
- Cambridge teacher training established
- Naming of the school becomes official

May - June 2025

- Teacher hiring
- Replacement of school name on marquee and front of school
- Final walkthrough of campus to ensure all deliverables are complete by June 30, 2025

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Marketing Workstream

Tactics and Channels

Logo Redesign	Website Updates	Sizzle Reels	Social Media	Direct Mail
Fresh, clean, new logo treatments	Improved user experience	High energy promotional videos	Paid targeted social media ads	Letters and postcards to families

- Municipal partnerships
- Community events/tabling
- Tablecloths, apparel, swag/gifts
- Take-ones at local businesses
- Structured stream of emails, texts and robocalls to reach parents of boundary students attending charter school

- Promotional materials to promote new/improved academic programs
- Focused messaging with strong Call To Action (CTA)
- Testimonials and soundbites from teachers, parents and students
- Demo-targeted to parents of school-age students

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Marketing Workstream







Marketing Workstream

Sample Municipal Marketing Partnership



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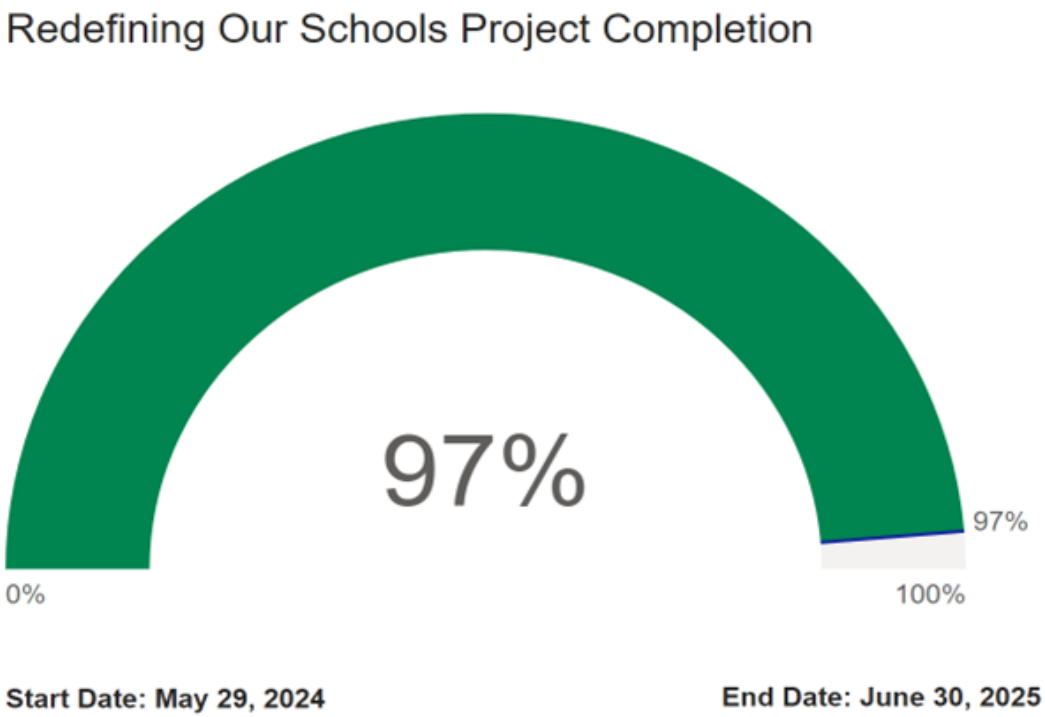
Overall Project Progress



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Update on the Sale of Surplus School Board Property

Name	Location	Size in Acres	Municipality	Status
Technology & Support Services Facility	W Oakland Park Blvd and W Atrium	4.73	Sunrise	Recently appraised. On 2/27/2025, the Negotiation Parameters Committee (NPC) established the minimum asking price as $12,873,333.
Technology & Support Services Center Annex	W Oakland Park Blvd and W Atrium	4.71	Sunrise	Recently appraised. On 2/27/2025, the NPC established the minimum asking price as $6,936,666.
Coral Springs High Acreage Site	N Rock Island Road and W Sample Road	2.86	Coral Springs	Currently under Agreement of Sale & Purchase between the School Board and Predesco Property Investments, LLC.

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Update on the Sale of Surplus School Board Property

Name	Location	Size in Acres	Municipality	Status
Elementary D-1 School Site	S Hiatus Road and W Broward Blvd	11.84	Plantation	BCPS is currently undertaking environmental assessment regarding certain contamination at the site. The related environmental report is anticipated for completion by June 2025; and after an all clear from pertinent state and local environmental regulatory agencies, the real property will be remarketed for sale. Recently appraised. On 2/27/2025, the NPC established the minimum asking price as $13,317,333.
Elementary A-1 Site (Trails End)	University Drive and Trails End	10.14	Parkland	On 12/19/2023, the NPC established the minimum asking price as $13,937,500. As directed by the School Board, staff currently engaged in direct negotiations with Broward Health regarding sale of the real property to the organization.
Southwest Ranches Site	Sheridan Street and NW 190th Avenue	30.1	Southwest Ranches	The real property was recently surveyed to lease 8.25 acres to the South Florida Wildlife Center, and to market and sell the remainder 22.83 acres sometime in 2025. Encumbered by 2006 COPs.

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Administrative Space Utilization

- 20 schools have been identified to relocate instructional personnel from the KC Wright Administration
- 6 Academic departments (on 3 floors occupying 6 offices and 305 cubicles) will be transitioned to schools
- Remaining departments will be configured in the building to optimize space utilization
- Open space will be designated by complete floors for potential lease to outside entities
- Additional opportunities are being explored for partner agencies to lease available spaces at schools

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Operations Refinement: Cost-Benefit Analysis

- **Transportation Boundary Cost-Savings:** Impact of school choice routes and programmatic changes
- **Bell-Time Schedule Updates:** Alignment of school schedules
- **Expected Revenue vs. Expenditures:** Financial analysis for the project workstreams

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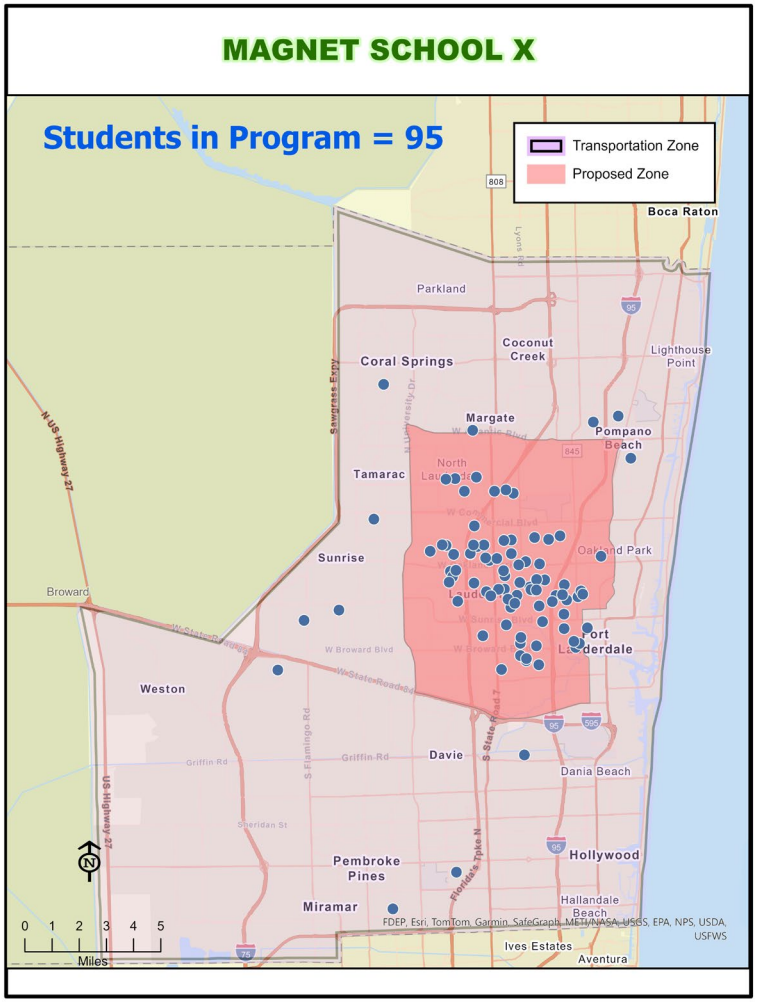
Analysis of Transportation Efficiency

- School "X" offers countywide transportation
- 95 students enrolled in program, concentrated in central Broward
- Operating 1 bus route (driver's salary and benefits + bus fuel and maintenance) = $71K/ year



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Analysis of Transportation Efficiency Continued

Year 1 Priority	Efficiency Optimization	Additional Study
Transportation zone changes that need to be implemented for the 2025-26 school year to support adopted Redefining Our Schools initiatives	Transportation zones that are overly broad, have low subscribership, or both, that should be addressed for either 2025-26 or 2026-27	Schools with extensive transportation zones that have high subscribership, unique themes not offered at other level schools, or other anomalies
7 Schools	27 Schools	8 Schools

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Bell Schedule Updates

At the May 13, 2025, Regular School Board Meeting, the School Board took action on an item for the 2025-2026 Bell Schedules for all schools.

- All K-8 schools are on the regular middle school bell schedule (6 hours and 40 minutes school day)
  - Elementary schools expanding to K-8 schools kept an 8:00 am start time
  - Existing K-8 schools had minutes added to the end of school day

- All 6-12 schools are on the regular high school bell schedule (7-hour school day)

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Operations Refinement: Cost-Benefit Analysis

Project	Capital Fund Requests Beyond Existing Allocations	Year 1 Additional FTE Projections	Difference
Broward Estates	N/A	$90,000	+$90,000
Dr. Martin L. King, Jr.	$60,000	$360,000	+$300,000
K-8 Schools (4)	$1,369,651	$2,160,000	+$790,349
Pines 6-12	$15,000	$675,000	+$660,000
Total	$1,444,651	$3,285,000	+$1,840,349

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Phase 2 Areas of Focus

School Consolidation

Key Drivers

✓ Facilities Condition Assessments
✓ Student Enrollment Trends
✓ Internal and External Stakeholder Input

- Partner and Collaborate with municipalities and organizations (non-profit and for-profit)
- Public Private Partnerships (P3s)
- Meet educational and community needs

- Capitalize on Phase 1 momentum
- Replacement Schools (via school consolidations)
- Engage with communities (location and programs)

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Phase 2 Areas of Focus Continued

Additional Phase 2 Priorities

Magnet Programs

- Programmatic decisions based on impact and demand
- New programs

Feeder Patterns

- Review all feeder patterns
- Regional Gifted
- Regional Dual Language

Other Areas

- District-Managed Charter School Options
- Expand Technical College Footprint
- Modernize Student Transportation (Focus on student need while optimizing cost efficiencies)
- Fee-Based Employee Childcare Services (Designate underutilize schools for this purpose)

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Next Steps

- **Completion of adopted changes:** All work to be completed by June 30, 2025
- **Future Collaboration:** Encouraging city mayors and municipalities to support BCPS efforts
- **Initiate Phase II planning and discovery:** Objectives and Key Results

Debra Hixon, Chair
Sarah Leonardi, Vice Chair

Lori Alhadeff
Maura McCarthy Bulman
Adam Cervera, 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.

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PROPOSED AUDIT PLAN FOR THE 2025-2026 SCHOOL/FISCAL YEAR

Presented to the:

AUDIT COMMITTEE OF THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
on
April 10, 2025 and May 1, 2025

THE SCHOOL BOARD WORKSHOP OF BROWARD COUNTY, FLORIDA
on
May 20, 2025

THE SCHOOL BOARD REGULAR SCHOOL BOARD MEETING OF BROWARD COUNTY, FLORIDA
On
July 22, 2025

DAVE RHODES
CHIEF AUDITOR



Debra Hixon, Chair
Sarah Leonardi, Vice Chair

Lori Alhadeff
Maura McCarthy Bulman
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INTRODUCTION

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County Public Schools

The School Board of Broward County, Florida

Debra Hixon, Chair
Sarah Leonardi, Vice Chair

Lori Alhadeff
Maura McCarthy Bulman
Adam Cervera, Esq.
Dr. Jeff Holness
Nora Rupert
Rebecca Thompson
Dr. Allen Zeman

Dr. Howard D. Hepburn, Superintendent

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Dave Rhodes, Chief Auditor
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dave.rhodes@browardschools.com
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May 20, 2025

Members of the School Board of Broward County, Florida
Members of the School Board Audit Committee

Ladies and Gentlemen:

In accordance with School Board Policy 1700, Office of the Chief Auditor (OCA), I am respectfully submitting the Proposed Audit Plan for the School Board of Broward County, Florida (the District), which consists of audit reporting, non-reporting, and other projects to be performed during the 2025-2026 school/fiscal year, for consideration and approval from the School Board Members and the School Board Audit Committee Members.

Objectives and Scope

The main goals of the OCA include helping School Board Members with their duties, advising the School Board Audit Committee, and assisting District management with their strategic and operational tasks. The OCA provides reports, analyses, recommendations, advice, and information on the reviewed activities.

The scope of our internal audit work encompasses examining and evaluating the adequacy and effectiveness of the District's system of internal controls, the quality of performance in carrying out assigned responsibilities, and compliance with State Statutes, Florida

Administrative Code, School Board policies, procedures, and other relevant guidance. It is our responsibility to provide reasonable assurance that internal controls are in place to achieve the following:

- compliance with laws, regulations, policies, procedures, and plans
- adherence to contracts and agreements
- issuing proper financial reporting
- achieving reliability and integrity of information
- safeguarding of assets against unauthorized acquisition, use, and disposition; and
- making effective and efficient use of resources.

During fiscal year 2025, the OCA evaluated risks throughout the district from prior year audits, results of a qualitative risk assessment, Regular School Board Meeting discussions, Cabinet meeting discussions, Action in Audits feedback, and noted areas of concern throughout the Teaching and Learning and Operations divisions. The OCA analyzed and ascertained areas of real and perceived risks. The OCA risk assessment results provided risk areas rated low, medium, and high based on safety and security from a physical and systems standpoint. Some of the areas of risk carried over from the prior audit plan due to a delay in approval of the external audit services contract thereby reducing the OCA resources and bandwidth. Additionally, some audit areas from the long-range section of the prior audit plan have been scrutinized for inclusion in the fiscal year 2026 audit plan.

Audit Approach

The OCA's audit approach uses audit objectives and audit procedures to test for systemic problems, detect fraud indicators, and determine if adequate internal controls are sufficiently designed and in place to safeguard the district's limited resources. If fraud is detected, the OCA now reserves the option of referring matters to the Broward Office of the Inspector General. To promote accountability at all levels of the District, reports and findings are summarized to provide helpful information to District management. To accomplish our primary objectives effectively and efficiently, we will continue to streamline the audit process to increase productivity within the OCA while ensuring compliance with government auditing standards. We will continue to allocate OCA resources to focus on the high-risk areas critical to meeting the District's goals, mission, and strategic plan.

Responsibilities

District management is responsible for setting operating standards to measure activities and the effective and efficient use of resources. Management is also responsible for establishing operating goals and objectives, developing and implementing control procedures, and accomplishing desired results.

The OCA is responsible for assessing if:

- operating standards have been established for measuring economy and efficiency,
- operating standards are understood and are being met,
- policies and procedures are appropriately designed to mitigate risks,
- deviations from operating standards are identified, analyzed, and communicated to those responsible for corrective action and
- corrective action has been taken.

Guidance

The OCA is guided by the Governmental Auditing Standards ("Yellow Book") issued by the Comptroller General of the United States. The OCA is committed to implementing these standards, which encompass:

- maintaining the independence of the internal auditing function from the activities audited and the objectivity of internal auditors,
- ensuring the proficiency of internal auditors and the professional care they exercise,
- determining the scope of internal auditing work,
- promoting ethical behavior and equity,
- planning and conducting internal auditing assignments and
- maintaining quality control and assurances.

Yellow Book Standards enhance and improve the quality of our work and the professionalism of the Office of the Chief Auditor. These standards ensure compliance with audit reporting requirements and adherence to quality control and quality assurance requirements.

Proposed Audit Plan Areas

The Proposed Audit Plan for the 2025-2026 school/fiscal year is based on a combination of internal resources and external consultants and includes required audits per Florida State Statutes and School Board Policies covering schools and District departments. The OCA will perform audits as directed by the School Board Corporate and those areas communicated to us, via consensus, by the School Board Members during workshops.

Sincerely,

/s/ Dave Rhodes

Dave Rhodes
Chief Auditor
Office of the Chief Auditor

AUDIT PROCESS FLOW

SBBC AUDIT PROGRAM



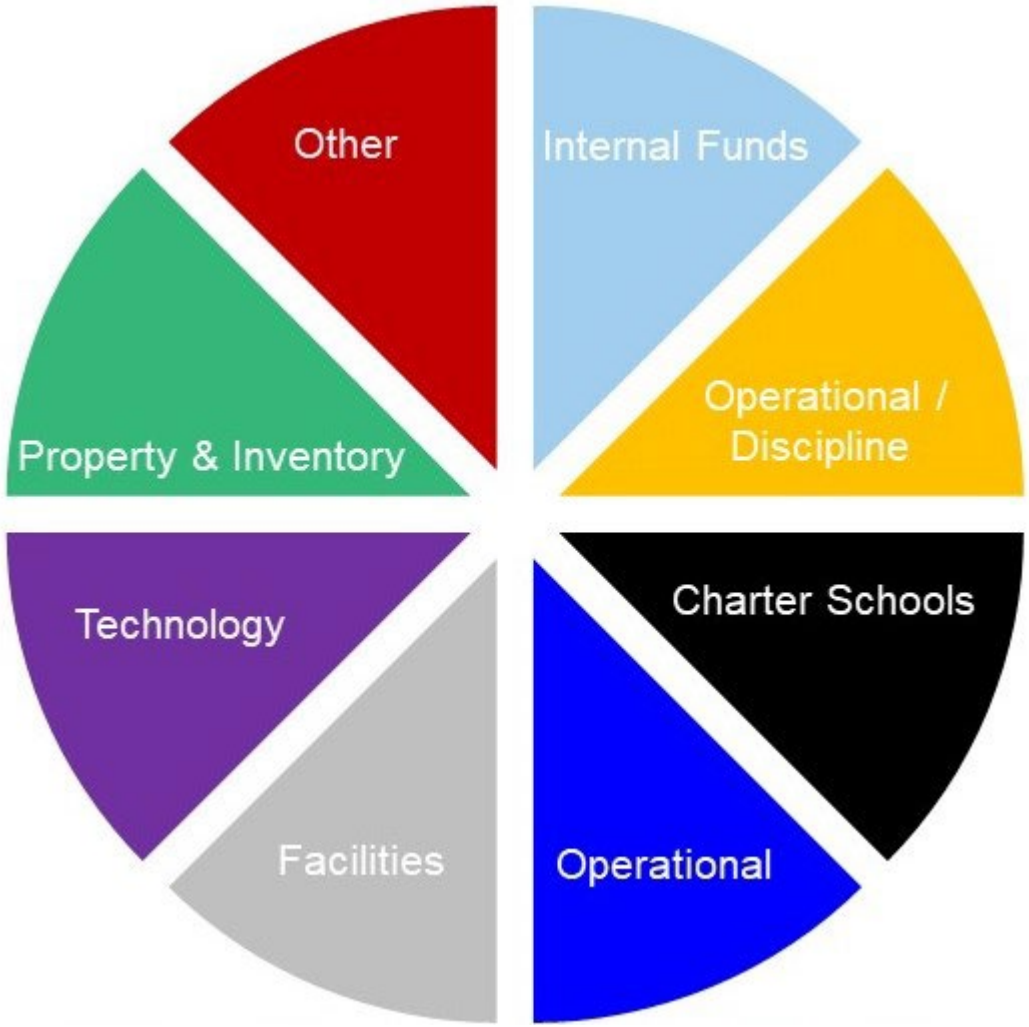
ACRONYMS AND DESCRIPTIONS

Acronym	Explanation	Description
BCPS	Broward County Public Schools	The public school district serves Broward County, Florida, and is the sixth-largest public school system in the nation. During the 2023–2024 school year
CSMO	Charter School Monitoring and Oversight Committee	The District's committee monitors local, state, and federal laws and charter school compliance in coordination with other district departments. Serves as the Sponsor and direct liaison with FLDOE
CSMP	Construction Services Minor Projects	The current form of the CSMP agreement was approved by the School Board of Broward County (SBBC) for construction projects for various disciplines, the cost of which is associated with a bid multiplier.
DHH	Deaf and Hard of Hearing	The Deaf and Hard of Hearing Audio Visual Enhancement Project includes the installation of a new emergency mass notification system at four schools with DHH special programs: Peters Elementary School, Tropical Elementary School, Seminole Middle School, and South Plantation High School.
DMS	Discipline Management System	The Discipline Matrix is a tool for administrators to respond appropriately when students have committed serious violations, per the Code of Student Conduct.
FAC	Florida Administrative Code	The official compilation of the rules and regulations of Florida regulatory agencies.
FTE	Full-time Equivalence	This is defined as one student's membership in a program or a group of programs
IDS	Intrusion Detection System	An IDS monitors network traffic and reports suspicious activity to incident response teams and cybersecurity tools.
IPS	Intrusion Prevention System	An intrusion prevention system (IPS) is a network security tool that continuously monitors a network for malicious activity and takes action to prevent it.
MSL	MSL CPAs & Advisors	The District's external independent financial auditing services vendor.
OCA	Office of the Chief Auditor	The District's department provides an independent appraisal function established within the school system to examine and evaluate the District's operations as a service to the organization. The OCA furnishes reports, analyses, recommendations, counsel, and information concerning the activities reviewed.
SREF	State Requirements for Educational Facilities	Section 453 State Requirements for Educational Facilities

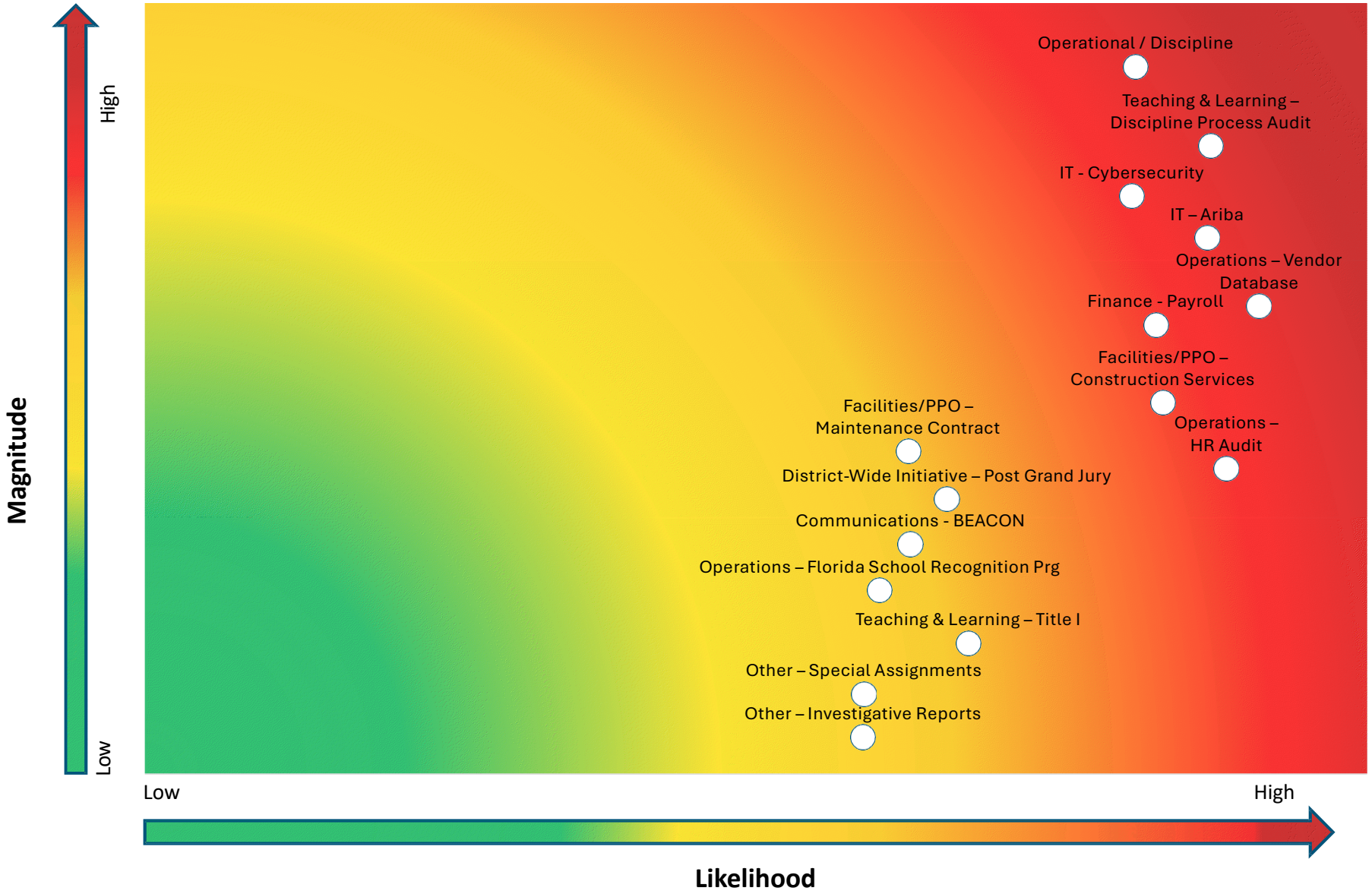
PROPOSED AUDIT PLAN

FOR THE 2025-2026 SCHOOL/FISCAL YEAR

OCA – PRIMARY AUDIT AREAS – SCHOOL/FISCAL 2026



2025-2026 PROPOSED AUDIT PLAN – HEAT MAP



SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE CHIEF AUDITOR
PROPOSED AUDITPLAN FOR THE 2024-2025 SCHOOL/FISCAL YEAR

Project	Audit Subject Area	Broad Activity Scope	Safety & Security Rating	Risk Rating	Assigned Auditor	Audit Area	Required Status at 4/30/26 For Chief Auditor Evaluation	Notes
Audit Reporting Projects (projects that yield reports)								
	Teaching & Learning/Operations - Internal Funds Audit Reports	Audits of School Internal Funds of schools, centers, technical colleges, and departments, including follow-up on prior audit findings	2.0	2.5	OCA	IF	Audit Reports Issued Covering 226 Schools and Departments 50% of FY '25 School Fund Balance	(Continuous) Mandatory Statutory Compliance
	District-wide - Property/Inventory Audit Reports	Audits of tangible personal property of school and department. Audits to include high-value tangible personal property with a historical cost of $5,000 and above	2.0	2.5	OCA	PI	Audit Reports Issued Covering 60 Schools Or Departments	(Continuous) Mandatory Statutory Compliance
	Finance Schools /Departments Payroll, Overtime, Overpayments Audit Report	Payroll audit verifying the accuracy and compliance with statutes, labor laws and regulations, administrative rules, policies and procedures. •Test for fraud, waste abuse and misconduct •Review payroll records, and processes •Identify errors, inefficiencies and potential risks	2.5	3	OCA	OP	Audit Report Issued Covering Payroll	(Continuous) Risk Compliance
	Teaching & Learning/Safety, Security and Emergency Preparedness - Behavioral Threat Management Testing (Quarterly)	Audits of the Behavioral Threat Management process, including training program, student support management plans, safety and security •Test for compliance with policies and procedures, •Identify errors, inefficiencies and potential risks •Provide improvements to procedures and establish practices when warranted	4.8	4.5	OCA	OD	Audit Report Covering Behavioral Treat Management Testing	(Continuous) Policy Required Compliance
	Facilities / Capital Programs Smart Bond Audit Report (Quarterly)	Verify that the District's SMART Bond Program Management Consultants are providing deliverables and services in conformance with the terms and conditions of their respective RFP/agreement as well as the District's standard operating procedures and leading industry practices. •Review the transfer of SMART projects to the DEFP.	2.0	3.0	Consultant	FA	Audit Report Issued Covering Subject Area	(Continuous) Risk (BCPS District-wide Risk Assessment May 2024 - Page 65)
	Charter Schools Charter School Investigation (Continuous as required)	Audit /Investigation(s) based on FTE and other financial analyses	2.0	2.5	OCA	CS	Audit Report Issued Covering Charter School	Risk
Audit Reporting Projects (projects that yield a report)								

SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE CHIEF AUDITOR
PROPOSED AUDITPLAN FOR THE 2024-2025 SCHOOL/FISCAL YEAR

Project	Audit Subject Area	Broad Activity Scope	Safety & Security Rating	Risk Rating	Assigned Auditor	Audit Area	Required Status at 4/30/26 For Chief Auditor Evaluation	Notes
1	Finance - Payroll	Performance audit of the Payroll, Overtime, and Overpayment for Quarter 3 of 2025 •Review payroll and timekeeping practices according to policies and procedures •Calculation of wages and withholding •Calculation of incentives, supplements and stipends paid •Determine the appropriateness of additional compensation (supplements, stipends) •Calculation and appropriateness of •Calculations of overtime compensation •Determination and status of overpayments and it's appropriateness •Payroll payments and overtime expenditures •Test for fraud, waste, abuse and misuse •Test for segregation of duties •Determine efficiencies in the process to eliminate	3.5	4	Consultant (TBD)	OD	Audit Report Issued Covering Subject Area	Operational & Statutory Compliance
2	Teaching and Learning Discipline Process Audit Report Follow-up - Newly implemented Processes	Student Discipline Process Audit - Follow-up •Data Completeness •DMS/BMS referrals •Policy/procedure •Discipline Matrix Compliance Implementation/ Compliance/Effectiveness	4.7	4.5	OCA	OD	Audit Report Issued Covering Discipline Follow-up of SY2024 Report (Q4)	Communication to Public
3	Operational/Discipline Safety and Security Security Plan	Safety and Security •Review of policies and procedures •Analysis of proper controls and campus safety (physical) •Emergency preparedness & crisis response •Staff training and protocols •Annual Self-assessments •Partnerships •Participation (New construction /renovations)	4.8	4.5	OCA	OD	Audit Report Issued Covering This Subject	(Carryover) Statutory Policy Required Compliance
4	Teaching and Learning Title 1	Adherence to Federal requirements •Federal calculations/funding •Review of policies, procedures, and guidelines •Determine whether the classification, assignment, program allocations, and student enrollment comply with Federal requirements.	2.6	2.5	Consultant (TBD)	OP	Audit Report Issued Covering This Subject	Federal Requirements Compliance

SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE CHIEF AUDITOR
PROPOSED AUDITPLAN FOR THE 2024-2025 SCHOOL/FISCAL YEAR

Project	Audit Subject Area	Broad Activity Scope	Safety & Security Rating	Risk Rating	Assigned Auditor	Audit Area	Required Status at 4/30/26 For Chief Auditor Evaluation	Notes
5	Operations Human Resources Audit	•Alignment with regulatory requirements and policies, including student privacy/protection •Review laws, regulations, policies, and procedures •Analysis of internal controls •Evaluate the effectiveness and efficiency of the HR process •Evaluate recruiting, selecting, hiring, and terminating employees •Success Factors implementation/compliance with bid product •Evaluate quality and integrity of information systems	3.8	3.7	Consultant	OP	Audit Report Issued Covering This Subject	(Carryover) Risk (BCPS District-wide Risk Assessment May 2024 - Page 80-82, 84)
6	Facilities/PPO - Construction Services Minor Projects (CSMP) Audit	Review program and contract compliance.	3.0	3.8	OCA	FA	Audit Report Issued Covering This Subject	Contract Compliance & Performance
7	Operations Florida School Recognition Program	Program compliance audit School Advisory Council Funds – Florida Statutes requirements/policies/ procedures	2.5	2.5	Consultant (TBD)	OP	(Carryover) Audit Report Issued Covering This Subject	Risk/Compliance
8	Information Technology Security - Cybersecurity and Logical Access Assessment	•Data management and compliance with privacy regulations. •Testing the vulnerability of the IT infrastructure and applications. •Logical access and user account management. •Security of sensitive data, Intrusion Detection System (IDS)/Intrusion Prevent System (IPS), Web application testing.	3.7	4.5	Consultant (TBD)	IT	Audit Report Covering Follow-up to the October 2020 Audit Report	(Carryover) Compliance Risk (BCPS District-wide Risk Assessment May 2024 - Page 72 -73, 76)
9	Information Technology Technology Acquisitions (Ariba)	•Compliance with policies 3320, 5306, 5306.1 •Evaluation of current practices •Evaluation of leading practices •Review of procurement to pay •Compliance with bid product specifications	3.8	4.2	Consultant (TBD)	IT	Audit Report Issued Covering This Subject	(Carryover) Compliance Risk (BCPS District-wide Risk Assessment May 2024 - Page 42)
10	Operations Vendor Database/Management	•Determine regulatory requirements/compliance •Review policies and procedures •Employee(s) serving as vendor(s) •Review of conflict-of-interest procedures •Review internal controls of vendor creation, deletions and maintenance	3.5	4.1	Consultant	FA	(Carryover) Audit Report Issued Covering Subject Area	Risk (BCPS District-wide Risk Assessment May 2024 - Page 41)

SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE CHIEF AUDITOR
PROPOSED AUDITPLAN FOR THE 2024-2025 SCHOOL/FISCAL YEAR

Project	Audit Subject Area	Broad Activity Scope	Safety & Security Rating	Risk Rating	Assigned Auditor	Audit Area	Required Status at 4/30/26 For Chief Auditor Evaluation	Notes
11	Facilities Physical Plant Operations (PPO) Maintenance Contract Payment Follow-up [Phase 1, 2 and Work Order Processing]	•Effectiveness and compliance with District policies and procedures •Follow up on certain Council of Great City Schools report findings	3.7	3.5	Consultants	FA	(Carryover) Audit Report Issued Covering Follow-up of SY 2024 PPO Phase 1 and 2 Audit Reports (Q4)	Risk (BCPS District-wide Risk Assessment May 2024 - Page 58)
12	Communications - BECON Follow-up Audit	Assess and analyze open finding from prior audit and follow-ups.	3.7	3	TBD		Audit Report Issued Covering the Subject and Follow-up	Compliance/ Performance
13	Other Special Assignments (reporting)	Special assignments requested by the School Board (after consensus), or the audit request of the Audit Committee, which the School Board has approved. (Note: a special assignment may serve as a substitute for audits in the plan, or require funding, or require an adjustment to the plan)	TBD	2.5	OCA & Consultants (TBD)	OT	TBD As Applicable	Compliance
14	District-Wide Initiative Post Grand Jury Report Controls	Risks based on information in the Grand Jury report	TBD	3	TBD	OT	Audit Project To Be In Fieldwork Stagein Coordination with the Superintendent	Board Request
15	Other Other Investigation Report(s) (Specific area TBD) **10% Contingency Allocation*** $668,750/OCA Annual Budget - $250,000/Financial Audit = $418,750/External Audits	Potential investigation(s) originated by the State of Florida Auditor General, Federal auditors and others in any potential information on the OCA's fraud hotline or in conjunction with other audits and inquires	TBD	2.5	OCA	OT	TBD As Applicable	Compliance

* This line item includes a 10% contingency ($41,875).

SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE CHIEF AUDITOR
PROPOSED AUDITPLAN FOR THE 2024-2025 SCHOOL/FISCAL YEAR

Project	Audit Subject Area	Broad Activity Scope	Safety & Security Rating	Risk Rating	Assigned Auditor	Audit Area	Required Status at 4/30/26 For Chief Auditor Evaluation	Notes
Non-reporting								
Audit Reporting Projects (projects that do not yield report(s)								
A.	School Board Discussion SBBC Governance Model	•Control Environment & Activities •Monitoring - performance management, and accountability •Enterprise Risk Management Communication •Role of the School Board, Senior Leadership,	No Rating	N/A	OCA	OT	School Board Discussion	Process Improvement
B.	School Board Discussion Board Orientation on the Financial & Program Cost Accounting & Reporting for Florida Schools (aka Redbook) Requirements	Redbook Chapter 8: School Internal Funds	No Rating	N/A	OCA		School Board Discussion	Process Improvement
C.	Charter Schools Monthly Reviews (non-reporting)	Reviews of Charter Schools' monthly financial statements on a risk-assessed basis to determine if there are adequate standards of fiscal management	No Rating	N/A	OCA	CS	Project To Be In Ongoing Stage	Risk
D.	Charter Schools Yearly Reviews (non-reporting)	•Reviews of Charter Schools' annual financial statements to determine if there are adequate standards of fiscal management •Monitor Charter Schools' financial operations, which have been identified with a financial emergency, and the final audit report of the charter schools	No Rating	N/A	OCA	CS	Year-End Reviews and Exit Meetings With Charter Schools (as applicable)	Mandatory Statutory Compliance
E.	Charter Schools Charter School Close Out (non-reporting)	Assist in the closeout process when Charter Schools are terminated, (i.e. recovery of property and inventory purchased with FTE and SMART Bond Technology funds, participation in close out meetings, and review	No Rating	N/A	OCA	CS	TBD As Applicable	Requirement
F.	Regulatory Annual Comprehensive Financial Report (FY 2024)	Facilitate and coordinate the audit of the District's financial statements by external auditor MSL	No Rating	N/A	External Auditor (MSL)	OT	Audit Report Issued	Compliance
G.	Regulatory Single Audit (FY 2024)	Facilitate and coordinate the Single Audit (FY 2024) covering federal grants by the Auditor General	No Rating	N/A	External Auditor (Auditor General)	OT	Audit Report Issued	Compliance
H.	Regulatory Financial Compliance Reports 1	Internal Control over Financial Reporting and Compliance and Other Matters	No Rating	N/A	External Auditors (MSL)	OT	Audit Report Issued	Compliance
I.	Regulatory Financial Compliance Reports 2	Independent Auditor's Management Letter	No Rating	N/A	External Auditors (MSL)	OT	Audit Report Issued	Compliance

SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE CHIEF AUDITOR
PROPOSED AUDITPLAN FOR THE 2024-2025 SCHOOL/FISCAL YEAR

Project	Audit Subject Area	Broad Activity Scope	Safety & Security Rating	Risk Rating	Assigned Auditor	Audit Area	Required Status at 4/30/26 For Chief Auditor Evaluation	Notes
J.	Regulatory Financial Compliance Reports 3	Independent Accountant Report	No Rating	N/A	External Auditors (MSL)	OT	Audit Report Issued	Compliance
K.	Regulatory Compliance Report Filings	Filings for FY '24: USDOE FDOE Fed Audit Clearing House	No Rating	N/A	OCA	OT	Filings Completed	Compliance
L.	OCA District Assistance Initiatives Various Schools / Department Assistance	•Provide direct assistance/direction to schools in reconciling and resolving Internal Funds accounting issues •Assist T&L Directors with guidance on internal funds in schools with audit exceptions. •Provide assistance to school administrators and bookkeepers related to Standard Practice Bulletins, •Business Practice Bulletins and School Board policies •Review financial statements of proposed vendors at the request of various District departments •Consult on contracts and agreements •Train schools and departments on property and inventory procedures and practices	No Rating	N/A	OCA	OT	Project To Be In Ongoing Stage	Improved Controls
M.	OCA Requirements OCA – Specific Policy	OCA policy updates	No Rating	N/A	OCA	OT	As Applicable	Requirement
N.	OCA Requirements SY/FY 2026 Audit Plan	Determination of Audit Subjects Summary of activities	No Rating	N/A	OCA	OT	Compilation Of Audit Plan Document	Requirement
O.	District-Wide Committees (non-reporting)	Attend Qualification Selection Evaluation Committee meetings Attend Bond Oversight Committee meetings Attend Facility Task Force meetings Attend COSMO Meeting Attend Technology Steering Committee Meeting Attend Charter School Financial Committee Meeting	No Rating	N/A	OCA	OT	Attendance At Various Meetings	Various Periods
P.	School Board Requirements Audit Committee By-Laws Update	Audit Committee By-Laws update	No Rating	N/A	OCA	OT	Draft Document Submitted to Audit Committee	Requirement
Q.	School Board Initiatives Special Assignments (non-reporting)	Reserved for special assignments requested by School Board, Audit Committee (after the passing of a formal motion), Superintendent, and District management (Note: a special assignment may serve as a substitute to audits in the plan or require funding or require an adjustment to the plan)	No Rating	N/A	OCA	OT	As Applicable and Determined By the School Board Members	Board Requests

SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE CHIEF AUDITOR
PROPOSED AUDITPLAN FOR THE 2024-2025 SCHOOL/FISCAL YEAR

Project	Audit Subject Area	Broad Activity Scope	Safety & Security Rating	Risk Rating	Assigned Auditor	Audit Area	Required Status at 4/30/26 For Chief Auditor Evaluation	Notes
R.	Florida Auditor General FL Auditor General Communications	Review requests from Florida Auditor General	No Rating	N/A	OCA	OT	All Communications Responded	Compliance
S.	Florida Department of Education FDOE OIG Communications	Review complaints on District schools, District departments, and charter schools from parents, teachers, or others in the community that are filed with the FDOE	No Rating	N/A	OCA	OT	All Communications Responded	Compliance

Contingencies
Decreased Turnover
Staffing
Auditor General / US & Florida Department of Education Decisions
Inspector General Function
Unknown

OCA LONG-RANGE AUDIT PLAN

(Audit subjects in the long-range audit plan are not in the current year plan due to existing resources and the prioritization of current-year audit subjects – These audits will be considered for future audit plans)

LONG-RANGE AUDIT PLAN Audits for Future School/Fiscal Years	
Division	**Audit Subject**
District-Wide	Follow-up report on prior audits published by the OCA and others
Facilities	Workorder Processing - Incorporate Maximo Data into PPO Analysis
Facilities	Enhanced Hurricane Protection Areas (Follow-up) - Determine if original findings and recommendations have been implemented and completed
Facilities	Inspection Process - Stadiums, Grandstands, Bleachers
Facilities	Inspection Process - Portables/Relocatable - Ensure documented inspections occur before repurposing/removal/demolition
Facilities	Contract - Maintenance - Compliance with contract terms and conditions and assess the contract administratin process.
Facilities	District-wide Facility Assessment & Maintenance
Information Technology	Recordex Audit (Follow-up) Determine if original findings and recommendations have been implemented and completed.
Information Technology	Focus School Software - Student Information System (SIS) Implementation - Review to ensure the system meets contract requirements.
Information Technology	IT Contract - Reivew and assess sampled contract agreements
Information Technology	RFP 14-041E - Personal Computers, Laptops, and Technology Support - Review the current contract
Information Technology	RFP 15-065E Personal Computers, Laptops, Desktops, and Tablet systems - Review the current contract
Information Technology	Identity Management Follow-up - Determine if original findings and recommendations have been implemented and completed.
Operations	Purchase Cards (Follow-up) - Determine if original findings and recommendations have been implemented and completed.
Operations	District Vehicle Program - Review and assess the district's scheduled purchasing initiatives for the vehicle program.
Operations	Transportation - Ensure transporatation operations are in compliance with all required rules, laws and policies
Operations	Contract - Non-Maintenance - Sample and ensure compliance with contract terms and conditions.
Operations	Grant (non-Title 1) - Sample and ensure compliance with grant terms and conditions.
Operations	Travel - Review mileage and travel reimbursement vouchers to ensure compliance with Board policy and verify calculation accuracy.
Operations	Treasury - Determine regulatory requirements/compliance, review policies and procedures
Operations	Process for determining product specifications - determine that end users are updating and maintaining specifications in their respective disciplines.
Operations	Matrix Funding - Sample and ensure compliance with grant terms and conditions.
Operations	Procurement/Warehousing Services - B Stock Warehouse Property/Inventory Audit Report

Note:

All audit subjects are re-assessed annually to create a new audit plan.

The above audit subjects are not in the current year's audit plan but are under consideration for future years. Additional areas are found in the BCPS District-wide

Audit subjects in the current year plan may be re-audited in future years based on the results of the audit or changed risks pursuant to Board request and approval.

Future Year audits may be moved to the current year to substitute for current-year audits.

Audit Committee Recommendations for Proposed Audit Plan Projects 2025-2026

1 Referendum and Esser/ARP Funds – audit to ensure that all funds are being used in accordance with their intended purpose.

2 Work Order Processing – review the backlog of open work orders and assess the operational efficiency of PPO to test its implementation of a more efficient process for managing work orders and conducting regular reviews to ensure timely completion. Also assess the dollar value of the open work orders and charges to date, including when those charges were applied.

3 Ensure that the proposed Construction Services Minor Projects audit includes reviewing program and contract compliance, particularly the

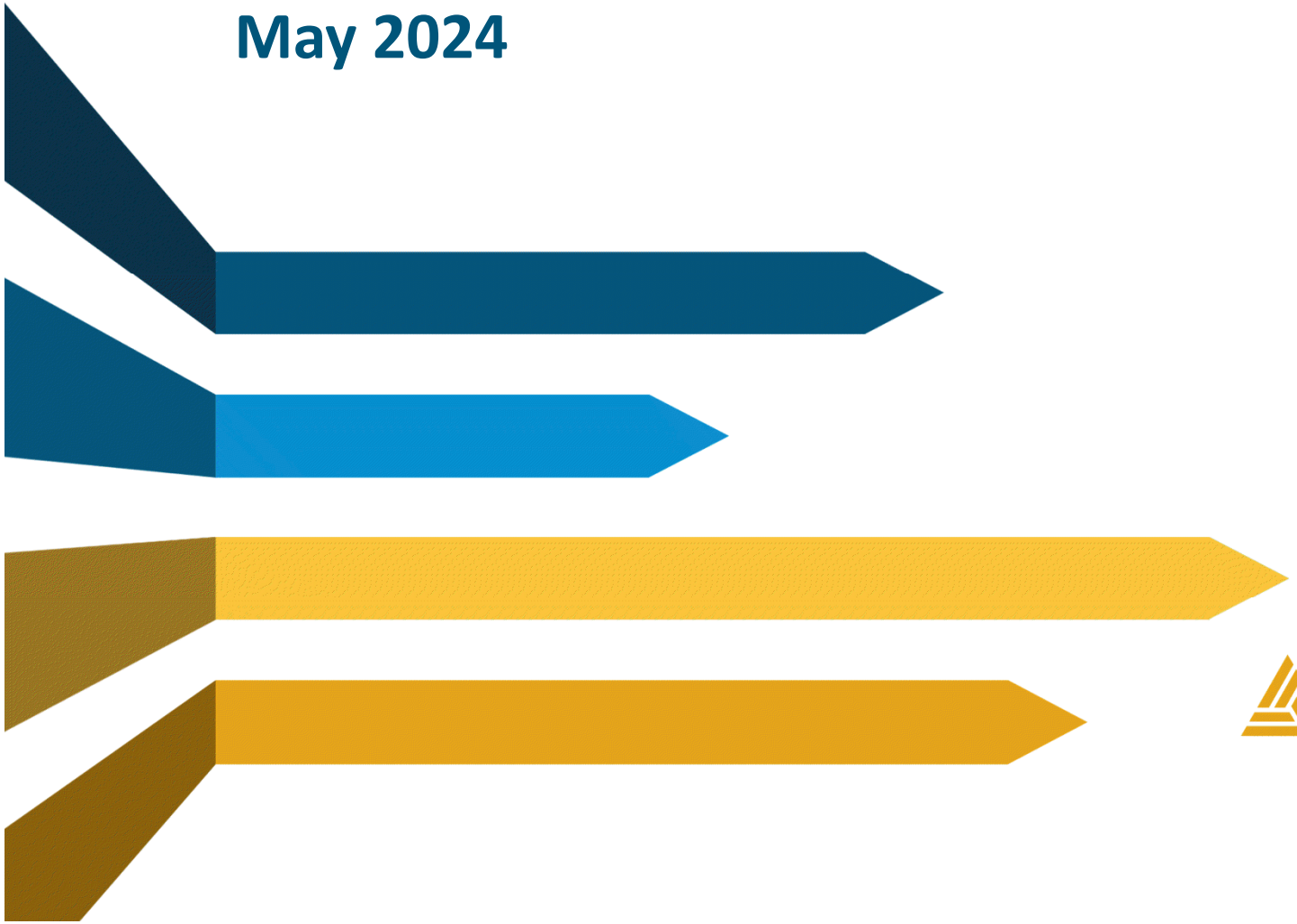
4 Follow up on previous audit work to ensure the inspection process for Stadiums and Grandstands have been implemented and are effective.

5 Determine how legislative changes impact the SBBC governance model, and ensure policies are updated accordingly.

6 During follow-up BECON audit, ensure completion of the job descriptions and alignment to current organizational goals and responsibilities.

Broward County Public Schools
District-Wide Risk Assessment
& Proposed Internal Audit Plan

May 2024



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May 3, 2024

David Rhodes
Chief Auditor – Task Appointed
Broward County Public Schools
600 SE 3rd Avenue, 8th Floor
Fort Lauderdale, FL 33301

Dear Mr. Rhodes:

Pursuant to our engagement letter dated March 27, 2024, we hereby submit our District-wide Risk Assessment and proposed Internal Audit Plan as requested by the Office of the Chief Auditor.

The primary objective of this consulting engagement was to perform a District-wide risk assessment and develop a multi-year audit plan based on the results of the risk assessment. Our procedures included the following:

- Reviewed the District's most recent internal audit plan, strategic plan, missions, goals, recent audits, and financial data.
- Circulated risk questionnaires to key District stakeholders.
- Conducted interviews with School Board members, Audit Committee Members, and Key District Management.
- Identified key risk areas including: financial, operational, compliance, and reputation.
- Developed a risk register/heat map.
- Prioritized identified risks including likelihood and impact.
- Developed a list of potential internal audit projects with risk rating.

The successful completion of this project was dependent upon the participation of the School Board, the Audit Committee, Senior Leadership, and Management. We would like to thank all those involved in assisting us with the District-wide Risk Assessment.

Respectfully submitted,

Carr, Riggs & Ingram, L.L.C.

Carr, Riggs & Ingram, LLC

OVERVIEW

- Executive Summary
- Risk Assessment Scope, Purpose & Methodology
- Heat Maps & Proposed Internal Audit Scoping Considerations
- Appendix A – Audit Universe & Risk Rating
- Appendix B – Interviewees

EXECUTIVE SUMMARY

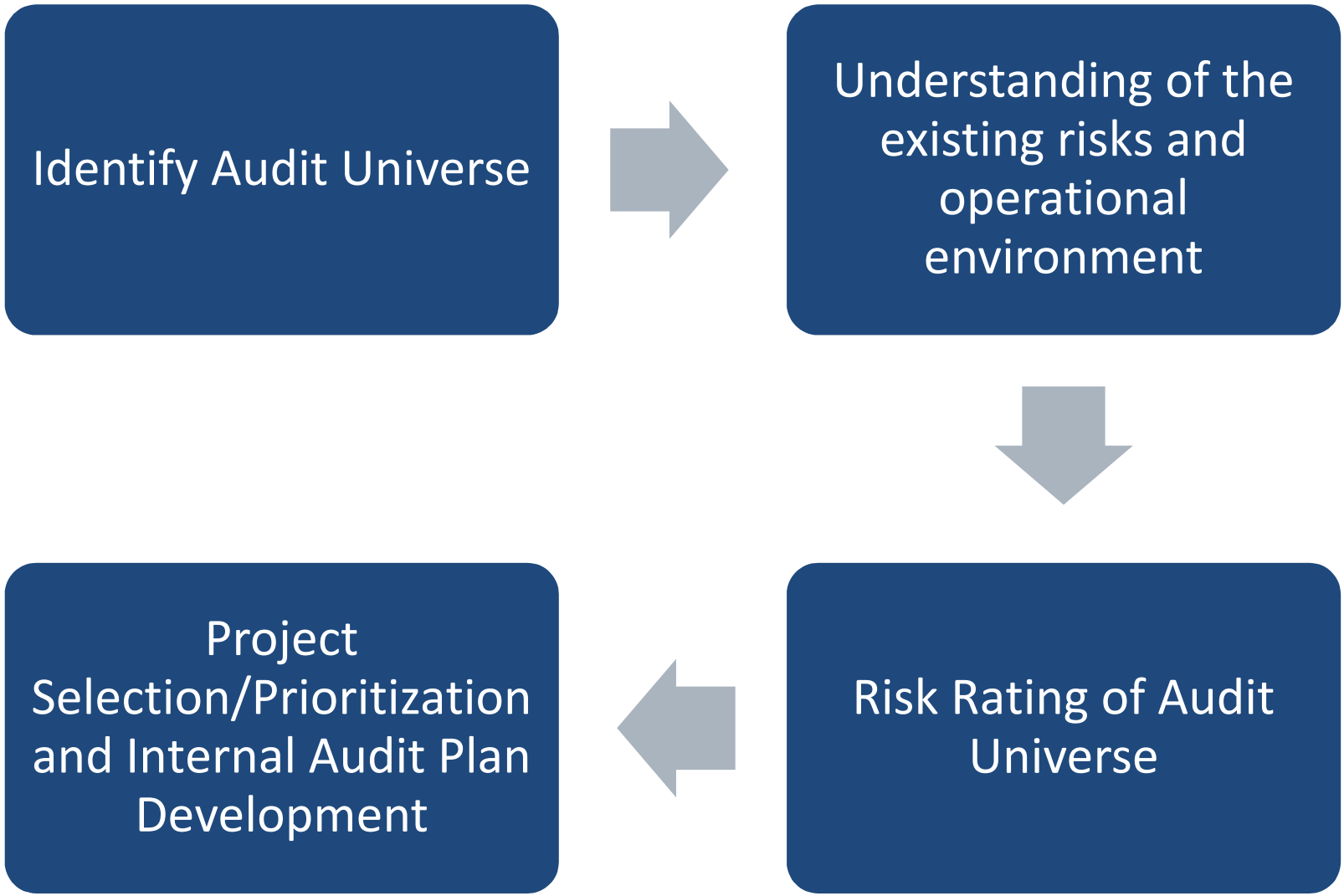
Executive Summary – Scope

We performed a District-wide risk assessment and developed a proposed multi-year internal audit plan based on the results of this risk assessment.

Florida Statue 1001.42(12)(l), Florida Statutes requires a comprehensive risk assessment of all areas of the school system every 5 years.

The dynamic and changing public-sector environment necessitates that risk be assessed more frequently than is required by Florida Statutes. The audit plan should always be open to change based on the operating landscape of the District. Being adaptable and responsive to external elements is required for a productive audit plan.

Executive Summary – Risk Assessment Process



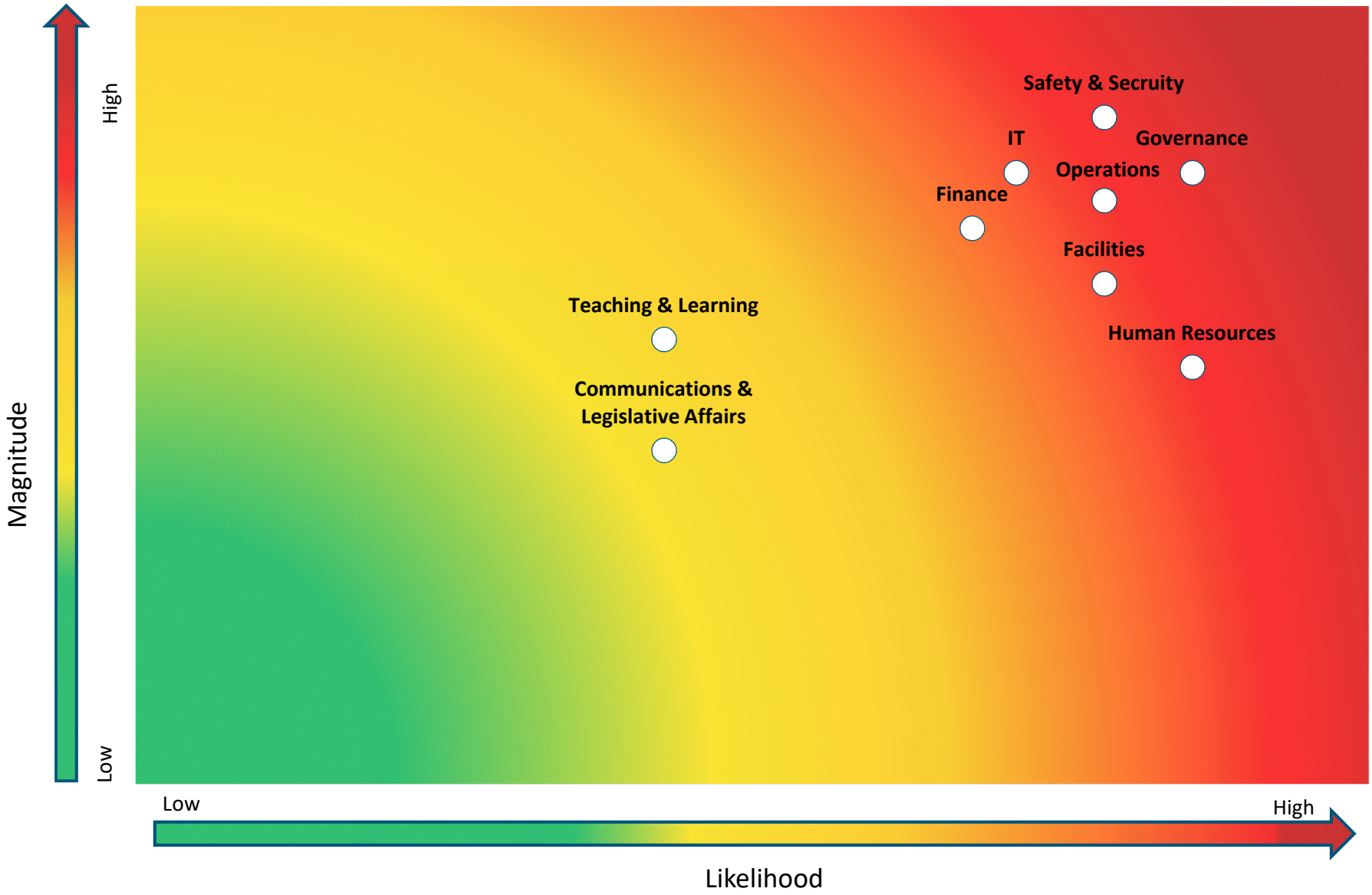
Executive Summary - Systemic Risks

Our Risk Assessment was performed to evaluate District-wide risk exposure and generate recommendations for specific internal audits in the high risk areas. We noted there are significant pervasive risks present throughout the District and impacting many functional areas and business processes including:

- Governance
- Turnover in leadership
- Staffing vacancies in key positions
- Funding constraints & declining enrollment
- Policies and procedures not consistently documented or current
- Many processes are manual or systems are not configured for automation and integration

Addressing systemic risk is essential to successful outcomes throughout the District.

Executive Summary - Organizational Risk



Executive Summary – Proposed Audit Plan

Organizational Area	Reporting	Projects to be completed		
		FY 2024-25	FY 2025-26	FY 2026-27
Governance	School Board & Superintendent	1	2	1
Teaching & Learning	Deputy Superintendent Teaching & Learning	1	1	
Safety & Security	Chief Safety & Security Officer	1	2	1
Operations	Deputy Superintendent Finance & Operations	2	1	1
Finance	Deputy Superintendent Finance & Operations	1	3	3
Communication & Legislative Affairs	Chief Communications & Legislative Affairs Officer			1
Facilities	Chief Facilities Officer	4	2	3
Information Technology	Chief Information Officer	4	4	5
Human Resources	Deputy Superintendent Chief of Staff	3	2	1
Total		**17**	**17**	**16**

Project timing should be reviewed and adjusted by the Chief Auditor on an annual basis or in the event of significant changes.

RISK ASSESSMENT
SCOPE, PURPOSE & METHODOLOGY

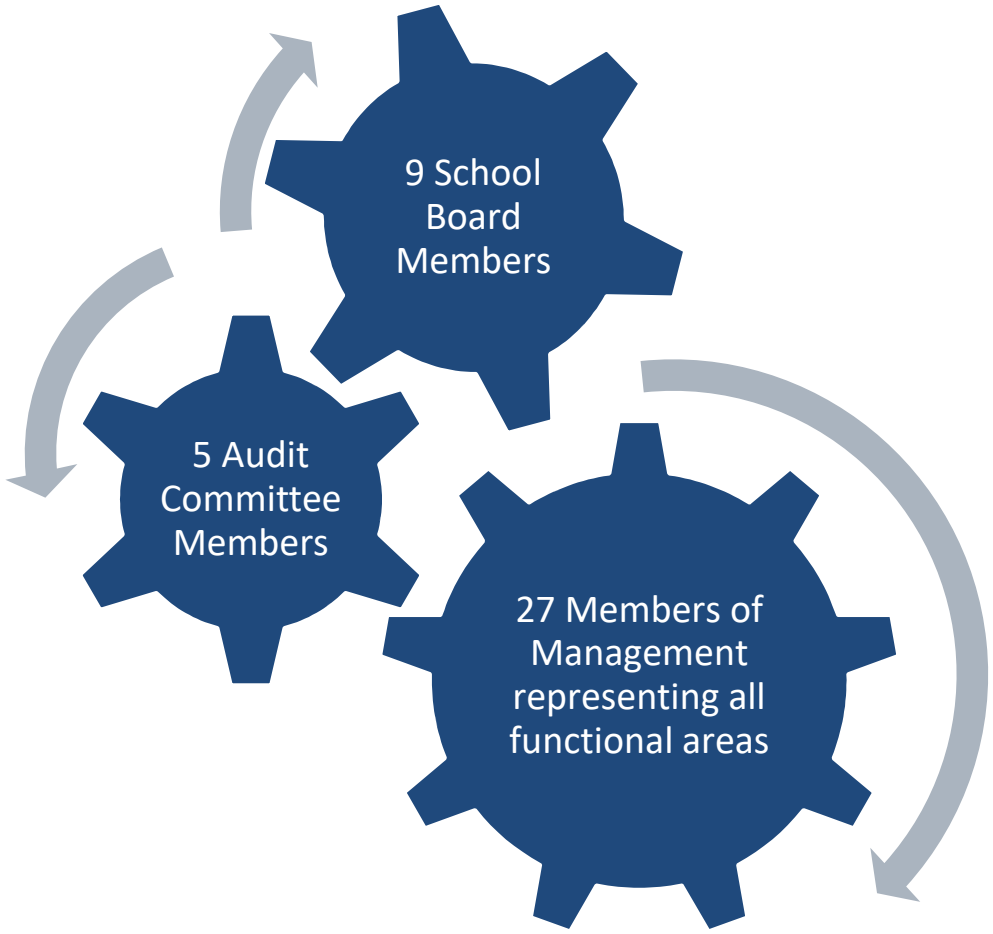
Scope & Purpose

- We performed a District-wide risk assessment and developed a proposed multi-year internal audit plan based on the results of this risk assessment.
- Florida Statue 1001.42(12)(l), Florida Statutes requires a comprehensive risk assessment of all areas of the school system every 5 years.
- Risk Assessment identifies and evaluates the District's potential internal and external risks, based on likelihood of occurrence and magnitude of impact, to determine risks and barriers that could prevent the District from achieving its strategic objectives.
- Risk assessment is the basis for efficiently allocating internal and external audit resources to the most impactful functional areas or processes.
- Taking a risk-based approach supports decision-making by providing valuable insights to the School Board, Audit Committee, and Management. The information gathered and synthesized assists in making decisions to improve internal controls, add efficiencies, and allocate resources effectively.

Methodology

- In order to obtain an understanding of the District's risk exposure, we reviewed organizational information including:
  - Organization chart
  - District Website
  - District policies, Standard Practice Bulletins, and Business Practice Bulletins
  - Most recent internal audit plan
  - District mission
  - District strategic goals and guardrails
  - Recent internal audit reports, financial statement audits, single audits, and Florida Auditor General reports
- Systematically identified and recorded functional areas and business processes to develop an *audit universe* (Appendix A).

Methodology – Stakeholder Feedback



- Developed and circulated a risk assessment questionnaire to senior management and key stakeholders.
- Conducted extensive interviews with 41 District stakeholders (Appendix B) in order to get the broadest and most diverse understanding of risks impacting the District.
- Documented the types of risks identified by District stakeholders.

Methodology Overview



Inherent Risk

For each functional area and/or business process in the *audit universe*, we considered a variety of inherent risks that can impact the District.

Risk Type	Description
Safety	Threats to the safety and well-being of students, staff, and the public.
Reputational	Negative public opinion as the result of an event.
Fraud	Asset misappropriation, circumventing of regulatory or compliance requirements, inaccurate reporting, and other intentional acts.
Financial	Loss, waste, or inefficient use of financial resources.
Operational	Ineffective processes/not achieving organizational strategy or objectives.
Regulatory	Non-compliance with laws, rules, and regulations.
IT	Failure of applications or equipment, data loss/corruption, or other IT resource breakdown due to human error, malware, viruses, cyberattacks, or natural disasters.

Likelihood of Risk

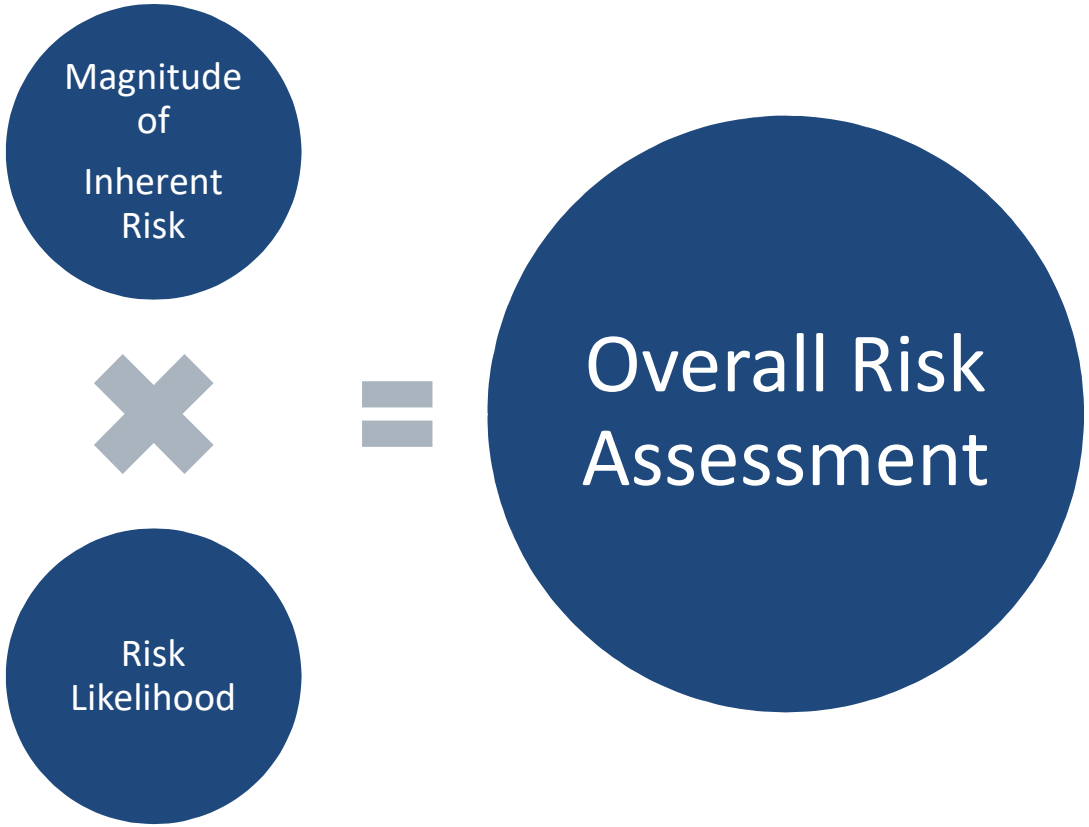
For each functional area and business process in the *audit universe*, we considered the operational and control environment factors over the likelihood of a risk impacting the District.

- Volume of transaction processing
- Existence of current District Policies and written procedures
- Change in procedures, systems, applications
- Adequacy of staff levels
- Complexity of work and staff training/experience/competency
- Highly technical/specialized skillsets required
- Reliance on manual systems/processes
- Opportunity for fraud
- Reorganizations or Senior Leadership, Management & Staff turnover
- Organizational culture and morale

The complexity of a process or the presence of multiple control environment risk factors increases the likelihood of a risk impacting the District.

Overall Risk Assessment

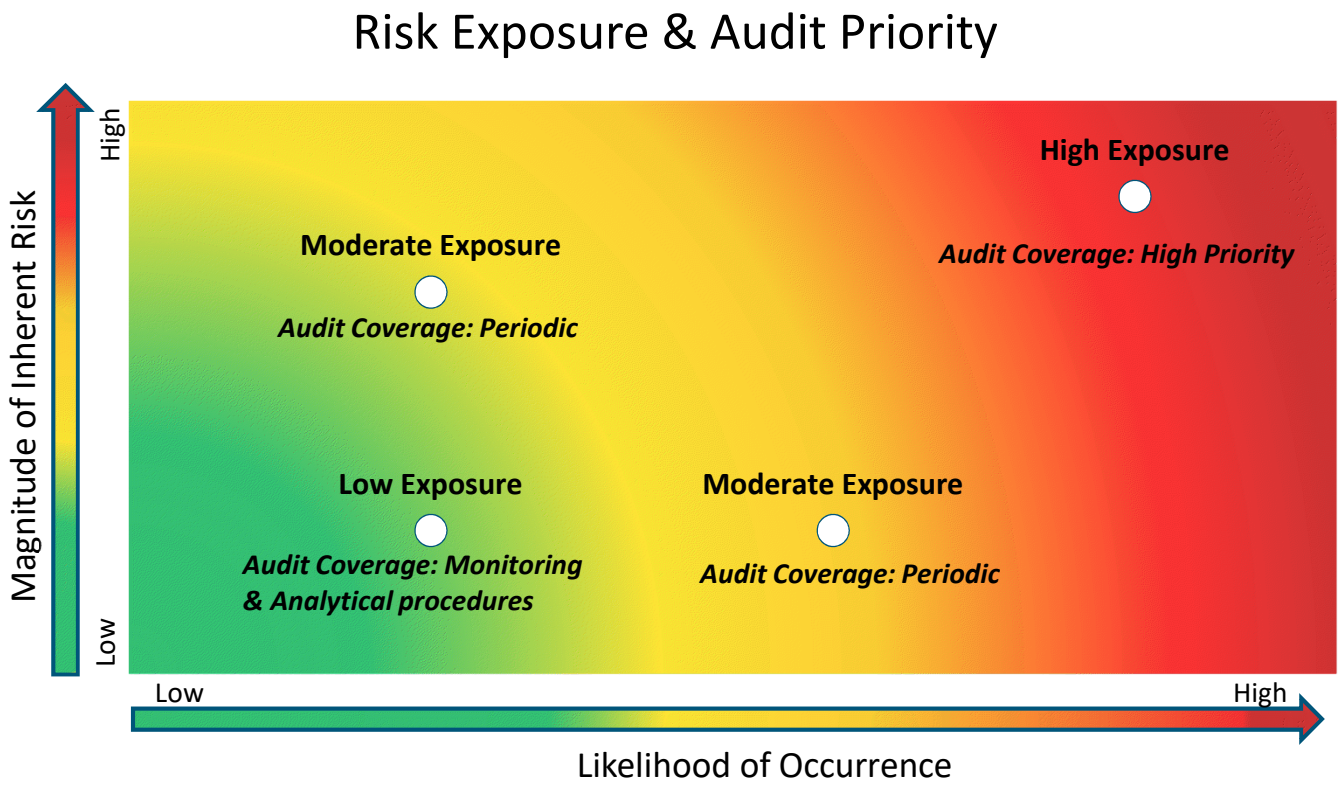
For each functional area and business process in the *audit universe*, we assessed the overall risk – combining our understanding of the magnitude of inherent risk and the likelihood of the risk impacting the District.



Overall Risk Assessment

Using the overall risk assessment, we created heat maps to visualize risk exposure and identified the most high areas and processes.

We proposed relevant internal audit scope and project timing based on the assessed risk.



Systemic Risks

Our Risk Assessment was performed to evaluate District-wide risk exposure and generate recommendations for specific internal audits in the highest risk areas. In gathering information, reviewing management questionnaires, and conducting interviews, we noted there are significant pervasive risks present throughout the District and impacting many functional areas and business processes including:

- Governance
  - Lack of Enterprise Risk Management function
  - Lack of strong and consistent leadership
  - Lack of open communication between the School Board, Senior Leadership, and the public and a general culture of mistrust
  - Low morale among employees
- Turnover in leadership
  - Superintendent as well as other senior positions
- Staffing vacancies in key positions
  - Difficulty recruiting and retaining talent
- Funding Constraints & Declining Enrollment
- Policies and procedures not consistently documented or current
- Many processes are manual or systems are not configured for automation and integration

Addressing systemic risk is essential to successful outcomes throughout the District.

High Risk Functional Areas & Processes

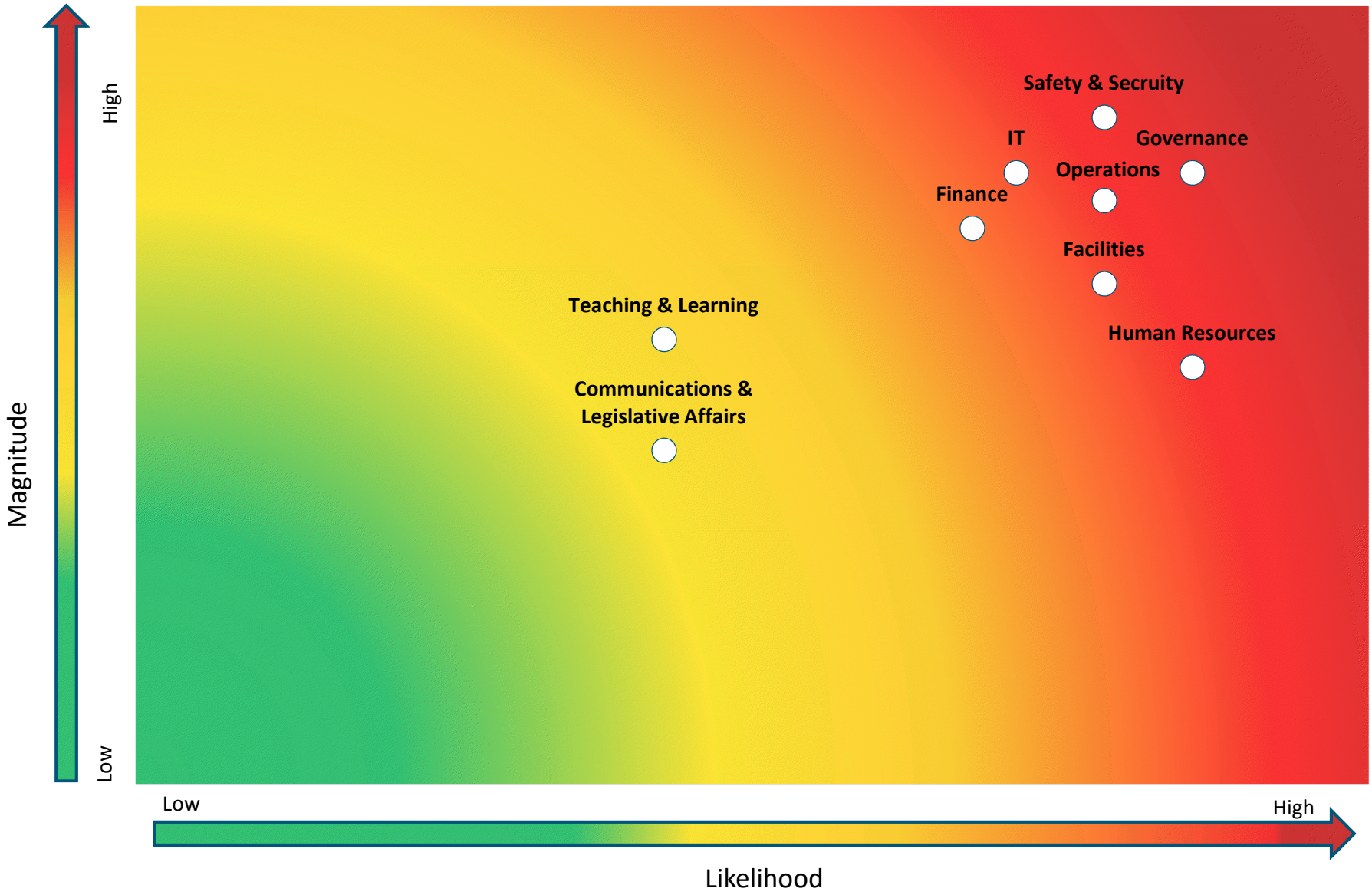
The following slides contain the identified high risk functional areas and business processes. We identified the Inherent Risks relevant to each area and the proposed internal audit scope.

In addition to specific scoping considerations, each engagement should include the following elements:

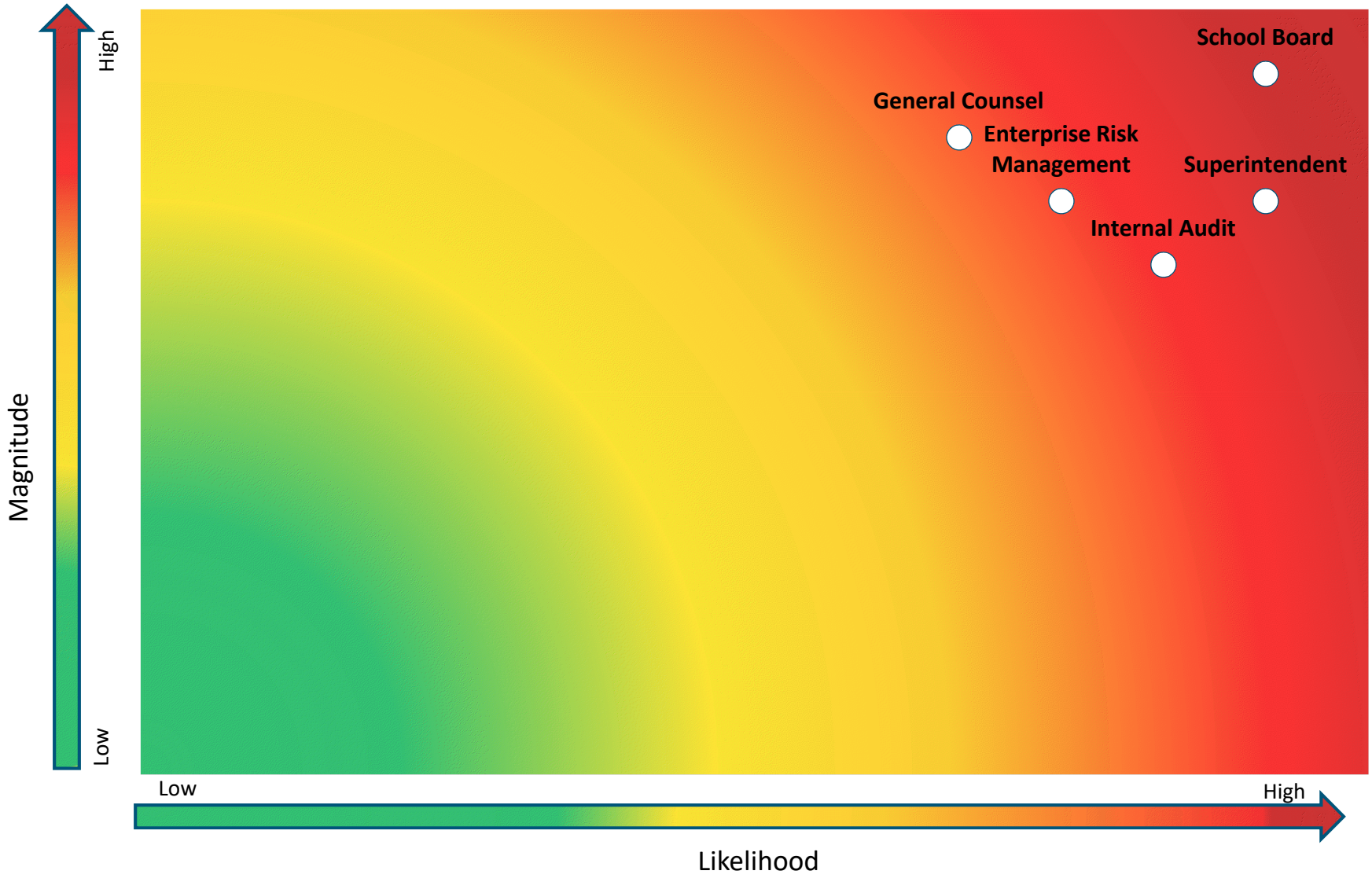
- Adequacy of internal controls to achieve process/function objectives
- Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance
- Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable

HEAT MAPS & PROPOSED INTERNAL AUDITS WITH SCOPING CONSIDERATIONS

Organizational Risk



Governance


School Board
General Counsel
Enterprise Risk Management
Superintendent
Internal Audit
Magnitude
High
Low
Low
High
Likelihood

Governance – Proposed Audit Plan

Functional Area/Process	FY 2024-25	FY 2025-26	FY 2026-27	Reports To:
Governance Model	✓			School Board & Superintendent
School Board Direct Hire Process		✓		School Board
Internal Audit		✓		School Board
Investigations			✓	School Board & Superintendent

High Risk Areas: Governance

Governance Model						Timing	FY 2024-25
Inherent Risk:							
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT	
✓	✓	✓	✓	✓	✓	✓	
Scoping Considerations:							

• District Governance ensure there are effective organizational structures, processes, and practices for :
  • Control Environment & Activities – organizational structure, ethics and culture, accountability, effective internal controls, workforce recruiting and development
  • Monitoring – performance management and accountability, culture, tone at the top, strategic goal-setting and self-assessment, and School Board oversight
  • Enterprise Risk Management - risk identification, assessment, mitigation, and monitoring
  • Communication – internal and external communication, documented policies and procedures
  • Role of the School Board, Senior Leadership, Management, and oversight committees in effective District Governance.							

• Adequacy of internal controls to achieve process/function objectives							
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance							
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable							

High Risk Areas: Governance - School Board

School Board Direct Hiring Process						Timing	FY 2025-26
Inherent Risk:							
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT	
	✓		✓	✓	✓		
Scoping Considerations:							

• Process for hiring key District leadership positions – Superintendent, General Counsel, and Chief Auditor – ensures:
  • Effective search and selection process to identify the best candidates
  • Consideration of qualifications and thorough candidate vetting
  • Public notice and input
  • Approval of selection by the School Board							

• Adequacy of internal controls to achieve process/function objectives							
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance							
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable							

High Risk Areas: Governance - School Board – *Internal Audit*

Internal Audit						Timing	FY 2025-26
Inherent Risk:							
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT	
	✓	✓	✓	✓	✓	✓	
Scoping Considerations:							

• Internal Audit function organization and resources ensure effective:
  • Governance - relationship with School Board, Audit Committee, and District management
  • Utilization of internal and external resources
  • Prioritization of audit projects
  • Staff skills alignment with mission and audit plan
  • Professional development of staff (continuing education, professional certifications)
  • Technology and tools to maximize efficiency and effectiveness							

• Adequacy of internal controls to achieve process/function objectives							
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance							
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable							

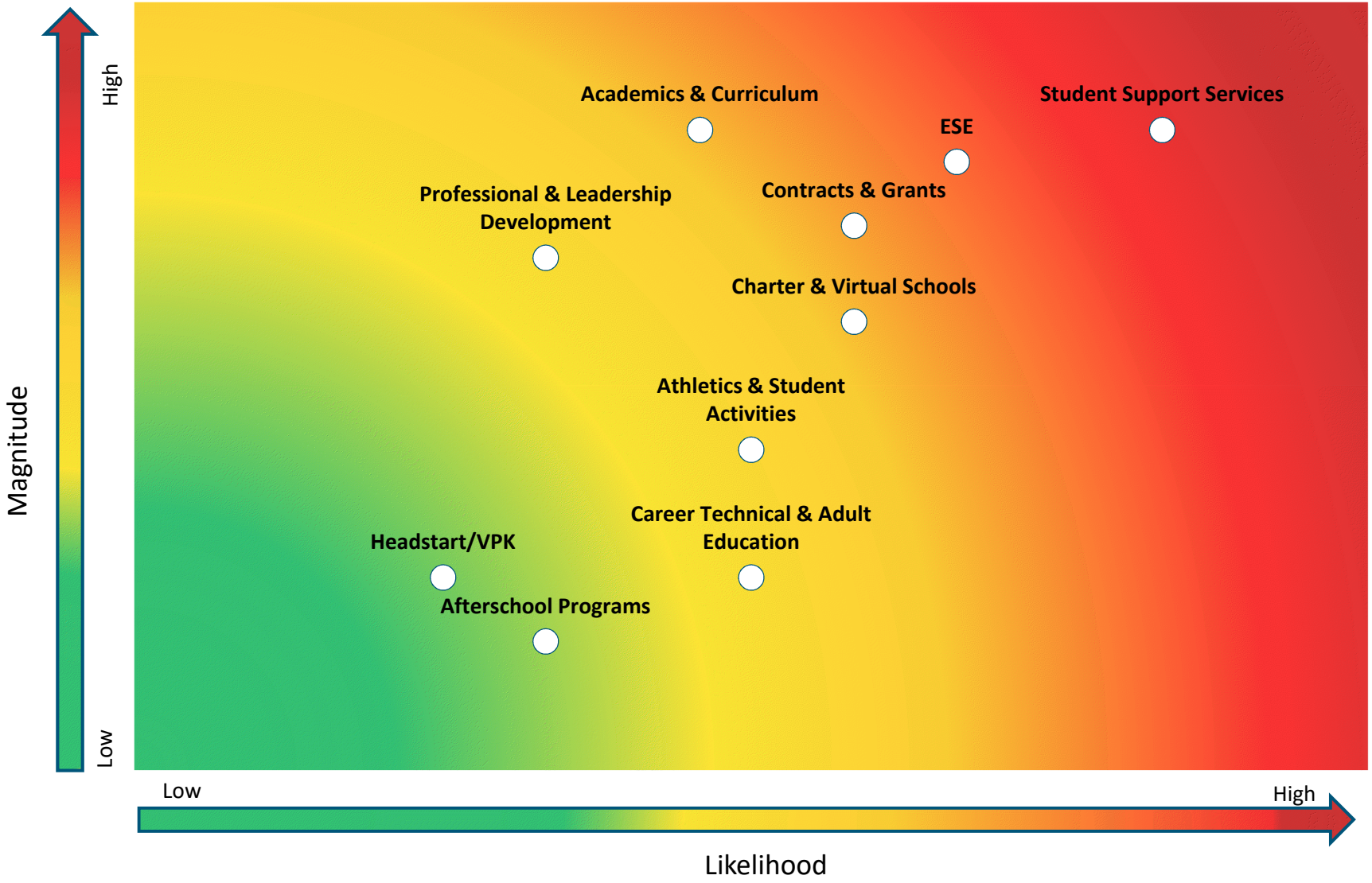
High Risk Areas: Governance - School Board

Investigations						Timing	FY 2026-27
Inherent Risk:							
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT	
✓	✓	✓	✓		✓		
Scoping Considerations:							

• District Investigation process ensures:
  • Complaint intake occurs – fraud hotlines, anonymous tip lines, etc.
  • Complaints are investigated and resolved
  • Ethics and conflict of interest policies and practices are up-to-date and enforced
  • Whistleblowers are protected							

• Adequacy of internal controls to achieve process/function objectives.							
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance.							
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable.							

Teaching & Learning



Teaching & Learning– Proposed Audit Plan

Functional Area/Process	FY 2024-25	FY 2025-26	FY 2026-27	Reports to: Deputy Superintendent Teaching & Learning
FOCUS Implementation	✓			
Student Support/Mental Health		✓		

High Risk Areas: Teaching & Learning – *Student Support Services*

FOCUS Implementation					Timing	FY 2024-25
Inherent Risk:						
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT
	✓		✓	✓	✓	✓
Scoping Considerations:						

• FOCUS was implemented effectively for the District including:
  • Alignment with regulatory requirements and District policies including student data privacy/protection
  • Consideration of the needs of key user groups: students, parents, instructional staff, administrators, District staff Integrity of data conversion (accuracy, completeness, validity)
  • Accuracy and completeness of data inputs and outputs						

• Adequacy of internal controls to achieve process/function objectives						
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance						
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable						

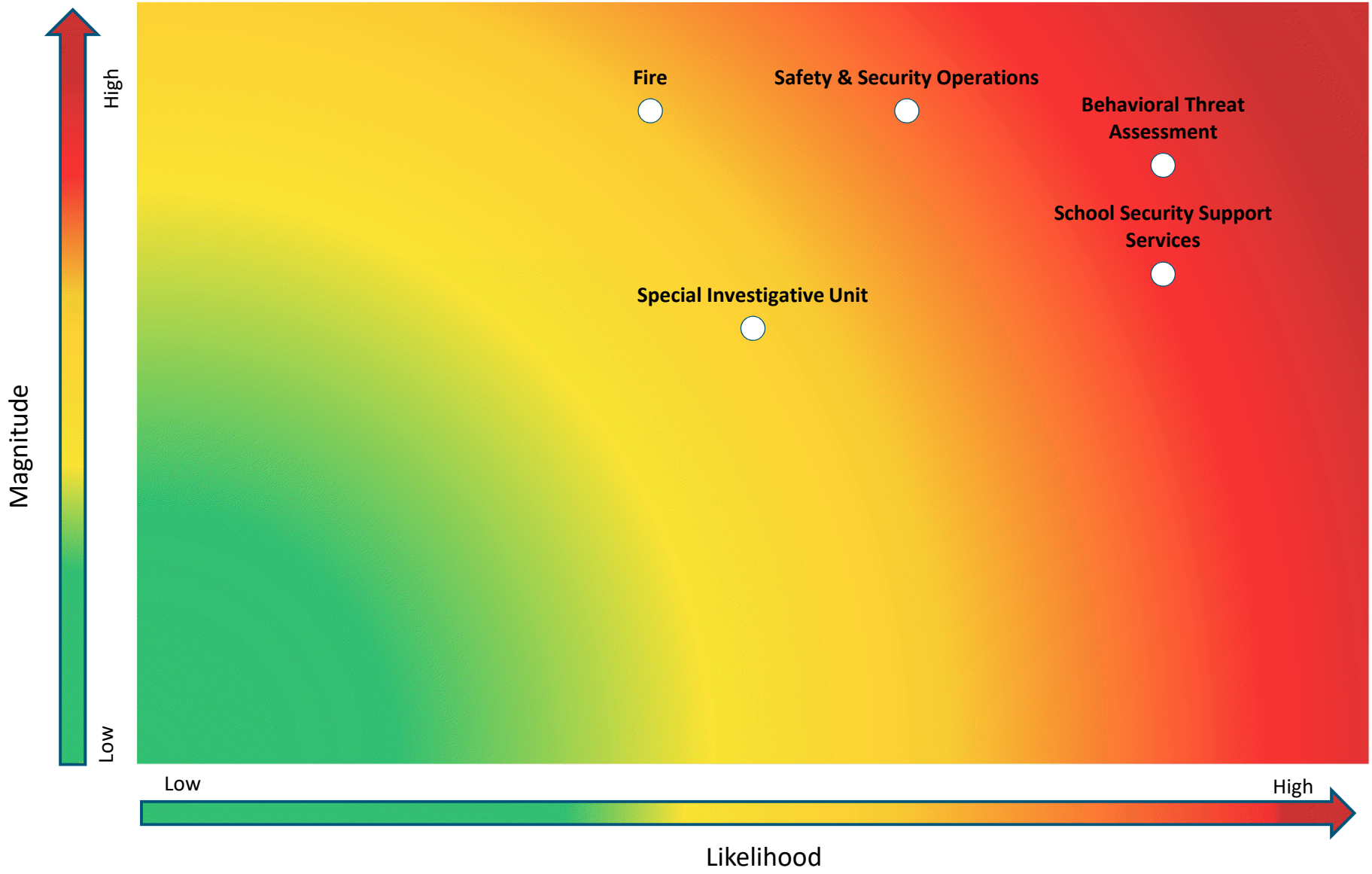
High Risk Areas: Teaching & Learning – *Student Support Services*

Student Support/Mental Health						Timing	FY 2025-26
Inherent Risk:							
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT	
✓	✓		✓	✓	✓	✓	
Scoping Considerations:							

• Student support and mental health processes are:
  • Staffed and resourced adequately – staffing numbers, staff qualifications, infrastructure, and technology
  • Integrated with the Safety & Security Team							

• Adequacy of internal controls to achieve process/function objectives							
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance							
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable							

Safety & Security



Safety & Security – Proposed Audit Plan

Functional Area/Process	FY 2024-25	FY 2025-26	FY 2026-27	Reports to: Chief Safety & Security Officer
District Security Plan	✓			
Business Continuity & Disaster Recovery		✓		
Community Engagement			✓	
Behavioral Threat Assessment		✓		

High Risk Areas: Safety & Security - *Department of Safety & Security*

District Security Plan						Timing	FY 2024-25
Inherent Risk:							
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT	
✓	✓		✓	✓	✓		
Scoping Considerations:							

• District Security Plan adequately addresses:
  • Vulnerability assessments and physical security measures
  • Emergency preparedness and crisis response
  • Investigations
  • Instructional, non-instructional, and security staff training and adaptive protocols
  • Partnerships and communication with Federal, State, and Local law enforcement
  • Participation in school design - new construction/renovation							

• Adequacy of internal controls to achieve process/function objectives							
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance							
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable							

High Risk Areas: Safety & Security - *Department of Safety & Security*

Business Continuity & Disaster Recovery					Timing	FY 2025-26
Inherent Risk:						
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT
✓	✓		✓	✓	✓	✓
Scoping Considerations:						

• District BCDR plan and preparedness addresses:
  • Natural disasters, cyber attacks, supply chain disruption, utility outage, etc.
  • Critical business functions and recovery priorities
  • Cross-functional response teams and chain of command						

• District utilizes simulations and testing for planning/gap analysis to include:
  • Tabletop exercises, simulations, and drills
  • Frequency & scope of testing activities
  • Back-up and recovery processes and failover capabilities						

• Adequacy of internal controls to achieve process/function objectives						
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance						
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable						

High Risk Areas: Safety & Security - *Department of Safety & Security*

Community Engagement					Timing	FY 2026-27
Inherent Risk:						
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT
✓	✓			✓	✓	
Scoping Considerations:						

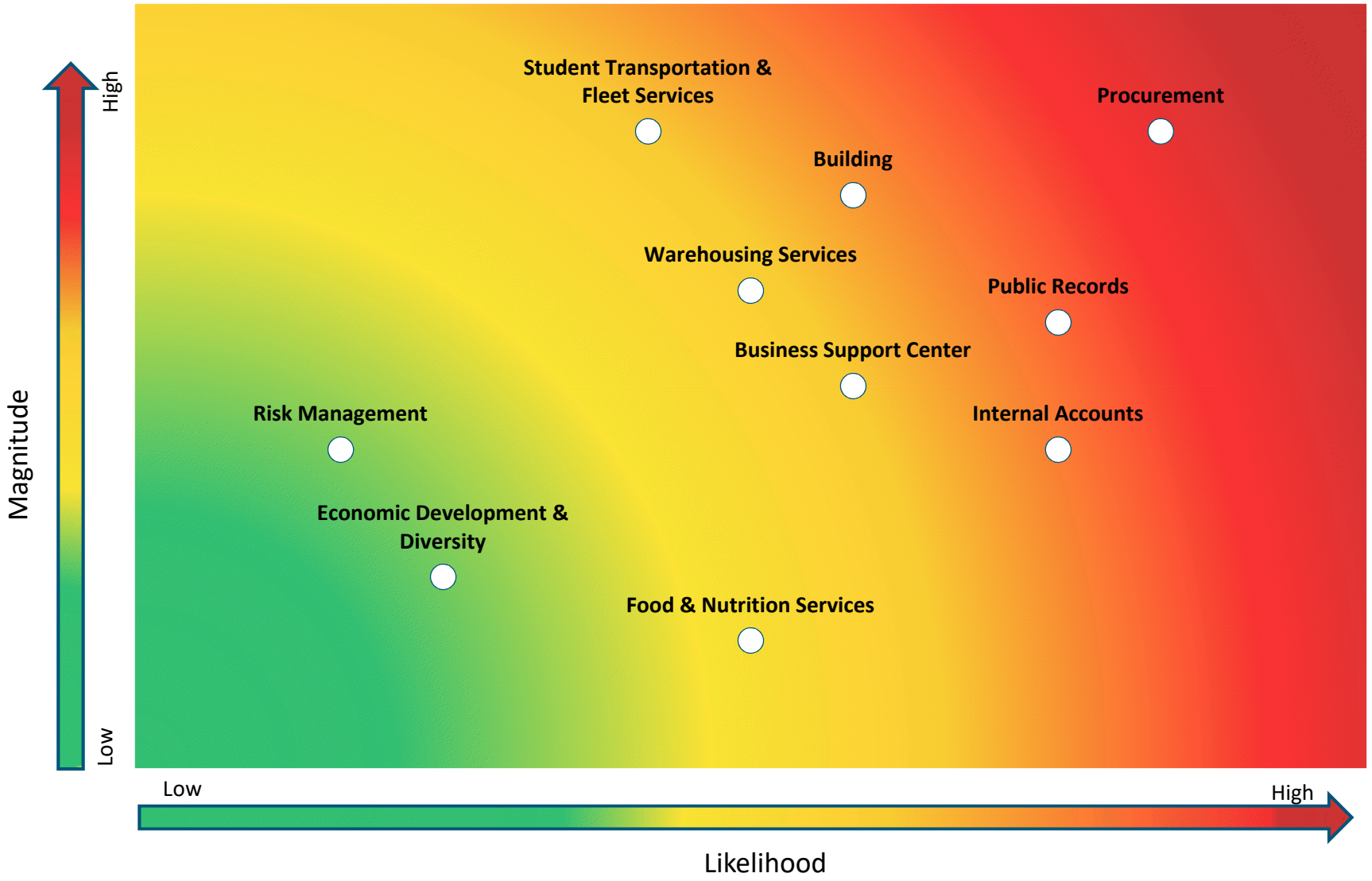
• Safety & Security Community Engagement process includes:
  • Parent, family, and public involvement
  • Public-facing communications (non-emergency and crisis) with stakeholders – administration, families, staff, and District Management.						

• Adequacy of internal controls to achieve process/function objectives						
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance						
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable						

High Risk Areas: Safety & Security - *Behavioral Threat Assessment*

Behavioral Threat Assessment					Timing	FY 2025-26
Inherent Risk:						
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT
✓	✓		✓	✓	✓	
Scoping Considerations:						
• BTA process for threat detection & prevention includes data analysis to assess trends and consistency/adequacy of response and to support overall District Safety & Security operations.						
• Adequacy of internal controls to achieve process/function objectives						
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance						
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable						

Operations


Student Transportation & Fleet Services
Procurement
Building
Warehousing Services
Public Records
Business Support Center
Risk Management
Internal Accounts
Economic Development & Diversity
Food & Nutrition Services
Magnitude
High
Low
Low
High
Likelihood

Operations – Proposed Audit Plan

Functional Area/Process	FY 2024-25	FY 2025-26	FY 2026-27	Reports to: Deputy Superintendent Finance & Operations
Vendor Database	✓			
SAP Ariba Implementation	✓			
Procurement & Physical Plan Operations Contracting Follow up		✓		
Records Management			✓	

High Risk Areas: Operations – *Procurement*

Vendor Database						Timing	FY 2024-25
Inherent Risk:							
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT	
	✓	✓	✓	✓	✓	✓	
Scoping Considerations:							

• The District process for vendor management ensures:
  • Identification and scrutiny of employees serving as vendors to the District
  • Performance of the conflict of interest evaluation/approval process
  • Restricted distribution of user privileges to edit/create vendors							

• Adequacy of internal controls to achieve process/function objectives							
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance							
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable							

High Risk Areas: Operations – *Procurement*

SAP Ariba Implementation					Timing	FY 2024-25
Inherent Risk:						
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT
	✓	✓	✓	✓	✓	✓
Scoping Considerations:						

• SAP Ariba was implemented effectively for the District including:
  • Alignment with regulatory requirements and District policies
  • Strong internal controls including segregation of duties
  • Accurate and complete data conversion and data inputs/outputs
  • Application security measures, user access controls, data integrity mechanisms, and change management processes						

• Adequacy of internal controls to achieve process/function objectives						
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance						
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable						

High Risk Areas: Operations – *Procurement*

Procurement & Physical Plan Operations Contracting Follow-Up						Timing	FY 2025-26
Inherent Risk:							
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT	
	✓	✓	✓	✓	✓		
Scoping Considerations:							
Follow-up of internal audit observations which included solicitation, contracting, and purchase order issuance process.							

High Risk Areas: Operations – *Public Records*

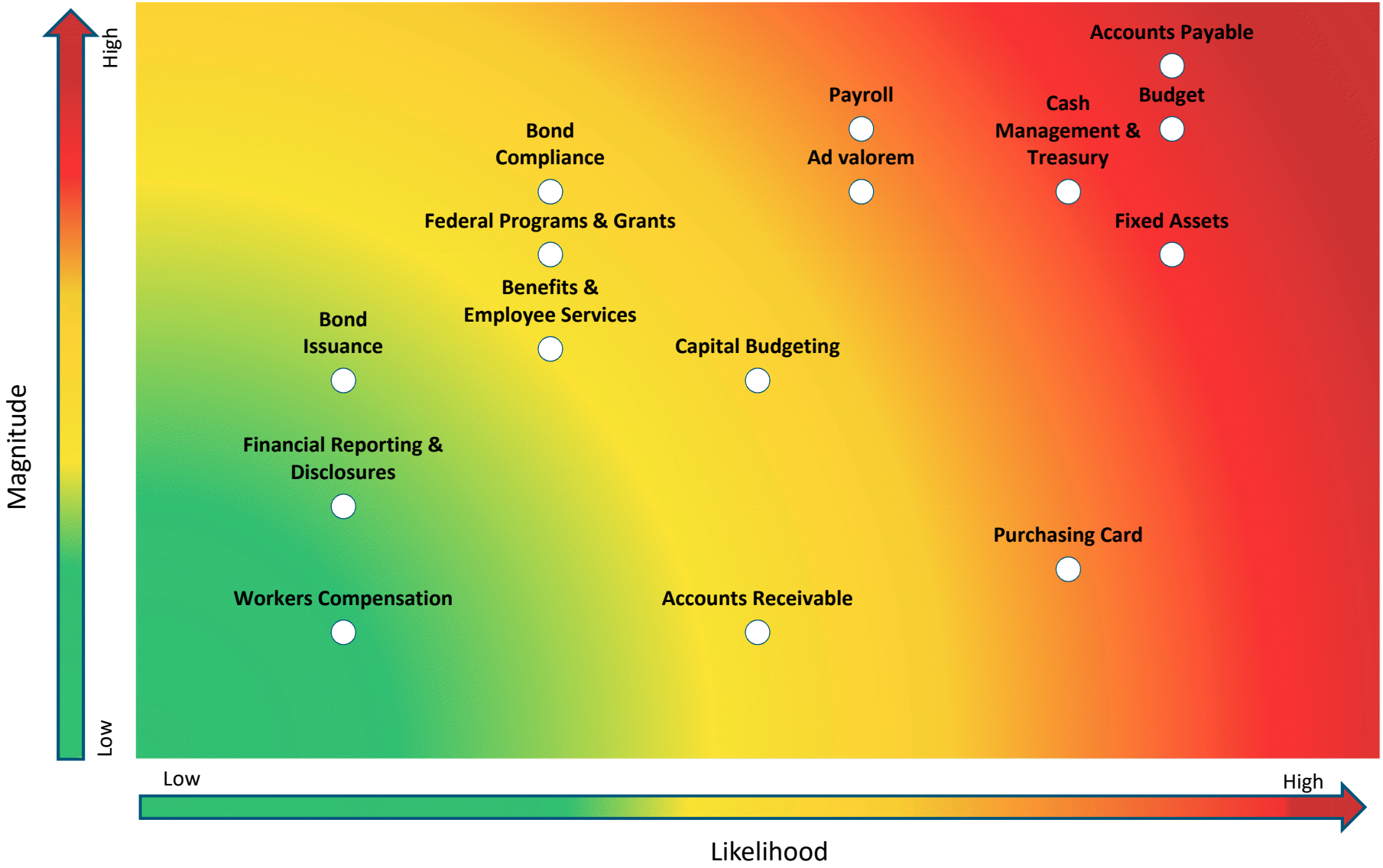
Records Management					Timing	FY 2026-27
Inherent Risk:						
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT
	✓		✓	✓	✓	✓
Scoping Considerations:						

• District records management process ensures:
  • Timely, complete, and accurate public records request response including compliance with Florida Statute Chapter 119 (Sunshine Law)
  • Records (including operational and student data) are retained and preserved per Florida Statutes, Florida Administrative Codes, and Florida Department of Education Rules
  • Records are appropriately disposed at the conclusion of their retention period						

• Adequacy of internal controls to achieve process/function objectives						
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance						
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable						

Public Records Response is organized under Risk Management. This function is considered separate from the overall Risk Management function and included separately for the purpose of this risk assessment.

Finance


Accounts Payable
Budget
Payroll
Cash Management & Treasury
Bond Compliance
Ad valorem
Federal Programs & Grants
Fixed Assets
Benefits & Employee Services
Bond Issuance
Capital Budgeting
Financial Reporting & Disclosures
Purchasing Card
Workers Compensation
Accounts Receivable
High
Low
Magnitude
Low
High
Likelihood

Finance – Proposed Audit Plan

Functional Area/Process	FY 2024-25	FY 2025-26	FY 2026-27	Reports to: Deputy Superintendent Finance & Operations
FTE Calculations & Projection	✓			
Budget Process			✓	
Accounts Payable & Disbursements Follow-up		✓		
Payroll & Employee Data Management		✓		
Cash Management & Treasury		✓		
Asset Management			✓	
Technology Asset Management			✓	

High Risk Areas: Finance – *Budget*

FTE Calculation & Projection						Timing	FY 2024-25
Inherent Risk:							
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT	
	✓		✓	✓	✓		
Scoping Considerations:							

• District process for forecasting & projection of District enrollment ensures:
  • Systematic approach
  • Validity of data/methods used for planning and forecasting enrollment
  • Cross-functional participation to obtain the most complete outlook possible
  • Consideration of approaches to optimize revenue							

• Adequacy of internal controls to achieve process/function objectives							
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance							
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable							

High Risk Areas: Finance – *Budget*

Budget Process					Timing	FY 2026-27
Inherent Risk:						
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT
	✓	✓	✓	✓	✓	✓
Scoping Considerations:						

• District budget creation, amendment, and management process ensures:
  • Accurate and timely budget drafting
  • Budget approval at the appropriate level
  • Communication between management and the Board
  • Communication with the public
  • Budget to actual monitoring and financial/operational adjustments						

• Adequacy of internal controls to achieve process/function objectives						
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance						
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable						

High Risk Areas: Finance – *Accounts Payable*

Accounts Payable & Disbursements Follow-Up						Timing	FY 2025-26
Inherent Risk:							
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT	
	✓	✓	✓	✓	✓		
Scoping Considerations:							
Follow-up of internal audit observations for an on-going Accounts Payable & Disbursements engagement.							

High Risk Areas: Finance & Human Resources – *Payroll and Talent Acquisition & Operations*

Payroll & Employee Data Management	Timing	FY 2025-26

Inherent Risk:

Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT
	✓	✓	✓	✓	✓	

Scoping Considerations:

- District payroll and employee data management processes ensure accurate and timely:
  - Employee timekeeping
  - Update of employee information and workflow approval – employment status, pay rates, benefit elections, withholding, etc.
  - Withholding calculations
  - Florida Retirement System submissions
  - IRS form 941 submissions
- Adequacy of internal controls to achieve process/function objectives
- Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance
- Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable

The scope of this project overlaps Payroll and Human Resources functions. Human Resources is responsible for employee data input critical for accurate payroll processing. Key controls over payroll processing occur in Finance.

High Risk Areas: Finance – *Cash Management & Treasury*

Cash Management & Treasury						Timing	FY 2025-26
Inherent Risk:							
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT	
	✓	✓	✓	✓	✓		
Scoping Considerations:							

• District process for cash receipts and cash management (centralized cash handling, reconciliation, and investments) ensure:
  • Distribution of user privileges to create/approve cash management transaction (proper authorization and segregation of duties enforced)
  • Optimizing investments selections for liquidity and returns							

• Adequacy of internal controls to achieve process/function objectives							
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance							
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable							

High Risk Areas: Finance – *Fixed Assets*

Asset Management						Timing	FY 2026-27
Inherent Risk:							
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT	
	✓	✓	✓	✓	✓		
Scoping Considerations:							

• District process for asset management ensures:
  • Complete and accurate recording of assets and funding sources
  • Safeguarding assets
  • Timely Location management
  • Complete and accurate physical inventories
  • Identifying lost assets and authorization of write-offs and asset disposal at the appropriate level
  • Segregation of duties
  • Compliance with contract and grants terms							

• Adequacy of internal controls to achieve process/function objectives							
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance							
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable							

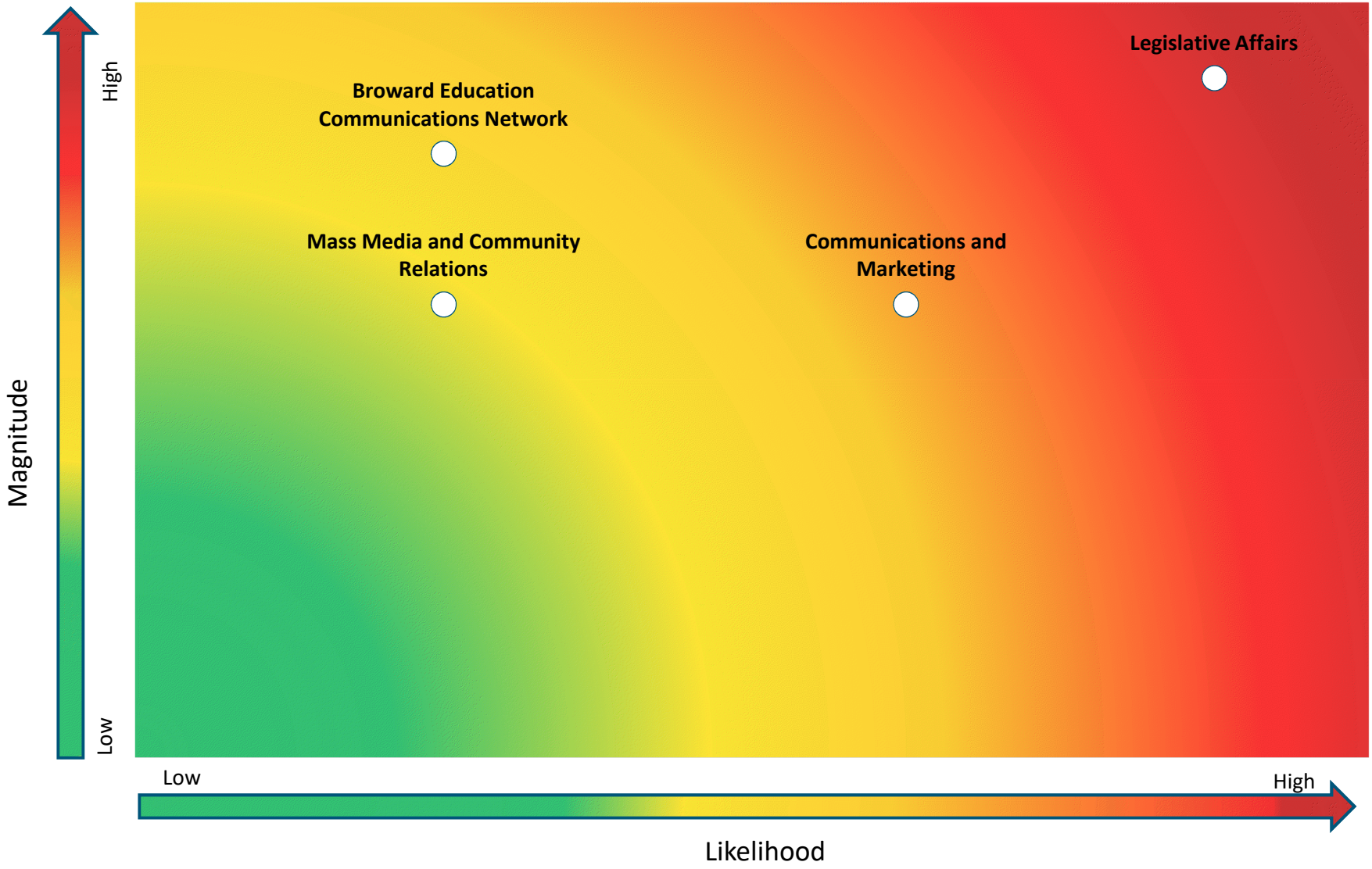
High Risk Areas: Finance – *Fixed Assets*

Technology Asset Management					Timing	FY 2026-27
Inherent Risk:						
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT
	✓	✓	✓	✓	✓	✓
Scoping Considerations:						

• District process for technology asset management ensures:
  • Safeguarding assets
  • Timely location management
  • Use of technology to periodically inventory IT assets
  • Use of unsupported devices/hardware
  • Identification of Lost assets and authorization of write-offs
  • Safe asset disposal – data security/privacy, environmental considerations/hazardous materials, etc.
  • Compliance with contract and grants terms						

• Adequacy of internal controls to achieve process/function objectives						
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance						
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable						

Communications & Legislative Affairs



Communication & Legislative Affairs– Proposed Audit Plan

Functional Area/Process	FY 2024-25	FY 2025-26	FY 2026-27	Reports to: Chief Communications & Legislative Affairs Officer
Legislative Affairs			✓	

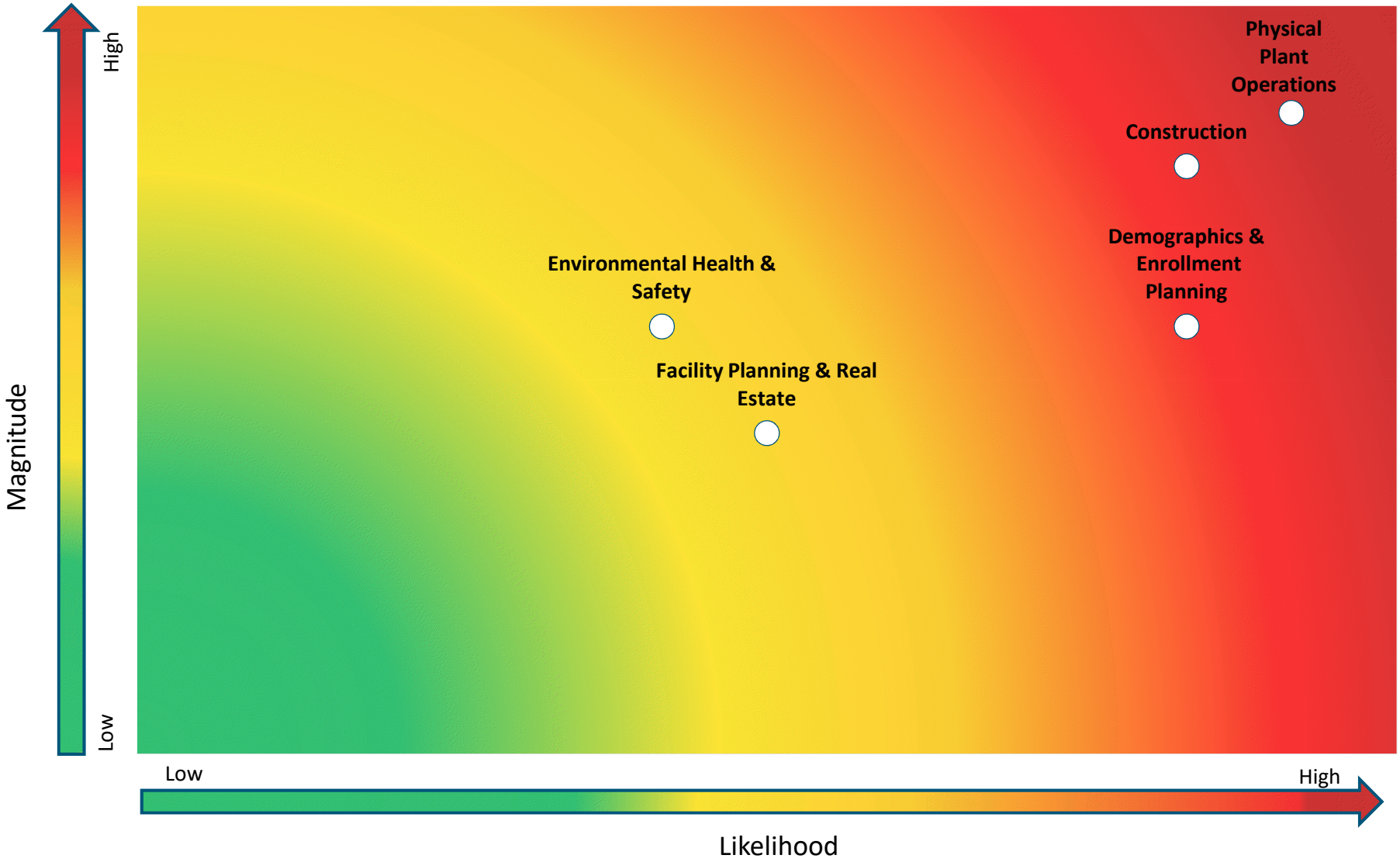
High Risk Areas: Communications & Legislative Affairs

Legislative Affairs					Timing	FY 2026-27
Inherent Risk:						
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT
✓	✓		✓	✓	✓	✓
Scoping Considerations:						

• District Legislative Affairs process ensures:
  • The School Board, management, and staff are aware of changes to legislative mandates, guidance, and requirements impacting District operations and its educational mission.
  • Guidance and interpretation of legislation is communicated timely and District policies and practices are adjusted accordingly.						

• Adequacy of internal controls to achieve process/function objectives						
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance						
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable						

Facilities


Physical Plant Operations
Construction
Demographics & Enrollment Planning
Environmental Health & Safety
Facility Planning & Real Estate
Magnitude
High
Low
Low
High
Likelihood

Facilities – Proposed Audit Plan

Functional Area/Process	FY 2024-25	FY 2025-26	FY 2026-27	Reports to: Chief Facilities Officer
Facility Assessment & Maintenance	✓			
Enhanced Hurricane Protection Areas Inspection Process Follow-up		✓		
Facility Improvement			✓	
Redefining Our Schools Initiative	✓			
Work Order Processing	✓			
Inventory Management			✓	
SMART Bond Program	✓		✓	
Construction Project Closeout		✓		

High Risk Areas: Facilities – *Facilities Division*

Facility Assessment & Maintenance						Timing	FY 2024-25
Inherent Risk:							
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT	
✓	✓		✓	✓	✓		
Scoping Considerations:							

• District facility assessment process adequately:
  • Evaluates facility condition and identifies required maintenance including consideration of all major building systems
  • Ensures the safety and operational availability of District facilities
  • Systematically manages/prioritizes deferred maintenance							

• The Facilities Task Force contributes to effective facilities assessment and maintenance.							
• Adequacy of internal controls to achieve process/function objectives							
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance							
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable							

High Risk Areas: Facilities – *Facilities Division*

Enhanced Hurricane Protection Areas (EHPA) Inspection Process Follow-Up					Timing	FY 2025-26
Inherent Risk:						
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT
✓	✓		✓	✓	✓	
Scoping Considerations:						
Follow-up of internal audit observations which included EHPA inspection, recertification, and maintenance processes.						

High Risk Areas: Facilities – *Facilities Division*

Facility Improvement						Timing	FY 2026-27
Inherent Risk:							
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT	
✓	✓		✓	✓	✓		
Scoping Considerations:							

• District facility improvement project selection and prioritization process ensures:
  • Selection and execution of projects that enhance the safety, functionality, and quality of learning environment.
  • Equity in improvements at schools across the District							

• Adequacy of internal controls to achieve process/function objectives							
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance							
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable							

High Risk Areas: Facilities – *Demographics & Enrollment Planning*

Redefining Our Schools Initiative				Timing	FY 2024-25
Inherent Risk:					
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT
✓	✓		✓	✓	✓	
Scoping Considerations:					

• District process for developing the Redefining Our Schools plan ensures:
  • Systematic approach to plan development
  • Validity of data/methods used for planning and forecasting school utilization
  • Cross-functional participation in decision-making
  • Community engagement in developing plans/recommendations
  • Equity of recommended school closures, combinations, changes, and enhancements
This engagement is intended to be performed concurrently with the District's initiative and provide timely input to the likelihood of effective outcomes.					

• Adequacy of internal controls to achieve process/function objectives					
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance					
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable					

High Risk Areas: Facilities – *Physical Plant Operations*

Work Order Processing						Timing	FY 2024-25
Inherent Risk:							
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT	
✓	✓		✓	✓	✓		
Scoping Considerations:							

• District work order processing includes:
  • Prioritization of work orders based on consistent criteria
  • Timely response
  • Effective maintenance/repair process							

• Adequacy of internal controls to achieve process/function objectives							
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance							
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable							

High Risk Areas: Facilities – *Physical Plant Operations*

Inventory Management						Timing	FY 2026-27
Inherent Risk:							
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT	
	✓	✓	✓	✓	✓		
Scoping Considerations:							

• District process for managing and safeguarding inventories includes:
  • Adequacy of supplies on hand
  • Accurate physical inventories
  • Proactive loss prevention and minimizing obsolescence
  • Authorization of disposal and write offs at the appropriate level							

• Adequacy of internal controls to achieve process/function objectives							
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance							
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable							

High Risk Areas: Facilities – *Construction*

SMART Bond Program					Timing	FY 2026-27
Inherent Risk:						
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT
✓	✓		✓	✓	✓	
Scoping Considerations:						

• SMART Program management and administration ensures:
  • Program Progress
  • Compliance with Program terms and planned projects
  • Planning for Program closeout/expiration						

• Adequacy of internal controls to achieve process/function objectives						
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance						
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable						

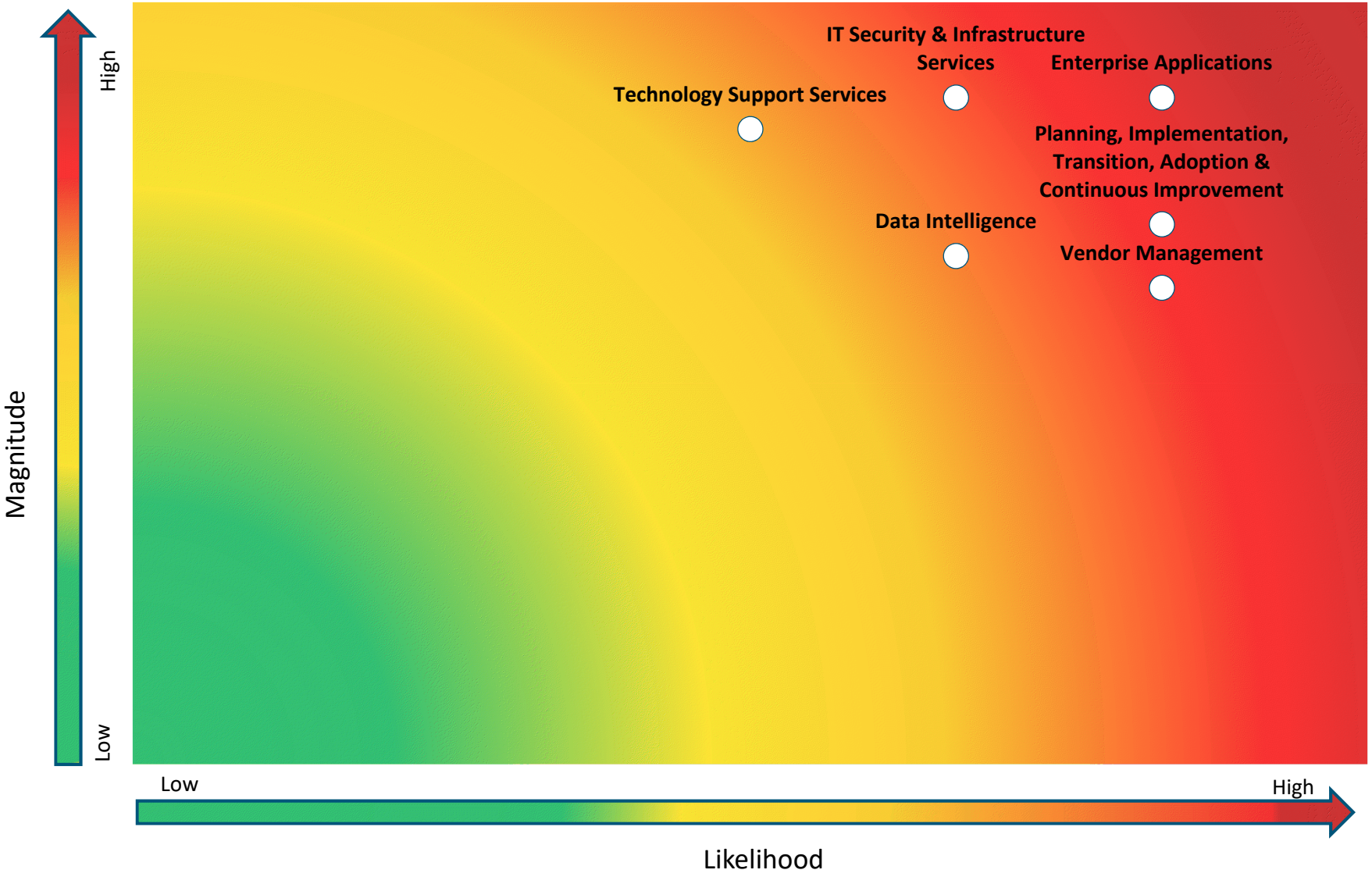
High Risk Areas: Facilities – *Construction*

Construction Project Closeout					Timing	FY 2025-26
Inherent Risk:						
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT
✓	✓		✓	✓	✓	
Scoping Considerations:						

• District process for construction project closeout ensures:
  • Timely project completion
  • Cost verification
  • Compliance with contract terms						

• Adequacy of internal controls to achieve process/function objectives						
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance						
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable						

Information Technology



Information Technology – Proposed Audit Plan

Functional Area/Process	FY 2024-25	FY 2025-26	FY 2026-27	Reports to: Chief Information Officer
IT Governance	✓			
Standalone System	✓			
Educational Technology		✓		
Cybersecurity	✓	✓	✓	
Network Security	✓	✓	✓	
Data Intelligence		✓		
Vendor Management			✓	
Logical Security			✓	
Application Optimization & Integration			✓	

High Risk Areas: Information Technology – *Information & Technology Department*

IT Governance						Timing	FY 2024-25
Inherent Risk:							
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT	
	✓		✓	✓	✓	✓	
Scoping Considerations:							

• IT Governance processes ensure:
  • Alignment with organizational objectives and best practices
  • Effectiveness of IT policies and procedures, including those related to data security, acceptable use of technology, and incident response
  • Meaningful evaluation of new technology products, including user group input, prior to purchase/implementation
  • Mechanisms for monitoring compliance with IT policies and addressing any violations							

• Adequacy of internal controls to achieve process/function objectives							
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance							
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable							

High Risk Areas: Information Technology – *Information & Technology Department*

Standalone Systems						Timing	FY 2024-25
Inherent Risk:							
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT	
	✓	✓	✓	✓	✓	✓	
Scoping Considerations:							

• Key applications and IT systems across the District are centrally maintained to a high-level to ensure the integrity and availability of systems including:
  • Logical access controls
  • Physical and environmental access
  • Vendor/service provider management
  • Patch and change management
  • Data back-up and recovery							

• Adequacy of internal controls to achieve process/function objectives							
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance							
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable							

High Risk Areas: Information Technology – *Information & Technology Department*

Educational Technology						Timing	FY 2025-26
Inherent Risk:							
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT	
	✓		✓	✓	✓	✓	
Scoping Considerations:							

• Educational technology acquisition, deployment, and utilization is managed to ensure:
  • Educational technology initiatives are effective and aligned with instructional goals
  • Educational software, online learning, and other IT resources used in the classroom are secure and maintain privacy of protected data
  • Educational software is approved and the District prevents unauthorized products from being used
  • Employees and students are trained on the safe use of technology
  • Technology initiatives are equitable across District schools							

• Adequacy of internal controls to achieve process/function objectives							
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance							
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable							

High Risk Areas: Information Technology – *IT Security & Infrastructure Services*

CyberSecurity					Timing	Annual
Inherent Risk:						
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT
	✓	✓	✓	✓	✓	✓
Scoping Considerations:						

• CyberSecurity processes ensure:
  • Vulnerability assessments to identify weaknesses in the IT infrastructure
  • Systems and applications scanned for known vulnerabilities
  • Periodic penetration testing and response to results
  • Effective patch management processes
  • Prioritization of IT resources based on the severity of vulnerabilities and potential impact
  • Identification, management, and response to CyberSecurity events
  • User training programs to minimize user error (phishing, pharming, social engineering, etc.)						

• Adequacy of internal controls to achieve process/function objectives						
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance						
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable						

High Risk Areas: Information Technology – *IT Security & Infrastructure Services*

Network Security					Timing	Annual
Inherent Risk:						
Safety	Reputational	Fraud	Financial	Operational	Regulatory-	IT
	✓	✓	✓	✓	✓	✓
Scoping Considerations:						

• Network security management processes ensure:
  • Identification of vulnerabilities such as unauthorized access or data breaches
  • Implementation of security measures to protect the District's network infrastructure
  • Utilization of firewalls, antivirus software, user training programs, and intrusion detection/prevention systems
  • Implementation of timely patch management to address security vulnerabilities						

• Adequacy of internal controls to achieve process/function objectives						
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance						
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable						

High Risk Areas: Information Technology – *Data Intelligence*

Data Intelligence						Timing	FY 2025-26
Inherent Risk:							
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT	
	✓	✓	✓	✓	✓	✓	
Scoping Considerations:							

• District data is proactively managed and safeguarded:
  • Data management practices ensure compliance with privacy regulations (FERPA, HIPAA, PHI, PII).
  • Student and staff records are secure including data encryption, access controls, and data retention
  • Data breaches are properly identified, managed, and disclosed							

• Adequacy of internal controls to achieve process/function objectives							
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance							
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable							

High Risk Areas: Information Technology – *Information & Technology Department*

Vendor Management						Timing	FY 2026-27
Inherent Risk:							
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT	
	✓	✓	✓	✓	✓	✓	
Scoping Considerations:							

• Vendor management processes for IT vendors and service organizations ensure:
  • Security and compliance of IT service providers/organizations
  • Contracts and SLAs include provisions to ensure availability, security, and privacy requirements are met
  • Service organizations are subject to oversight and monitoring							

• Adequacy of internal controls to achieve process/function objectives							
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance							
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable							

High Risk Areas: Information Technology – *Enterprise Applications*

Logical Security						Timing	FY 2026-27
Inherent Risk:							
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT	
	✓	✓	✓	✓	✓	✓	
Scoping Considerations:							

• Logical security management processes include:
  • User and administrator account management – creation, termination, assigning access privileges to key systems
  • Identity and access management controls: authentication, password policies, and periodic access reviews to identify excessive privileges							

• Adequacy of internal controls to achieve process/function objectives							
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance							
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable							

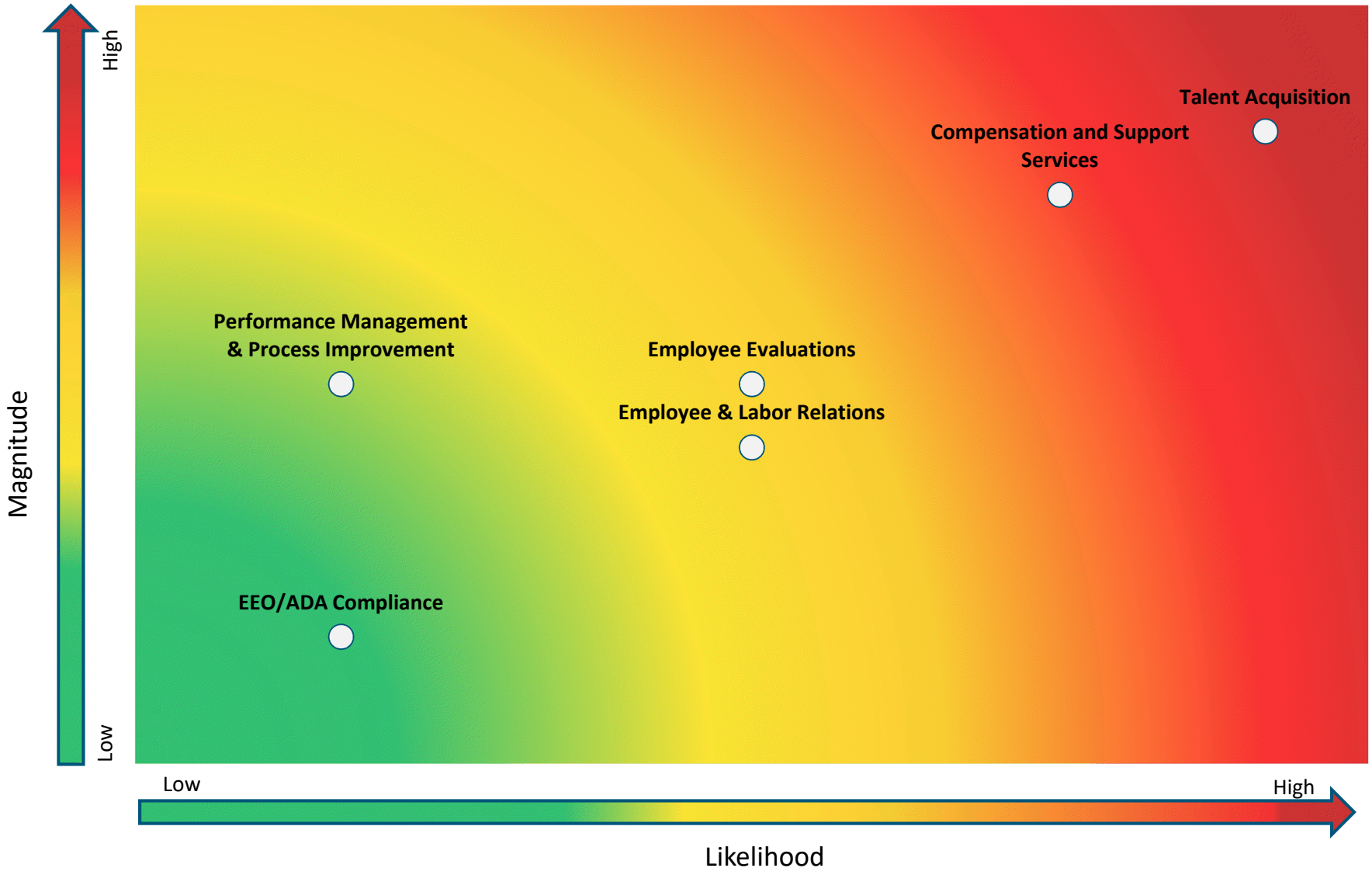
High Risk Areas: Information Technology - *Planning, Implementation, Transition, Adoption & Continuous Improvement*

Application Optimization & Integration					Timing	FY 2026-27
Inherent Risk:						
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT
			✓	✓	✓	✓
Scoping Considerations:						

• Key applications are implemented to maximize utility for the District including:
  • Automation of processes and controls
  • Alignment of system functionality/workflows and business processes
  • Integration of systems to minimize manual reconciliations and data entry						

• Adequacy of internal controls to achieve process/function objectives						
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance						
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable						

Human Resources



Human Resources– Proposed Audit Plan

Functional Area/Process	FY 2024-25	FY 2025-26	FY 2026-27	Reports to: Deputy Superintendent
Recruiting	✓			
Candidate Selection & Hiring	✓			
Employee Onboarding	✓			
Staff Development		✓		
Compensation		✓		
Employee Support			✓	

High Risk Areas: Human Resources – *Talent Acquisition & Operations*

Recruiting						Timing	FY 2024-25
Inherent Risk:							
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT	
	✓		✓	✓	✓		
Scoping Considerations:							

• District recruiting process ensures:
  • Recruiting plans and initiatives (job fairs, websites, campus recruiting, etc.) are effectively utilized
  • Positions are approved for budget allocation and advertisement
  • Timely job postings, review of candidate submissions, candidate outreach and screening
  • Job postings are accurate - position requirements updated and aligned with job responsibilities
  • Vacancy rates and barriers to hiring are evaluated
  • Non-discriminatory recruiting							

• Adequacy of internal controls to achieve process/function objectives							
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance							
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable							

High Risk Areas: Human Resources – *Talent Acquisition & Operations*

Candidate Selection & Hiring				Timing	FY 2024-25	
Inherent Risk:						
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT
	✓		✓	✓	✓	
Scoping Considerations:						

• District candidate selection and hiring process ensures:
  • Timely completion of candidate selection and hiring tasks and collaboration with hiring location
  • Interviews are scheduled & conducted by HR and/or the hiring location
  • Reference requirements and education, experience, certifications, licensure or other qualifications are confirmed
  • Background Checks & Drug Testing are performed, as needed
  • Veteran hiring preference requirements and non-discriminatory hiring practices are followed
  • New hires are approved at the appropriate level
  • Salary negotiations are equitable and include collaboration with the hiring department
  • Hybrid work environment or other preferred requests are approved and consistent between areas
  • Task-assigned employees are approved at the appropriate level						

• Adequacy of internal controls to achieve process/function objectives						
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance						
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable						

High Risk Areas: Human Resources – *Talent Acquisition & Operations*

Employee Onboarding					Timing	FY 2024-25
Inherent Risk:						
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT
	✓		✓	✓		
Scoping Considerations:						

• District process for employee on-boarding ensures:
  • Timely employee set up in SAP
  • System access assignment with appropriate privileges
  • New hires receive required training for their position
  • New hire paperwork and badging is completed, as required						

• Adequacy of internal controls to achieve process/function objectives						
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance						
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable						

High Risk Areas: Human Resources – *Talent Acquisition & Operations*

Staff Development					Timing	FY 2025-26
Inherent Risk:						
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT
	✓		✓	✓	✓	
Scoping Considerations:						

• District staff development process ensures:
  • Instructional and non-instructional employees receive the appropriate professional development
  • Support for continuing education, certification/licensure, and advanced degrees
  • Compliance with collective bargaining and other labor relations requirements
  • Succession planning and knowledge transfer occurs – *building a deeper bench*						

• Adequacy of internal controls to achieve process/function objectives						
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance						
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable						

High Risk Areas: Human Resources – *Compensation & HR Support Services*

Compensation					Timing	FY 2025-26
Inherent Risk:						
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT
	✓		✓	✓	✓	
Scoping Considerations:						

• District compensation process ensures:
  • Competitive compensation through salary studies, market research, benchmarking, and other techniques
  • Salary enhancements for experience, education, certification, or licensure are provided to encourage staff development and retain highly-skilled staff
  • Bonuses or hiring incentives are systematically awarded and authorized at the appropriate level.						

• Adequacy of internal controls to achieve process/function objectives						
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance						
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable						

High Risk Areas: Human Resources – *Compensation & HR Support Services*

Employee Support						Timing	FY 2026-27
Inherent Risk:							
Safety	Reputational	Fraud	Financial	Operational	Regulatory	IT	
	✓		✓	✓	✓		
Scoping Considerations:							

• District employee support processes ensure:
  • Employees receive training on District HR procedures
  • There is a non-retaliatory process for reporting bullying, harassment, hostile work environment, etc.
  • Incidents and complaints are properly documented
  • Complaints are investigated, escalated, and resolved in a timely fashion
  • Complaints remain private or protected, when required							

• Adequacy of internal controls to achieve process/function objectives							
• Compliance with District Policies, Florida Statutes, Florida Department of Education Rules, and other authoritative guidance							
• Use of KPIs for self-assessment, continuous improvement, and benchmarking against best practices and innovative approaches at peer Districts, as applicable							

APPENDIX A - Audit Universe & Risk Ratings

Functional Areas	Organizational Reporting	Overall Risk Assessment	Internal Audit Timing		
			FY 2024-25	FY 2025-26	FY 2026-27
Governance (including Board-appointed committees and public stakeholders)	**School Board of Broward**	High			
Governance Model		High	✓		
School Board Direct Hire Process		High		✓	
Internal Audit		High		✓	
Investigations		High			✓
Superintendent (Included in Governance)		High			
Enterprise Risk Management (Included in Governance)		High			
General Counsel		Moderate			
Teaching & Learning	**Deputy Superintendent Teaching & Learning**	Moderate			
Student Services		High			
FOCUS Implementation		High	✓		
Student Support/Mental Health		High		✓	
Academics & Curriculum (Elementary, Secondary, ESOL)		Moderate			
Contracts & Grants		Moderate			
Athletics and Student Activities		Moderate			
Exceptional Student Education (ESE)		Moderate			
Career Technical & Adult Education (CTAE)		Moderate			
Professional & Leadership Development		Moderate			
District Support (Charter & Virtual Schools)		Moderate			
Headstart/VPK		Low			
Afterschool		Low			
Safety & Security	**Chief Safety & Security Officer**	High			
District Security Plan		High	✓		
Business Continuity & Disaster Recovery		High		✓	
Community Engagement		High			✓
Behavioral Threat Assessment		High		✓	
Safety & Security Operations (Included in District Security Plan)		High			
School Security Support Services		Moderate			
Special Investigative Unit		Moderate			
Fire		Moderate			

APPENDIX A - Audit Universe & Risk Ratings

Functional Areas	Organizational Reporting	Overall Risk Assessment	Internal Audit Timing		
			FY 2024-25	FY 2025-26	FY 2026-27
Operations	**Deputy Superintendent Finance & Operations**	High			
Procurement		High			
Vendor Database		High	✓		
Ariba implementation		High	✓		
PPO Contracting & Procurement Follow-Up		High		✓	
Public Records		High			
Records Management		High			✓
Building		Moderate			
Internal Accounts		Moderate			
Student Transportation & Fleet Services		Moderate			
Business Support Center		Moderate			
Warehousing Services		Moderate			
Food & Nutrition Services		Low			
Risk Management		Low			
Economic Development & Diversity		Low			
Finance	**Deputy Superintendent Finance & Operations**	High			
Budgets		High			
FTE Calculations & Projection		High	✓		
Budget Process		High			✓
Accounts Payable & Disbursements Follow-up		High		✓	
Payroll & Employee Data Management		High		✓	
Cash Management & Treasury		High		✓	
Fixed Assets		High			
Asset Management		High			✓
Technology Asset Management		High			✓
Ad valorem (Millage)		Moderate			
Purchasing Card (P-Card)		Moderate			
Capital Budgeting		Moderate			
Bond Compliance		Moderate			
Federal Programs & Grants		Moderate			
Benefits & Employee Services		Moderate			
Accounts Receivable		Moderate			
Bond Issuance		Low			
Financial Reporting and Disclosures		Low			
Workers Compensation		Low			

APPENDIX A - Audit Universe & Risk Ratings

Functional Areas	Organizational Reporting	Overall Risk Assessment	Internal Audit Timing		
			FY 2024-25	FY 2025-26	FY 2026-27
Communications & Legislative Affairs	**Chief Communications & Legislative Affairs Officer**	Moderate			
Legislative Affairs		High			✓
Communications and Marketing		Moderate			
Broward Education Communications Network (BECON)		Moderate			
Mass Media and Community Relations		Moderate			
Facilities	**Chief Facilities Officer**	High			
Facility Assessment & Maintenance		High	✓		
Enhanced Hurricane Protection Inspection Process Follow-Up		High		✓	
Facility Improvement		High			✓
Demographics & Enrollment Planning		High			
Redefining Our Schools Initiative		High	✓		
Physical Plant Operations		High			
Work Order Processing		High	✓		
Inventory Management		High			✓
Construction (Capital Programs)		High			
SMART Bond		High	✓		✓
Construction Project Closeout		High		✓	
Facility Planning & Real Estate		Moderate			
Environmental Health & Safety		Moderate			
Information Technology	**Chief Information Officer**	High			
IT Governance		High	✓		
Standalone Systems		High	✓		
Educational Technology		High		✓	
IT Security & Infrastructure Services		High			
Cybersecurity		High	✓	✓	✓
Network Security		High	✓	✓	✓
Data Intelligence		High		✓	
Vendor Management		High			✓
Enterprise Applications		High			
Logical Security		High			✓
Planning, Implementation, Transition, Adoption & Continuous Improvement		High			
Application Optimization & Integration		High			✓
Technology Support Services		Moderate			

APPENDIX A - Audit Universe & Risk Ratings

Functional Areas	Organizational Reporting	Overall Risk Assessment	Internal Audit Timing		
			FY 2024-25	FY 2025-26	FY 2026-27
People (Human Resources)	**Deputy Superintendent Chief of Staff**	High			
Talent Acquisition & Operations		High			
Recruiting		High	✓		
Candidate Selection		High	✓		
Onboarding		High	✓		
Staff Development		High		✓	
Compensation and Support Services		High			
Compensation		High		✓	
Employee Support		High			✓
Employee Data Management (Included in Payroll)		High		✓	
Employee & Labor Relations		Moderate			
Employee Evaluations		Moderate			
EEO/ADA Compliance		Low			
Performance Management & Process Improvement		Low			

Teaching & Learning

Acting Superintendent of Teaching & Learning
Chief Academic Officer
Regional Superintendent
Regional Superintendent
Associate Superintendent of Non-Traditional Schools

Safety and Security

Chief Safety & Security Officer

Operations

Deputy Superintendent Finance & Operations
ED Director of Operations
Chief Building Official
ED Student Transportation & Fleet Services
Director Business Support Center
Risk Manager

Facilities

ED Physical Plant Operations (PPO)
ED Capital Programs

Finance

Deputy Superintendent Finance & Operations
Associate Superintendent Finance

People (Human Resources)

Deputy Superintendent Chief of Staff
Chief People Officer

Governance (including Board-appointed committees and public stakeholders)

9 School Board Members
5 Audit Committee Members
Incoming Superintendent
Chief Internal Auditor
Director Internal Audit
Assistant Director Internal Audit

Communications & Legislative Affairs

ED BECON/Marketing
Director Legislative Affairs

Information Technology

Chief Information Officer
ED Information Technology
ED Information Technology
Director Information Technology

Established 1915
BROWARD
County Public Schools







SCHOOL BOARD POLICY PROJECT

Policy 8560 (Previously 2501) – Forms Control System

Policy 8520 (Previously 5008) – Centralized Student Record Keeping

Policy Review Project: Rule Development Workshop

INTRODUCTION

POLICY NO. 1000

RULE DEVELOPMENT AND RULEMAKING

7. (POLICY) RULE UPDATES- Each rule (policy) must be reviewed and/or revised within five (5) years of the policy's last review to ensure that it continues to be relevant regarding the needs of the District and comply with current requirements of The School Board's governing laws and rules. Additionally, the Superintendent's designee(s) shall conduct a formal review of all District rules in compliance with Section 120.74, Fla. Stat.

Purpose

To orient all School Board members on the proposed policy revisions and capture the Board's feedback for Rulemaking.

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 two policies presented in this presentation and provide guidance and direction to the Superintendent for Rulemaking at a subsequent Board meeting.

Financial Impact: There is no financial impact for policy reviews.

Policy Title

At-A-Glance

Policy Number and Title	Urgency- Impact on district operations	Summary of Revisions
Policy 8560 (Previously 2501) – Forms Control System	**None**	More concise to increase coherence with less duplication. More consistent with Records Retention operations.

Established 1915 BROWARD County Public Schools

Page	Section	Proposed Revision	Rationale/Looping feedback
Page 1	Introduction	Strikethrough/Revision	More concise and less duplication
Page 1	Rule1	Changed Forms Control Office to IT Records Retention	Consistent with operations and recommendation by the Records Retention Department
Pages 1	Rule 2	Replaced Broward County school system with District	More concise
Pages 1	Rule 3	Reorganized wording	More concise and to increase coherence
Pages 1	Rule 4	Changed Forms Control Office to IT Records Retention	Consistent with operations and recommendation by the Records Retention Department

Policy Title

At-A-Glance

Policy Number and Title	Urgency- Impact on district operations	Summary of Revisions
Policy 8520 (Previously 5008) – Centralized Student Record Keeping	**None**	Repeal the policy as the information is already contained in Policy 1480; Student Records: Confidentiality and Family Education Rights

Page	Section	Proposed Revision	Rationale/Looping feedback
Page 1	Policy	Repeal	Repeal the policy as the information is already contained in Policy 1480; Student Records: Confidentiality and Family Education Rights



Board Discussion

&

Guidance

Debra Hixon, Chair
Sarah Leonardi, Vice Chair

Lori Alhadeff
Maura McCarthy Bulman
Adam Cervera, 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.

~~2501~~ 8560 ~~2501~~

FORMS CONTROL SYSTEM

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA (SBBC) MAINTAINS A DISTRICT-WIDE FORMS CONTROL ~~A FORMS CONTROL~~ SYSTEM TO ~~CONTROL FORMS SHALL BE MAINTAINED TO~~ COLLECT, CATALOG, INDEX, REVIEW AND APPROVE ALL FORMS UTILIZED WITHIN ~~THE BROWARD COUNTY SCHOOL DISTRICT~~SBBC~~SYSTEM~~.

~~THOSE DISTRICT FORMS, AS INDEXED IN THE FORMS INDEX, SHALL CONSTITUTE THE APPROVED DISTRICT FORMS AS REQUIRED BY FLORIDA STATUTE.~~

~~AUTHORITY: F. S. 230.22 (1) (2)~~ ~~Policy Adopted: 4/3/80~~

I. **RULES**

~~I~~A. The Information and Technology (IT) Records Retention ~~Forms Control~~ Office shall develop and maintain ~~distribute to all county department heads and principals~~ a ~~Forms Control~~ m~~M~~anual ~~which shall~~accessible to all ~~county~~ SBBC department heads and principals which sets forth the procedures necessary tofor the be usedprocess to control District in the forms control formsto maintain and monitor all existing, new, and revised forms system.

~~III~~C. Any form developed for use ~~in the School Board of Broward County~~within SBBC ~~school system~~ to solicit information between administrative units or the public must comply with School Board policies, Federal and State laws, ~~shall have as its basis a requirement by statute,~~ regulations, ~~–~~rules, or ~~–~~Board-approved programs.

~~IV~~D. A copy of any form listed in the Forms Index may be obtained ~~without cost~~ by the public from the ~~Forms Control~~ IT Records Retention Office without cost.

Policy Custodian: Information and Technology Department

Former Policy Number: 2501

Policy Status: Active

~~AUTHORITY~~Authority: ~~F. S. 230.22 (1) (2)~~ Sections 120.52(6), 120.54, 120.81(1)(a), 1001.41~~-~~(1) and (2), 1001.42(28), 1008.385, Florida Statutes

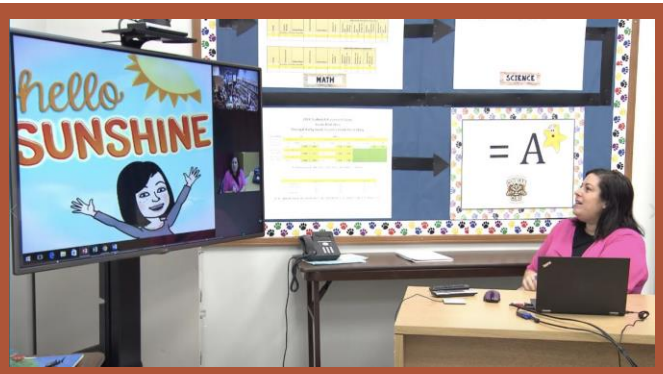
History: ~~Rules Policy~~ Adopted: ~~:~~ 4/3/80; Amended

CENTRALIZED STUDENT RECORD-KEEPING

THE PUPIL ACCOUNTING DEPARTMENT SHALL MAINTAIN A CENTRALIZED SYSTEM OF INFORMATION RELATING TO ALL STUDENTS ENROLLED IN THE BROWARD COUNTY SCHOOL SYSTEM.

AUTHORITY: F.S. 230.22 (1) (2)
POLICY ADOPTED: 11/13/69
POLICY READOPTED: 9/5/74 POLICY AMENDED: 1/8/81







Rolando Alvarez, Executive Director, Student Transportation and Fleet Services
Wanda F. Paul, Chief Operations & Facilities Officer

Student Transportation & Fleet Services
Transportation Information Request



MISSION

Ensuring the safe and efficient transportation of students to and from academic and extracurricular activities.

Key Focal Points for Transportation Success

- Safe and Operational School Buses
- Efficient and Effected Routing
- Exceptional Bus Operators and Bus Attendant
- Improved Customer Service

BCPS Strategic Plan

- High-Quality Instruction
- Safe & Supportive Environment
- Effective Communication



Today's Presentation

- Overview of current BCPS Student Transportation & Fleet Services
- Annual Mileage
- Magnet Programs and Transportation Boundary Financial Impact
- Nova HUB Concept
- Bus Assignments & Empty/Open Seat



Transportation Overview

TRANSPORTATION STATISTICS

Total Number of employees
- 1500

Number of School Buses
- 1200

Current Number of Routes
- 745

Average Yearly Traveled Mileage
- 12,000,000 miles

Number of students Transported Daily
- Over 52,000 students

Service over 230 locations
- Public K-12 Schools, Centers and Technical Colleges

Years	Total Annual Mileage
2015-2016	12,315,450
2016-2017	11,804,799
2017-2018	12,823,978
2018-2019	No Data Collected
2019-2020	10,577,210
2020-2021	10,695,916
2021-2022	12,118,218
2022-2023	13,071,352
2023-2024	12,976,046

Transportation Overview

Current 3 Tier Routing Model

Grade Level	Bell Time	Drop-Off AM	#AM & #PM Routes
Tech Colleges	6:50 am-1:50 pm	6:30 am	745
High Schools	7:00 am-2:40 pm	7:00 am	745
Elementary	8:00 am-2:00 pm	7:40 am	745
Centers	8:00 am-2:15 pm	7:40 am	745
Nova Elementary	9:30 am–3:30 pm	9:00 am	745
Middle Schools	8:30 am-4:30 pm	8:10 am	745
Nova Middle, Nova High School & Centers	9:30 am-4:30 pm	9:00 am	745

- Schools operate on staggered bell times to accommodate bus tiering.
- Due to the variation in instructional hours, some bus runs may extend into another tiers.
- Nova has two dismissals in the PM

Magnet Programs and Transportation Boundary Financial Impact

- Magnet Programs and Transportation Boundary Financial Impact



Magnet Programs and Transportation Boundary Financial Impact

Magnet Cost for Countywide School 23-24

Financial challenges associated with transporting students enrolled in Magnet programs across county-wide and extended transportation boundaries.

Countywide	Number of Magnet Buses	Average Hours Per Bus	Total Days	Total Hours Per Day	Salaries W/Fringe	Operational Cost	Number of Students	Total Cost	Cost Per Student
Dandy, William Middle	10	1.5	180	26	72,171	34,018	89	106,189	$1,193
Dillard High/Parkway Middle	25	3.0	180	81	360,855	170,091	495	530,946	$1,073
Fort Lauderdale High	20	3.1	180	73	298,307	140,608	650	438,915	$675
*New River Middle	18	2.0	180	43	173,210	81,644	194	254,854	$1,314
South Broward High	19	1.5	180	48	137,125	64,634	272	201,759	$742
South Plant. High	13	2.1	180	70	131,351	61,913	196	193,264	$986
Total Countywide:	**105**		**Total Countywide:**		**$1,173,019**	**$552,908**	**1,896**	**$1,725,927**	**$910**

Transportation receives $507.00 for General Education student from the Florida Education Finance Program (FEFP)

Magnet Cost per Student for School with Various Magnet Boundary 23-24

Area/Zoned Schools	Number of Magnet Buses	Average Hours Per Bus	Total Days	Total Hours Per Day	Salaries W/Fringe	Operational Cost	Number of Students	Total Cost	Cost Per Student
Apollo Middle	7	1.2	180	12	40,416	19,050	83	59,466	$716
Atlantic Tech. Center/Coconut Creek High	30	2.1	180	64	303,118	142,876	581	445,994	$768
Atlantic West Elementary	1	0.8	180	1	3,849	1,814	1	5,663	$5,663
Bair Middle	1	2.0	180	8	23,526	9,260	23	32,787	$911
Beachside Montessori/Attucks/Bethune	10	1.3	180	22	62,548	29,482	351	92,031	$262
Boyd Anderson High/Lauderdale Lakes Middle	18	1.5	180	11	129,908	61,233	25	191,140	$7,646
Broward Est Elementary	5	1.0	180	9	24,057	11,339	35	35,396	$1,011
Colbert Elementary	2	1.3	180	14	12,510	5,896	23	18,406	$800
Crystal Lakes Middle/Pompano Middle	9	2.3	180	50	99,596	46,945	181	146,541	$810
Deerfield Bch High	16	2.4	180	50	184,758	87,086	223	271,844	$1,219
Deerfield Bch Middle	7	2.3	180	27	77,464	36,513	49	113,976	$2,326
Deerfield Park Elementary	4	1.1	180	6	21,170	9,979	9	31,149	$3,461
Drew Elementary	1	1.8	180	9	8,661	4,082	15	12,743	$850
Driftwood Middle	8	1.4	180	18	53,888	25,400	82	79,288	$967
Ely High	10	2.5	180	44	120,285	56,697	281	176,982	$630
Hallandale High/McNicol Middle	5	2.6	180	33	62,548	29,482	58	92,031	$1,587
Hollywood Hills High	9	2.1	180	25	90,935	42,863	53	133,798	$2,524
Lauderhill 6-12 STEM-MED	1	1.4	180	6	6,736	3,175	9	9,911	$1,101
Margate Middle	5	1.5	180	14	36,086	17,009	74	53,095	$717
Martin Luther King Elementary	2	0.5	180	3	11,763	4,630	6	16,393	$1,490
Miramar High	13	2.1	180	28	131,351	61,913	73	193,264	$2,647
North Andrews Gardens Elementary	5	1.4	180	11	33,680	15,875	44	49,555	$1,126
North Fork/Walker Elementary	3	1.1	180	9	15,878	7,484	53	23,362	$441
Northeast High	11	2.5	180	25	132,314	62,367	186	194,680	$1,047
*Plantation High	5	3.2	180	25	76,982	36,286	11	113,268	$10,297
Pompano Academy	19	2.3	180	58	210,258	99,106	722	309,364	$428
Riverland Elementary	2	1.4	180	6	13,472	6,350	9	19,822	$2,202
Sanders Park/Markham/Palmview Elementary	2	0.3	180	11	2,887	1,361	20	4,248	$212
Sheridan Technical	24	1.5	180	42	171,272	67,415	324	238,686	$568
Silver Lakes Middle	1	1.0	180	4	4,811	2,268	9	7,079	$787
Stranahan High	10	2.3	180	37	110,662	52,161	160	162,823	$1,018
Sunrise Middle	11	1.3	180	12	68,803	32,431	200	101,234	$506
Wilton Manors Elementary	2	1.5	180	4	14,434	6,804	13	21,238	$1,634
Young, Virginia Elementary	8	2.1	180	46	80,832	38,100	136	118,932	$874
Total Area/Zoned:	**267**			**Total Area/Zoned:**	**$2,441,456**	**$1,134,733**	**4,122**	**$3,576,189**	**$868**

Nova Complex HUB Concept

HUB Concept is Recommended due to the Ongoing Transportation Challenges and Concerns Related to the Nova Complex

Challenges and Concerns:

- Student safety
- The volume of buses transporting students safely to the Nova Complex.
- Community safety concerns regarding significant traffic congestion at the entry points to the Nova Complex.
- Delays in bus arrivals caused by heavy congestion involving pedestrians, motorists, and commercial vehicles causing safety hazards.
- Stakeholder safety concerns with student travel time.



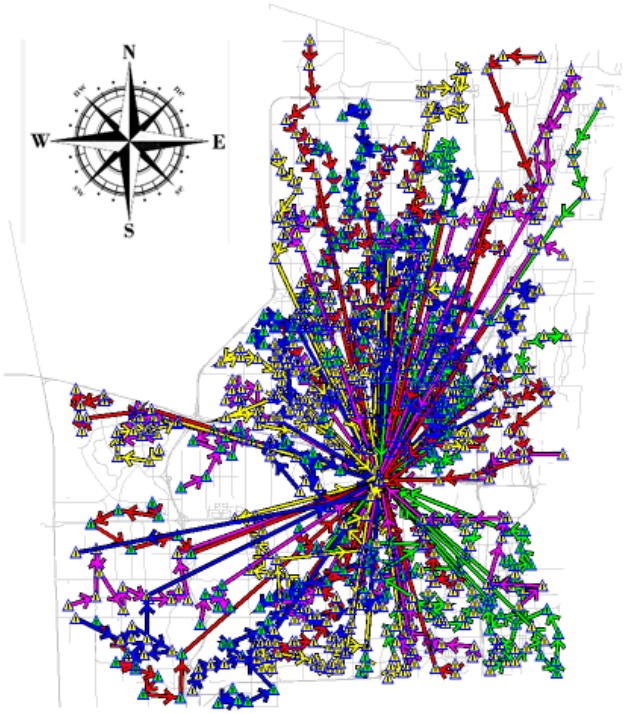
Nova Complex HUB Concept

Current Regular Stops for Nova Complex

111 Current Buses that Service Nova



Broward County Map



Current Scenario vs. HUB Scenario (Nova Complex)

Schools	Current buses	Magnet students	Magnet Buses	Difference
Nova Complex	111	4037	90	-21
Nova Eisenhower	Nova Complex	434	Nova Complex	
Nova Blanche	Nova Complex	467	Nova Complex	
Nova Middle 1311	Nova Complex	944	Nova Complex	
Nova High 1281	Nova Complex	1781	Nova Complex	
McFatter Technical College	Nova Complex	289	Nova Complex	
Broward College Central	Nova Complex	122	Nova Complex	

Nova Complex HUB Concept

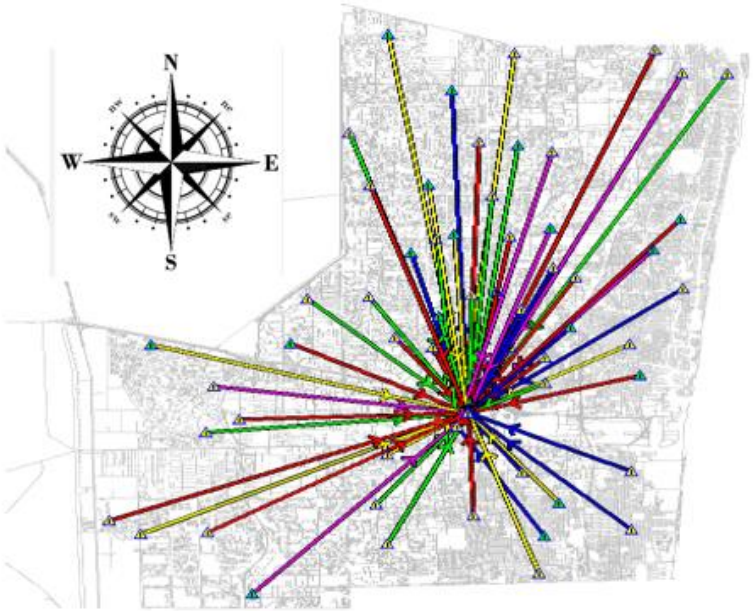
Hub Stops Nova Complex

90 Buses Service Nova Complex with HUB Stops

The reduction of the 21 buses will be utilized to accommodate the change in bell times for all grade levels.



Broward County Map



Nova Complex HUB Concept

Centralized HUB Stops

Pros:

- Centrally located for all choice programs.
- Reduces the number of buses at a schools.
- Improved efficiency in student travel times.
- All buses reassigned from magnet schools will be allocated to support the implementation of the new bell schedule.

Cons:

- Parents responsibility to drop-off and pick-up the student regardless of the distance to the stop.
- Would need security at the HUB location stops
  - HUB locations would be considered a safe stop (i.e.: middle schools or elementary schools)

Student Transportation Assignment and Available Seating

According to Broward County School Board Policy 6600, students who do not meet the eligibility criteria for transportation may still be allowed to ride a bus, provided there is an available seat on a route serving their school.

- Student Bus Assignment
- Student Ridership from FTE Survey February 2024





Student Transportation Assignment and Available Seating

School Bus Seating Assignments per Bus Size

An estimate of the number of student assignments categorized by bus size

(Industry standard/practice)

(77 passenger bus, 72 passenger bus, 65 passenger bus)

77 Passenger	**45 - 50 High School**	**50 -55 Middle School**	**50 - 60 Elementary**
72 Passenger	**45 - 50 High School**	**50 - 55 Middle School**	**50 - 60 Elementary**
65 Passenger	**40 - 45 High School**	**45 - 50 Middle School**	**50 - 55 Elementary**

For students with Special Needs, assignment decisions are guided by both the nature of their needs and the distance from school.

Student Transportation Assignment and Available Seating

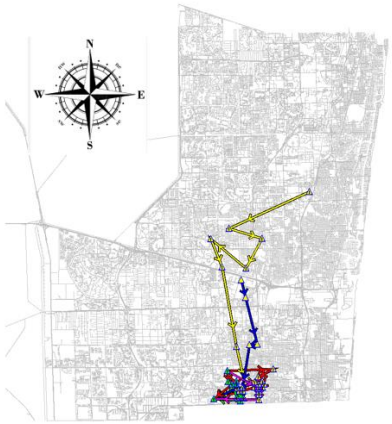
Overcrowded/Overcapacity Student Bus Assignments
Example Miramar High

Capacity	Route #	Student Assigned R2R	FTE Survey February 2024	Run Descriptions	Available Seats	Students Applied
72	3022	68	62	TO MIRAMAR HS	0	1
72	3028	57	37	TO MIRAMAR HS	3	0
72	4086	65	46	TO MIRAMAR HS	1	1
72	3025	55	56	TO MIRAMAR HS	0	0
72	3027	59	42	TO MIRAMAR HS	0	0

NOTE-Due to student size, seating capacity is limited to two students per seat. The practice of over-assigning students is implemented to account for those who register for transportation but ultimately do not utilize the service.

- 72 Passenger bus transports approx. 45 - 50 High School

Broward County Map



Student Transportation Assignment and Available Seating

Overcrowded/Overcapacity Student Bus Assignments
Example West Broward High

Capacity	Route	Student Assigned R2R	FTE Survey February 2024	Run Descriptions	Available Seats	Students Applied
65	5006	59	41	TO WEST BROWARD HIGH	5	0
65	5007	63	59	TO WEST BROWARD HIGH	0	0
65	5207	59	53	TO WEST BROWARD HIGH	2	0
72	5010	72	49	TO WEST BROWARD HIGH	0	0
65	5008	55	30	TO WEST BROWARD HIGH	0	0
65	5012	46	30	TO WEST BROWARD HIGH	0	0

NOTE-Due to student size, seating capacity is limited to two students per seat. The practice of over-assigning students is implemented to account for those who register for transportation but ultimately do not utilize the service.

- 72 Passenger bus transports approx. 45 - 50 High School
- 65 Passenger bus transports approx. 40 - 45 High School

Broward County Map



Student Transportation Assignment and Available Seating

Overcrowded/Overcapacity Student Bus Assignments
Example Cypress Bay High

Capacity	Route	Student Assigned R2R	FTE Survey February 2024	Run Descriptions	Available Seats	Students Applied
72	4005	73	39	TO CYPRESS BAY HIGH	5	0
72	5032	95	54	TO CYPRESS BAY HIGH	5	0
72	5039	55	25	TO CYPRESS BAY HIGH	2	0
72	4010	73	46	TO CYPRESS BAY HIGH	0	0
72	4008	72	44	TO CYPRESS BAY HIGH	0	0
72	5027	77	41	TO CYPRESS BAY HIGH	5	0

NOTE-Due to student size, seating capacity is limited to two students per seat. The practice of over-assigning students is implemented to account for those who register for transportation but ultimately do not utilize the service.

77 Passenger bus transports approx. 45 - 50 High School

Broward County Map



Student Transportation Assignment and Available Seating

Overcrowded/Overcapacity Student Bus Assignments
Example Cypress Bay High

Capacity	Route	Student Assigned R2R	FTE Survey February 2024	Run Descriptions	Available Seats	Students Applied
72	3018	53	37	TO COOPER CITY HIGH	5	2
72	3020	68	44	TO COOPER CITY HIGH	1	0
72	3016	38	24	TO COOPER CITY HIGH	5	2
72	4036	66	49	TO COOPER CITY HIGH	0	0
72	3019	64	43	TO COOPER CITY HIGH	5	0
72	3088	50	49	TO COOPER CITY HIGH	1	0

NOTE-Due to student size, seating capacity is limited to two students per seat. The practice of over-assigning students is implemented to account for those who register for transportation but ultimately do not utilize the service.

- 72 Passenger bus transports approx. 45 - 50 High School

Broward County Map



Student Transportation Assignment and Available Seating

Overcrowded/Overcapacity student bus assignments
Example Taravella High

Capacity	Route	Student Assigned R2R	FTE Survey February 2024	Run Descriptions	Available Seats	Students Applied
72	1432	72	53	TO TARAVELLA HIGH SCHOOL	0	0
72	2086	65	44	TO TARAVELLA HIGH SCHOOL	5	2
72	1433	53	41	TO TARAVELLA HIGH SCHOOL	0	0
72	1212	63	43	TO TARAVELLA HIGH SCHOOL	1	0
72	1439	58	32	TO TARAVELLA HIGH SCHOOL	10	1
72	2087	71	42	TO TARAVELLA HIGH SCHOOL	5	3

Broward County Map



NOTE-Due to student size, seating capacity is limited to two students per seat. The practice of over-assigning students is implemented to account for those who register for transportation but ultimately do not utilize the service.

- 72 Passenger bus transports approx. 45 - 50 High School

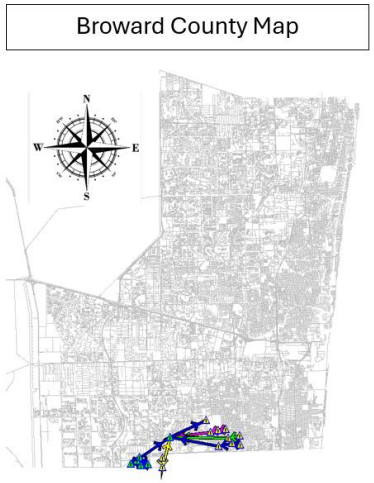
Student Transportation Assignment and Available Seating

Overcrowded/overcapacity student bus assignments
Example New Renaissance Middle

Capacity	Route	Student Assigned R2R	FTE Survey February 2024	Run Descriptions	Available Seats	Students Applied
72	3028	73	49	TO NEW RENAISSANCE MS	0	0
72	3060	48	31	TO NEW RENAISSANCE MS	5	0
72	3252	58	31	TO NEW RENAISSANCE MS	4	2
72	3086	51	37	TO NEW RENAISSANCE MS	2	0
72	3026	54	48	TO NEW RENAISSANCE MS	0	0

NOTE-Due to student size, seating capacity is limited to two students per seat. The practice of over-assigning students is implemented to account for those who register for transportation but ultimately do not utilize the service.

- 72 Passenger bus transports approx. 45 - 50 High School



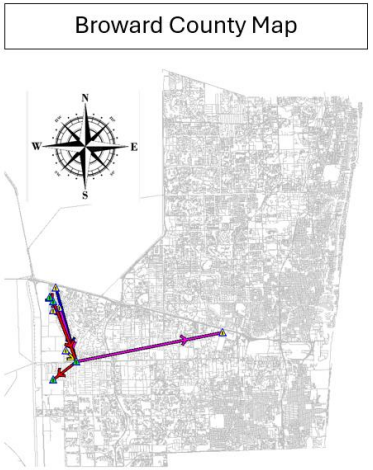
Student Transportation Assignment and Available Seating

Overcrowded/overcapacity student bus assignments
Example Falcon Middle

Capacity	Route	Student Assigned R2R	FTE Survey February 2024	Run Descriptions	Available Seats	Students Applied
72	5038	61	41	TO FALCON COVE MIDDLE	5	0
72	4054	51	45	TO FALCON COVE MIDDLE	5	0
72	4005	48	44	TO FALCON COVE MIDDLE	0	0
72	5044	60	44	TO FALCON COVE MIDDLE	3	0

NOTE-Due to student size, seating capacity is limited to two students per seat. The practice of over-assigning students is implemented to account for those who register for transportation but ultimately do not utilize the service.

- 72 Passenger bus transports approx. 45 - 50 High School



THANK YOU!
Any Questions?



Debra Hixon, Chair
Sarah Leonardi, Vice Chair

Lori Alhadeff
Maura McCarthy Bulman
Adam Cervera, 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.

browardschools.com

APPENDIX

Student Transportation Assignment and Available Seating

School Name	# of Assigned Students	# Regular Buses	Available Seats	Seats Requested and Approved
ANDERSON BOYD HIGH	937	15	10	0
APOLLO MIDDLE	179	9	12	12
ATTUCKS MIDDLE	259	8	0	0
BAIR MIDDLE	256	6	10	3
BAYVIEW ELEMENTARY	68	3	5	3
BEACHSIDE MONTESSORI VILLAGE	180	8	16	16
BENNETT ELEMENTARY	17	1	2	2
BROWARD ESTATES ELEMENTARY	34	3	18	0
CENTRAL PARK ELEMENTARY	33	2	10	0
CHALLENGER ELEMENTARY	31	2	2	16
CHAPEL TRAIL ELEMENTARY	60	1	10	0
COCONUT CREEK ELEMENTARY	34	1	10	4
COCONUT CREEK HIGH	921	21	10	4
COCONUT PALM ELEMENTARY	67	2	5	0
COLBERT ELEMENTARY	29	1	5	0
COLLINS ELEMENTARY	64	2	10	0
COOPER CITY ELEMENTARY	52	2	10	0
COOPER CITY HIGH	448	8	10	5
CORAL COVE ELEMENTARY	87	3	5	0
CORAL GLADES HIGH	619	10	21	7
CORAL SPRINGS HIGH	187	4	5	0
CORAL SPRINGS MIDDLE	93	2	2	2
COUNTRY HILLS ELEMENTARY	59	2	5	0
CROISSANT PARK ELEMENTARY	238	5	15	0
CRYSTAL LAKE MIDDLE	486	15	25	0
CYPRESS BAY HIGH	2410	33	15	0
CYPRESS ELEMENTARY	425	10	21	0
DANDY, WILLIAM MIDDLE	181	10	24	24
DANIA ELEMENTARY	65	2	5	0
DEERFIELD BEACH ELEMENTARY	76	2	5	2
DEERFIELD BEACH HIGH	683	17	12	12
DEERFIELD BEACH MIDDLE	482	9	3	3
DEERFIELD PARK ELEMENTARY	10	2	10	0
DILLARD HIGH DIGITAL LRN COMPLX	50	1	5	5
DISCOVERY ELEMENTARY	130	3	11	0
DOLPHIN BAY ELEMENTARY	25	1	17	4
DREW ELEMENTARY	68	4	10	10
DRIFTWOOD MIDDLE	289	10	23	23
EAGLE POINT ELEMENTARY	324	9	9	9
ELY HIGH	646	14	20	15
EMBASSY CREEK ELEMENTARY	261	6	15	15

School Name	# of Assigned Students	# Regular Buses	Available Seats	Seats Requested and Approved
EVERGLADES ELEMENTARY	462	10	15	19
EVERGLADES HIGH	793	14	14	14
FALCON COVE MIDDLE	1304	27	18	0
FLANAGAN HIGH	771	15	10	10
FOREST GLEN MIDDLE	461	13	8	8
FORT LAUDERDALE HIGH	982	22	10	10
FOX TRAIL ELEMENTARY	423	10	7	7
GATOR RUN ELEMENTARY	221	5	5	0
GLADES MIDDLE	237	8	20	10
GULFSTREAM ACADEMY OF HALLANDALE	218	4	20	0
HALLANDALE HIGH	514	10	10	3
HARBORDALE ELEMENTARY	74	4	5	0
HAWKES BLUFF ELEMENTARY	39	3	18	4
HENRY D. PERRY EDUCATIONAL CENTER	287	14	10	0
HERON HEIGHTS ELEMENTARY	286	6	5	5
HOLLYWOOD HILLS HIGH	627	11	29	6
INDIAN RIDGE MIDDLE	1012	24	22	22
INDIAN TRACE ELEMENTARY	94	3	17	0
LARKDALE ELEMENTARY	72	2	15	0
LAUDERDALE LAKES MIDDLE	346	6	10	0
LAUDERHILL 6-12 STEM-MED MAGNET	13	3	15	0
LIBERTY ELEMENTARY	244	7	13	8
LLOYD ESTATES ELEMENTARY	34	2	19	0
LYONS CREEK MIDDLE	596	15	8	8
MANATEE BAY ELEMENTARY	333	10	20	5
MAPLEWOOD ELEMENTARY	22	1	7	7
MARGATE ELEMENTARY	85	4	10	0
MARGATE MIDDLE	329	14	25	25
MARKHAM ELEMENTARY	205	5	8	0
MCARTHUR HIGH	114	2	7	0
MCNAB ELEMENTARY	45	2	15	12
MCNICOL MIDDLE	153	3	10	0
MILLENNIUM MIDDLE	464	15	16	16
MIRAMAR HIGH	518	11	10	10
MIRROR LAKE ELEMENTARY	23	1	5	0
MONARCH HIGH	611	11	8	8
NEW RENAISSANCE MIDDLE	538	13	15	15
NEW RIVER MIDDLE	583	21	18	5
NOB HILL ELEMENTARY	49	1	19	12
NORTH ANDREWS GARDENS ELEMENTARY	57	5	18	0
NORTH FORK ELEMENTARY	59	2	18	0

Student Transportation Assignment and Available Seating

School Name	# of Assigned Students	# Regular Buses	Available Seats	Seats Requested and Approved
NORTHEAST HIGH	425	12	8	8
OAKLAND PARK ELEMENTARY	32	2	5	0
OLSEN MIDDLE	258	7	17	17
PALM COVE ELEMENTARY	57	4	15	0
PARK LAKES ELEMENTARY	67	2	15	0
PARK RIDGE ELEMENTARY	61	1	9	0
PARK TRAILS ELEMENTARY	327	8	7	7
PARKWAY MIDDLE	574	21	10	0
PASADENA LAKES ELEMENTARY	52	2	10	0
PEMBROKE PINES ELEMENTARY	42	1	5	0
PETERS ELEMENTARY	83	3	21	0
PINES MIDDLE	152	6	15	15
PIONEER MIDDLE	595	14	22	22
PIPER HIGH	589	11	21	4
PLANTATION ELEMENTARY	85	2	7	0
PLANTATION HIGH	596	14	17	12
PLANTATION MIDDLE	80	5	19	0
POMPANO BEACH ELEMENTARY	46	1	0	0
POMPANO BEACH HIGH	602	19	15	3
POMPANO MIDDLE	165	4	12	8
QUIET WATERS ELEMENTARY	265	6	11	0
RAMBLEWOOD MIDDLE	82	3	6	0
RICKARDS MIDDLE	256	6	5	4
RIVERGLADES ELEMENTARY	232	9	8	8
RIVERLAND ELEMENTARY	18	2	10	0
RIVERSIDE ELEMENTARY	46	1	5	8
ROCK ISLAND ELEMENTARY	64	3	6	6
SANDERS PARK ELEMENTARY	45	2	7	0
SAWGRASS ELEMENTARY	17	1	15	3
SAWGRASS SPRINGS MIDDLE	330	10	6	6
SEA CASTLE ELEMENTARY	81	2	10	0
SEMINOLE MIDDLE	172	5	6	6
SILVER LAKES MIDDLE	52	3	5	6
SILVER PALMS ELEMENTARY	30	2	4	4
SILVER RIDGE ELEMENTARY	147	7	15	15
SILVER TRAIL MIDDLE	505	14	15	0
SOUTH BROWARD HIGH	693	15	10	7
SOUTH PLANTATION HIGH	712	15	15	0
STEPHEN FOSTER ELEMENTARY	23	1	10	0
STONEMAN DOUGLAS HIGH	982	17	12	12
STRANAHAN HIGH	402	11	13	9
SUNRISE MIDDLE	507	14	10	10
SUNSET LAKES ELEMENTARY	64	3	8	0
TAMARAC ELEMENTARY	52	5	7	3
TARAVELLA HIGH	484	8	5	5
TEQUESTA TRACE MIDDLE	562	14	5	5
THURGOOD ELEMENTARY	50	1	5	0
TRADEWINDS ELEMENTARY	153	3	9	0
TROPICAL ELEMENTARY	215	3	22	0
WALKER ELEMENTARY	37	4	10	0
WEST BROWARD HIGH	898	16	15	0
WESTCHESTER ELEMENTARY	155	3	7	7
WESTERN HIGH	1194	21	5	5
WESTGLADES MIDDLE	997	19	11	11
WESTPINE MIDDLE	103	4	15	15
WHIDDON ALTERNATE CENTER	389	6	5	2
WINSTON PARK ELEMENTARY	30	1	6	6
YOUNG WALTER C MIDDLE	168	7	5	5
YOUNG, VIRGINIA SHUMAN ELEMENTARY	128	11	2	0
			Available	Requests
Total	42089		1586	709

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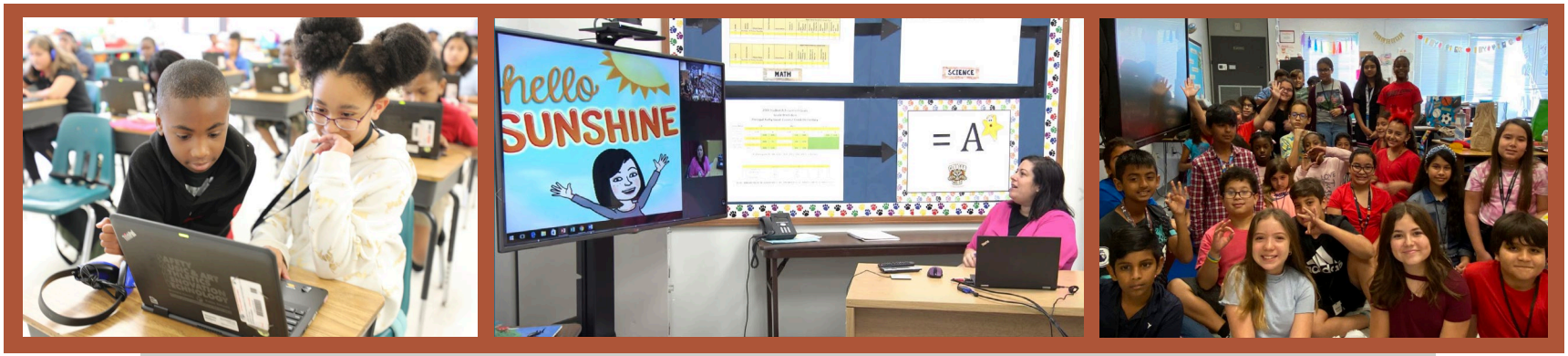

Rolando Alvarez, Executive Director, Student Transportation and Fleet Services
Wanda F. Paul, Chief Operations & Facilities Officer

Student Transportation & Fleet Services
Transportation Information Request



Established 1915
BROWARD
County Public Schools

MISSION

Ensuring the safe and efficient transportation of students to and from academic and extracurricular activities.

Key Focal Points for Transportation Success

- Safe and Operational School Buses
- Efficient and Effected Routing
- Exceptional Bus Operators and Bus Attendant
- Improved Customer Service

BCPS Strategic Plan

- High-Quality Instruction
- Safe & Supportive Environment
- Effective Communication



Today's Presentation

- Overview of current BCPS Student Transportation & Fleet Services
- Annual Mileage
- Magnet Programs and Transportation Boundary Financial Impact
- Nova HUB Concept
- Bus Assignments & Empty/Open Seat



Transportation Overview

TRANSPORTATION STATISTICS

Total Number of employees
- 1500

Number of School Buses
- 1200

Current Number of Routes
- 745

Average Yearly Traveled Mileage
- 12,000,000 miles

Number of students Transported Daily
- Over 52,000 students

Service over 230 locations
- Public K-12 Schools, Centers and Technical Colleges

Years	Total Annual Mileage
2015-2016	12,315,450
2016-2017	11,804,799
2017-2018	12,823,978
2018-2019	No Data Collected
2019-2020	10,577,210
2020-2021	10,695,916
2021-2022	12,118,218
2022-2023	13,071,352
2023-2024	12,976,046

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Transportation Overview

Current 3 Tier Routing Model

Grade Level	Bell Time	Drop-Off AM
Tech Colleges	6:50 am-1:50 pm	6:30 am
High Schools	7:00 am-2:40 pm	7:00 am
Elementary	8:00 am-2:00 pm	7:40 am
Centers	8:00 am-2:15 pm	7:40 am
Nova Elementary	9:30 am–3:30 pm	9:00 am
Middle Schools	8:30 am-4:30 pm	8:10 am
Nova Middle, Nova High School & Centers	9:30 am-4:30 pm	9:00 am

- Schools operate on staggered bell times to accommodate bus tiering.
- Due to the variation in instructional hours, some bus runs may extend into another tiers.
- Nova has two dismissals in the PM
- Total Number of Routes 745

Magnet Programs and Transportation Boundary Financial Impact

- Magnet Programs and Transportation Boundary Financial Impact



Magnet Programs and Transportation Boundary Financial Impact

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Magnet Cost for Countywide School 23-24

Financial challenges associated with transporting students enrolled in Magnet programs across county-wide and extended transportation boundaries.

Countywide	Number of Magnet Buses	Average Hours Per Bus	Total Days	Salaries W/Fringe	Operational Cost	Number of Students	Total Cost	Cost Per Student
Dandy, William Middle	10	1.5	180	72,171	34,018	89	106,189	$1,193
Dillard High/Parkway Middle	25	3.0	180	360,855	170,091	495	530,946	$1,073
Fort Lauderdale High	20	3.1	180	298,307	140,608	650	438,915	$675
New River Middle	18	2.0	180	173,210	81,644	194	254,854	$1,314
South Broward High	19	1.5	180	137,125	64,634	272	201,759	$742
South Plant. High	13	2.1	180	131,351	61,913	196	193,264	$986
Total Countywide:	**105**		**Total Countywide:**	**$1,173,019**	**$552,908**	**1,896**	**$1,725,927**	**$910**

Transportation receives $507.00 for General Education student from the Florida Education Finance Program (FEFP)

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Magnet Cost per Student for School with Various Magnet Boundary 23-24

Area/Zoned Schools	Number of Magnet Buses	Average Hours Per Bus	Total Days	Salaries W/Fringe	Operational Cost	Number of Students	Total Cost	Cost Per Student
Apollo Middle	7	1.2	180	40,416	19,050	83	59,466	$716
Atlantic Tech. Center/Coconut Creek High	30	2.1	180	303,118	142,876	581	445,994	$768
Atlantic West Elementary	1	0.8	180	3,849	1,814	1	5,663	$5,663
Bair Middle	1	2.0	180	23,526	9,260	23	32,787	$911
Beachside Montessori/Attucks/Bethune	10	1.3	180	62,548	29,482	351	92,031	$262
Boyd Anderson High/Lauderdale Lakes Middle	18	1.5	180	129,908	61,233	25	191,140	$7,646
Broward Est Elementary	5	1.0	180	24,057	11,339	35	35,396	$1,011
Colbert Elementary	2	1.3	180	12,510	5,896	23	18,406	$800
Crystal Lakes Middle/Pompano Middle	9	2.3	180	99,596	46,945	181	146,541	$810
Deerfield Bch High	16	2.4	180	184,758	87,086	223	271,844	$1,219
Deerfield Bch Middle	7	2.3	180	77,464	36,513	49	113,976	$2,326
Deerfield Park Elementary	4	1.1	180	21,170	9,979	9	31,149	$3,461
Drew Elementary	1	1.8	180	8,661	4,082	15	12,743	$850
Driftwood Middle	8	1.4	180	53,888	25,400	82	79,288	$967
Ely High	10	2.5	180	120,285	56,697	281	176,982	$630
Hallandale High/McNicol Middle	5	2.6	180	62,548	29,482	58	92,031	$1,587
Hollywood Hills High	9	2.1	180	90,935	42,863	53	133,798	$2,524
Lauderhill 6-12 STEM-MED	1	1.4	180	6,736	3,175	9	9,911	$1,101
Margate Middle	5	1.5	180	36,086	17,009	74	53,095	$717
Martin Luther King Elementary	2	0.5	180	11,763	4,630	6	16,393	$1,490
Miramar High	13	2.1	180	131,351	61,913	73	193,264	$2,647
North Andrews Gardens Elementary	5	1.4	180	33,680	15,875	44	49,555	$1,126
North Fork/Walker Elementary	3	1.1	180	15,878	7,484	53	23,362	$441
Northeast High	11	2.5	180	132,314	62,367	186	194,680	$1,047
*Plantation High	5	3.2	180	76,982	36,286	11	113,268	$10,297
Pompano Academy	19	2.3	180	210,258	99,106	722	309,364	$428
Riverland Elementary	2	1.4	180	13,472	6,350	9	19,822	$2,202
Sanders Park/Markham/Palmview Elementary	2	0.3	180	2,887	1,361	20	4,248	$212
Sheridan Technical	24	1.5	180	171,272	67,415	324	238,686	$568
Silver Lakes Middle	1	1.0	180	4,811	2,268	9	7,079	$787
Stranahan High	10	2.3	180	110,662	52,161	160	162,823	$1,018
Sunrise Middle	11	1.3	180	68,803	32,431	200	101,234	$506
Wilton Manors Elementary	2	1.5	180	14,434	6,804	13	21,238	$1,634
Young, Virginia Elementary	8	2.1	180	80,832	38,100	136	118,932	$874
Total Area/Zoned:	267			*Total Area/Zoned:*	*$2,441,456*	*$1,134,733*	*4,122*	*$3,576,189*	*$868*
	372			*Grand Total:*	*$3,614,476*	*$1,687,641*	*6,018*	*$5,302,117*	*$881*

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Nova Complex HUB Concept

HUB Concept is Recommended due to the Ongoing Transportation Challenges and Concerns Related to the Nova Complex

Challenges and Concerns:

- Student average ride time is between 45 minutes to 1 hour.
- The volume of buses transporting students safely to the Nova Complex.
- Community safety concerns regarding significant traffic congestion at the entry points to the Nova Complex.
- Delays in bus arrivals caused by heavy congestion involving pedestrians, motorists, and commercial vehicles causing safety hazards.
- Stakeholder safety concerns with student travel time.



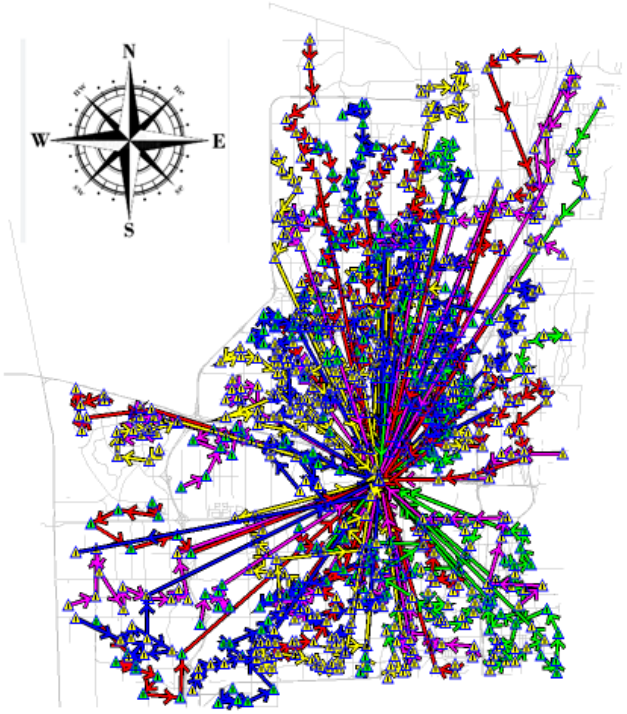
Nova Complex HUB Concept

Current Regular Stops for Nova Complex

111 Current Buses that Service Nova



Broward County Map



Current Scenario vs. HUB Scenario (Nova Complex)

REVISED

Schools	Current buses	Magnet students	Magnet Buses	Difference
Nova Complex	111	4037	90	-21
Nova Eisenhower	Nova Complex	434	Nova Complex	
Nova Blanche	Nova Complex	467	Nova Complex	
Nova Middle 1311	Nova Complex	944	Nova Complex	
Nova High 1281	Nova Complex	1781	Nova Complex	
McFatter Technical College	Nova Complex	289	Nova Complex	
Broward College Central	Nova Complex	122	Nova Complex	

Note: McFatter Technical College and Broward College Central students ride together with the Nova Complex Students

REVISED

Nova Complex HUB Concept

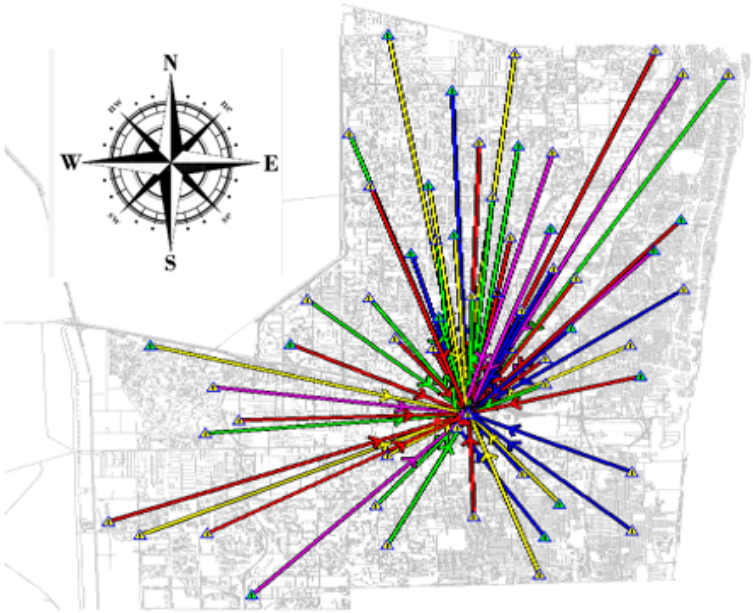
Hub Stops Nova Complex

90 Buses Service Nova Complex with HUB Stops

The **HUB** concept will facilitate the reduction of 21 buses, which can be utilized to accommodate the change in bell times for all grade levels.



Broward County Map



Nova Complex HUB Concept

Centralized HUB Stops

Pros:

- Centrally located for all choice programs.
- Reduces the number of buses at a schools.
- Improved efficiency in student travel times.
- All buses reassigned from magnet schools will be allocated to support the implementation of the new bell schedule.

Cons:

- Parents responsibility to drop-off and pick-up the student regardless of the distance to the stop.
- Would need security at the HUB location stops
  - HUB locations would be considered a safe stop (i.e.: middle schools or elementary schools)

Student Transportation Assignment and Available Seating

According to Broward County School Board Policy 6600, students who do not meet the eligibility criteria for transportation may still be allowed to ride a bus, provided there is an available seat on a route serving their school.

- Student Bus Assignment
- Student Ridership from FTE Survey February 2024





Student Transportation Assignment and Available Seating

School Bus Seating Assignments per Bus Size

An estimate of the number of student assignments categorized by bus size

(Industry standard/practice)

(77 passenger bus, 72 passenger bus, 65 passenger bus)

77 Passenger	**45 - 50 High School**	**50 -55 Middle School**	**50 - 60 Elementary**
72 Passenger	**45 - 50 High School**	**50 - 55 Middle School**	**50 - 60 Elementary**
65 Passenger	**40 - 45 High School**	**45 - 50 Middle School**	**50 - 55 Elementary**

For students with Special Needs, assignment decisions are guided by both the nature of their needs and the distance from school.

Student Transportation Assignment and Available Seating

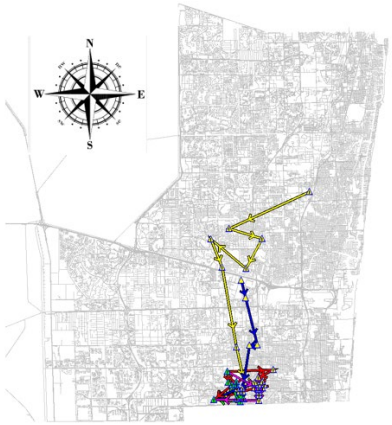
Overcrowded/Overcapacity Student Bus Assignments
Example Miramar High

Capacity	Route #	Student Assigned R2R	FTE Survey February 2024	Run Descriptions	Available Seats	Students Applied
72	3022	68	62	TO MIRAMAR HS	0	1
72	3028	57	37	TO MIRAMAR HS	3	0
72	4086	65	46	TO MIRAMAR HS	1	1
72	3025	55	56	TO MIRAMAR HS	0	0
72	3027	59	42	TO MIRAMAR HS	0	0

NOTE-Due to student size, seating capacity is limited to two students per seat. The practice of over-assigning students is implemented to account for those who register for transportation but ultimately do not utilize the service.

- 72 Passenger bus transports approx. 45 - 50 High School

Broward County Map



Student Transportation Assignment and Available Seating

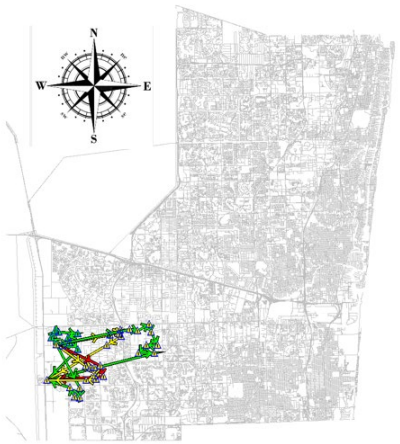
Overcrowded/Overcapacity Student Bus Assignments
Example West Broward High

Capacity	Route	Student Assigned R2R	FTE Survey February 2024	Run Descriptions	Available Seats	Students Applied
65	5006	59	41	TO WEST BROWARD HIGH	5	0
65	5007	63	59	TO WEST BROWARD HIGH	0	0
65	5207	59	53	TO WEST BROWARD HIGH	2	0
72	5010	72	49	TO WEST BROWARD HIGH	0	0
65	5008	55	30	TO WEST BROWARD HIGH	0	0
65	5012	46	30	TO WEST BROWARD HIGH	0	0

NOTE-Due to student size, seating capacity is limited to two students per seat. The practice of over-assigning students is implemented to account for those who register for transportation but ultimately do not utilize the service.

- 72 Passenger bus transports approx. 45 - 50 High School
- 65 Passenger bus transports approx. 40 - 45 High School

Broward County Map



Student Transportation Assignment and Available Seating

Overcrowded/Overcapacity Student Bus Assignments
Example Cypress Bay High

Capacity	Route	Student Assigned R2R	FTE Survey February 2024	Run Descriptions	Available Seats	Students Applied
72	4005	73	39	TO CYPRESS BAY HIGH	5	0
72	5032	95	54	TO CYPRESS BAY HIGH	5	0
72	5039	55	25	TO CYPRESS BAY HIGH	2	0
72	4010	73	46	TO CYPRESS BAY HIGH	0	0
72	4008	72	44	TO CYPRESS BAY HIGH	0	0
72	5027	77	41	TO CYPRESS BAY HIGH	5	0

NOTE-Due to student size, seating capacity is limited to two students per seat. The practice of over-assigning students is implemented to account for those who register for transportation but ultimately do not utilize the service.

77 Passenger bus transports approx. 45 - 50 High School

Broward County Map



Student Transportation Assignment and Available Seating

Overcrowded/Overcapacity Student Bus Assignments
Example Cypress Bay High

Capacity	Route	Student Assigned R2R	FTE Survey February 2024	Run Descriptions	Available Seats	Students Applied
72	3018	53	37	TO COOPER CITY HIGH	5	2
72	3020	68	44	TO COOPER CITY HIGH	1	0
72	3016	38	24	TO COOPER CITY HIGH	5	2
72	4036	66	49	TO COOPER CITY HIGH	0	0
72	3019	64	43	TO COOPER CITY HIGH	5	0
72	3088	50	49	TO COOPER CITY HIGH	1	0

NOTE-Due to student size, seating capacity is limited to two students per seat. The practice of over-assigning students is implemented to account for those who register for transportation but ultimately do not utilize the service.

- 72 Passenger bus transports approx. 45 - 50 High School

Broward County Map



Student Transportation Assignment and Available Seating

Overcrowded/Overcapacity student bus assignments
Example Taravella High

Capacity	Route	Student Assigned R2R	FTE Survey February 2024	Run Descriptions	Available Seats	Students Applied
72	1432	72	53	TO TARAVELLA HIGH SCHOOL	0	0
72	2086	65	44	TO TARAVELLA HIGH SCHOOL	5	2
72	1433	53	41	TO TARAVELLA HIGH SCHOOL	0	0
72	1212	63	43	TO TARAVELLA HIGH SCHOOL	1	0
72	1439	58	32	TO TARAVELLA HIGH SCHOOL	10	1
72	2087	71	42	TO TARAVELLA HIGH SCHOOL	5	3

Broward County Map



NOTE-Due to student size, seating capacity is limited to two students per seat. The practice of over-assigning students is implemented to account for those who register for transportation but ultimately do not utilize the service.

- 72 Passenger bus transports approx. 45 - 50 High School

Student Transportation Assignment and Available Seating

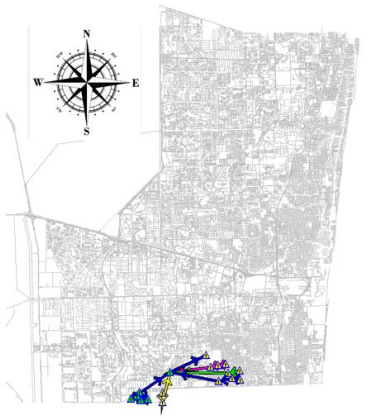
Overcrowded/overcapacity student bus assignments
Example New Renaissance Middle

Capacity	Route	Student Assigned R2R	FTE Survey February 2024	Run Descriptions	Available Seats	Students Applied
72	3028	73	49	TO NEW RENAISSANCE MS	0	0
72	3060	48	31	TO NEW RENAISSANCE MS	5	0
72	3252	58	31	TO NEW RENAISSANCE MS	4	2
72	3086	51	37	TO NEW RENAISSANCE MS	2	0
72	3026	54	48	TO NEW RENAISSANCE MS	0	0

NOTE-Due to student size, seating capacity is limited to two students per seat. The practice of over-assigning students is implemented to account for those who register for transportation but ultimately do not utilize the service.

- 72 Passenger bus transports approx. 45 - 50 High School

Broward County Map



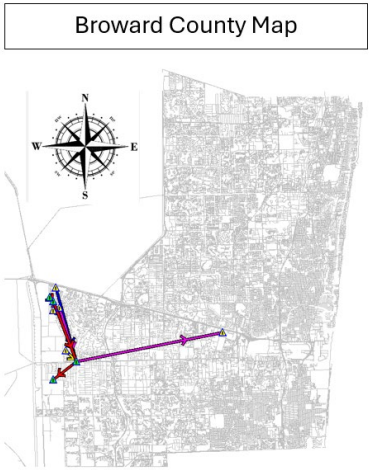
Student Transportation Assignment and Available Seating

Overcrowded/overcapacity student bus assignments
Example Falcon Middle

Capacity	Route	Student Assigned R2R	FTE Survey February 2024	Run Descriptions	Available Seats	Students Applied
72	5038	61	41	TO FALCON COVE MIDDLE	5	0
72	4054	51	45	TO FALCON COVE MIDDLE	5	0
72	4005	48	44	TO FALCON COVE MIDDLE	0	0
72	5044	60	44	TO FALCON COVE MIDDLE	3	0

NOTE-Due to student size, seating capacity is limited to two students per seat. The practice of over-assigning students is implemented to account for those who register for transportation but ultimately do not utilize the service.

- 72 Passenger bus transports approx. 45 - 50 High School



THANK YOU!
Any Questions?



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Nora Rupert
Rebecca Thompson
Dr. Allen Zeman

Dr. Howard Hepburn
Superintendent of Schools

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APPENDIX

Student Transportation Assignment and Available Seating

School Name	# of Assigned Students	# Regular Buses	Available Seats	Seats Requested and Approved
ANDERSON BOYD HIGH	937	15	10	0
APOLLO MIDDLE	179	9	12	12
ATTUCKS MIDDLE	259	8	0	0
BAIR MIDDLE	256	6	10	3
BAYVIEW ELEMENTARY	68	3	5	3
BEACHSIDE MONTESSORI VILLAGE	180	8	16	16
BENNETT ELEMENTARY	17	1	2	2
BROWARD ESTATES ELEMENTARY	34	3	18	0
CENTRAL PARK ELEMENTARY	33	2	10	0
CHALLENGER ELEMENTARY	31	2	2	16
CHAPEL TRAIL ELEMENTARY	60	1	10	0
COCONUT CREEK ELEMENTARY	34	1	10	4
COCONUT CREEK HIGH	921	21	10	4
COCONUT PALM ELEMENTARY	67	2	5	0
COLBERT ELEMENTARY	29	1	5	0
COLLINS ELEMENTARY	64	2	10	0
COOPER CITY ELEMENTARY	52	2	10	0
COOPER CITY HIGH	448	8	10	5
CORAL COVE ELEMENTARY	87	3	5	0
CORAL GLADES HIGH	619	10	21	7
CORAL SPRINGS HIGH	187	4	5	0
CORAL SPRINGS MIDDLE	93	2	2	2
COUNTRY HILLS ELEMENTARY	59	2	5	0
CROISSANT PARK ELEMENTARY	238	5	15	0
CRYSTAL LAKE MIDDLE	486	15	25	0
CYPRESS BAY HIGH	2410	33	15	0
CYPRESS ELEMENTARY	425	10	21	0
DANDY, WILLIAM MIDDLE	181	10	24	24
DANIA ELEMENTARY	65	2	5	0
DEERFIELD BEACH ELEMENTARY	76	2	5	2
DEERFIELD BEACH HIGH	683	17	12	12
DEERFIELD BEACH MIDDLE	482	9	3	3
DEERFIELD PARK ELEMENTARY	10	2	10	0
DILLARD HIGH DIGITAL LRN COMPLX	50	1	5	5
DISCOVERY ELEMENTARY	130	3	11	0
DOLPHIN BAY ELEMENTARY	25	1	17	4
DREW ELEMENTARY	68	4	10	10
DRIFTWOOD MIDDLE	289	10	23	23
EAGLE POINT ELEMENTARY	324	9	9	9
ELY HIGH	646	14	20	15
EMBASSY CREEK ELEMENTARY	261	6	15	15

School Name	# of Assigned Students	# Regular Buses	Available Seats	Seats Requested and Approved
EVERGLADES ELEMENTARY	462	10	15	19
EVERGLADES HIGH	793	14	14	14
FALCON COVE MIDDLE	1304	27	18	0
FLANAGAN HIGH	771	15	10	10
FOREST GLEN MIDDLE	461	13	8	8
FORT LAUDERDALE HIGH	982	22	10	10
FOX TRAIL ELEMENTARY	423	10	7	7
GATOR RUN ELEMENTARY	221	5	5	0
GLADES MIDDLE	237	8	20	10
GULFSTREAM ACADEMY OF HALLANDALE	218	4	20	0
HALLANDALE HIGH	514	10	10	3
HARBORDALE ELEMENTARY	74	4	5	0
HAWKES BLUFF ELEMENTARY	39	3	18	4
HENRY D. PERRY EDUCATIONAL CENTER	287	14	10	0
HERON HEIGHTS ELEMENTARY	286	6	5	5
HOLLYWOOD HILLS HIGH	627	11	29	6
INDIAN RIDGE MIDDLE	1012	24	22	22
INDIAN TRACE ELEMENTARY	94	3	17	0
LARKDALE ELEMENTARY	72	2	15	0
LAUDERDALE LAKES MIDDLE	346	6	10	0
LAUDERHILL 6-12 STEM-MED MAGNET	13	3	15	0
LIBERTY ELEMENTARY	244	7	13	8
LLOYD ESTATES ELEMENTARY	34	2	19	0
LYONS CREEK MIDDLE	596	15	8	8
MANATEE BAY ELEMENTARY	333	10	20	5
MAPLEWOOD ELEMENTARY	22	1	7	7
MARGATE ELEMENTARY	85	4	10	0
MARGATE MIDDLE	329	14	25	25
MARKHAM ELEMENTARY	205	5	8	0
MCARTHUR HIGH	114	2	7	0
MCNAB ELEMENTARY	45	2	15	12
MCNICOL MIDDLE	153	3	10	0
MILLENNIUM MIDDLE	464	15	16	16
MIRAMAR HIGH	518	11	10	10
MIRROR LAKE ELEMENTARY	23	1	5	0
MONARCH HIGH	611	11	8	8
NEW RENAISSANCE MIDDLE	538	13	15	15
NEW RIVER MIDDLE	583	21	18	5
NOB HILL ELEMENTARY	49	1	19	12
NORTH ANDREWS GARDENS ELEMENTARY	57	5	18	0
NORTH FORK ELEMENTARY	59	2	18	0

Student Transportation Assignment and Available Seating

School Name	# of Assigned Students	# Regular Buses	Available Seats	Seats Requested and Approved
NORTHEAST HIGH	425	12	8	8
OAKLAND PARK ELEMENTARY	32	2	5	0
OLSEN MIDDLE	258	7	17	17
PALM COVE ELEMENTARY	57	4	15	0
PARK LAKES ELEMENTARY	67	2	15	0
PARK RIDGE ELEMENTARY	61	1	9	0
PARK TRAILS ELEMENTARY	327	8	7	7
PARKWAY MIDDLE	574	21	10	0
PASADENA LAKES ELEMENTARY	52	2	10	0
PEMBROKE PINES ELEMENTARY	42	1	5	0
PETERS ELEMENTARY	83	3	21	0
PINES MIDDLE	152	6	15	15
PIONEER MIDDLE	595	14	22	22
PIPER HIGH	589	11	21	4
PLANTATION ELEMENTARY	85	2	7	0
PLANTATION HIGH	596	14	17	12
PLANTATION MIDDLE	80	5	19	0
POMPANO BEACH ELEMENTARY	46	1	0	0
POMPANO BEACH HIGH	602	19	15	3
POMPANO MIDDLE	165	4	12	8
QUIET WATERS ELEMENTARY	265	6	11	0
RAMBLEWOOD MIDDLE	82	3	6	0
RICKARDS MIDDLE	256	6	5	4
RIVERGLADES ELEMENTARY	232	9	8	8
RIVERLAND ELEMENTARY	18	2	10	0
RIVERSIDE ELEMENTARY	46	1	5	8
ROCK ISLAND ELEMENTARY	64	3	6	6
SANDERS PARK ELEMENTARY	45	2	7	0
SAWGRASS ELEMENTARY	17	1	15	3
SAWGRASS SPRINGS MIDDLE	330	10	6	6
SEA CASTLE ELEMENTARY	81	2	10	0
SEMINOLE MIDDLE	172	5	6	6
SILVER LAKES MIDDLE	52	3	5	6
SILVER PALMS ELEMENTARY	30	2	4	4
SILVER RIDGE ELEMENTARY	147	7	15	15
SILVER TRAIL MIDDLE	505	14	15	0
SOUTH BROWARD HIGH	693	15	10	7
SOUTH PLANTATION HIGH	712	15	15	0
STEPHEN FOSTER ELEMENTARY	23	1	10	0
STONEMAN DOUGLAS HIGH	982	17	12	12
STRANAHAN HIGH	402	11	13	9
SUNRISE MIDDLE	507	14	10	10
SUNSET LAKES ELEMENTARY	64	3	8	0
TAMARAC ELEMENTARY	52	5	7	3
TARAVELLA HIGH	484	8	5	5
TEQUESTA TRACE MIDDLE	562	14	5	5
THURGOOD ELEMENTARY	50	1	5	0
TRADEWINDS ELEMENTARY	153	3	9	0
TROPICAL ELEMENTARY	215	3	22	0
WALKER ELEMENTARY	37	4	10	0
WEST BROWARD HIGH	898	16	15	0
WESTCHESTER ELEMENTARY	155	3	7	7
WESTERN HIGH	1194	21	5	5
WESTGLADES MIDDLE	997	19	11	11
WESTPINE MIDDLE	103	4	15	15
WHIDDON ALTERNATE CENTER	389	6	5	2
WINSTON PARK ELEMENTARY	30	1	6	6
YOUNG WALTER C MIDDLE	168	7	5	5
YOUNG, VIRGINIA SHUMAN ELEMENTARY	128	11	2	0
			Available	Requests
Total	42089		1586	709