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

TUESDAY, JUNE 10, 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 6/6/25 - Second Revision 6/5/25 - Revised 6/3/25

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. **Members of the public who would like to speak prior to the start of the meeting must register to speak in-person and the Board Chair will only recognize registered participants. Persons desiring to make a presentation as a general public speaker shall register electronically, via an online portal on the School District's website at least five (5) calendar days prior to the School Board meeting by visiting www.browardschools.com/ publicparticipation.**

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. – COMMITTEE REPORTS**
**ADDED EXHIBITS**

Audit Committee
Broward County Association of Student Councils and Student Advisor to the Board

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

Green Advisory Recommendations.pdf
Multilingual Advisory Recommendations.pdf
Topic 1 - Response.pdf

2. **10:30 A.M. - 11:00 A.M. – Rule Development: Strategy & Innovation Policies REVISED**

Presentation.pdf
Policy 6202_2 and 6209 Repealed.pdf
Policy 6230 Redline.pdf
Policy 6240 Redline.pdf
Policy 6250 Redline.pdf
Policy 6280 Redline.pdf
Policy 6400 Redline.pdf
Presentation - REVISED.pdf
Policy 6230 Redline REVISED.pdf
Policy 6280 Redline REVISED.pdf

3. ~~**11:00 A.M. - 12:00 P.M. – 2025 Legislative Session Update**~~ **WITHDRAWN**

2025 Regular Legislative Session Summary Presentation.pdf
2025 Regular Legislative Session Comprehensive Report.pdf

3. **11:00 A.M. - 12:00 P.M. – Community Eligibility Provision (CEP) Universal Free Lunch Pilot Program Transition back to National School Lunch Program (NLSP) REVISED**

Presentation.pdf
Presentation - REVISED.pdf

4. **12:00 P.M. - 12:30 P.M. ATTORNEY CLIENT SESSION**
Gilbane Building Company v. School Board of Broward County, Case No. 24-CV-62238-AHS pending before the United States District Court for the Southern District of Florida.

5. **12:30 P.M. - 1:00 P.M. – WORKSHOP BREAK**

6. **1:00 P.M. - 2:45 P.M. – Rule Development: Teaching & Learning Policies**

Presentation.pdf
Policy 6010_Redline.pdf
Policy 6020_Redline.pdf
Policy 6304 and 6310_Redine.pdf
Policy 5310 and 5.4_Redline.pdf
Policy 6340_Redline.pdf
Policy 6030_Redline and 6100_Redline.pdf

**7. 2:45 P.M. - 3:45 P.M. – Proposed Site Development of Dave Thomas East Education Center**

Presentation.pdf
Workforce Housing Report.pdf

**ADJOURNMENT**

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

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

Any person who decides to appeal any decision made at a meeting(s) announced by this Notice with respect to any matter considered at such meeting(s) will need a record of the proceedings and for such purpose may need that a verbatim record of the proceeding is made, which records testimony and evidence upon which the appeal is to be based.

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

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

# OFFICIAL CORRESPONDENCE
# GREEN ADVISORY COMMITTEE

**To:** Dr. Howard Hepburn, Superintendent
John J. Sullivan, Chief Communications and Legislative Affairs Officer
Debra Hixon, Chair, School Board of Broward County

**From:** Dr. Alec Bogdanoff, Chair, Green Advisory Committee (GAC)

**CC:** Dr. Lisa Milenkovic, Supervisor, STEM+Computer Science, Applied Learning (GAC Liaison)
Susan M. Cantrick, Director, Applied Learning (Policy Custodian Department Director)

**Date:** June 4, 2025

**Subject:** Sustainable and Resilient Building Standards and Design Specifications

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## Summary of Motion

On May 8, 2025, the Green Advisory Committee (GAC) unanimously approved a policy recommendation to **develop sustainability and resilient building standards and design specifications** for Broward County Public Schools (BCPS). This should be for both new building and upgrades to existing buildings. The vote was conducted with 100% attendance of the committee.

This recommendation addresses a critical need to align BCPS's built environment with modern environmental and resilience goals. The motion calls for the creation of comprehensive design and construction guidelines that consider sustainability, current and future flood risks, energy efficiency, urban heat mitigation, and ecological best practices—including but not limited to landscaping, canopy coverage, and site-level resilience strategies.

GAC operates under Policy 4210, amended by the School Board of Broward County (SBBC) on September 13, 2022, and is overseen by the Applied Learning Department.

## Purpose and Justification

Broward County Public Schools (BCPS) is one of the largest school districts in the nation and the **largest landholder in Broward County**, operating hundreds of facilities across a geographically and environmentally vulnerable region. With this scale comes both a significant responsibility and a unique opportunity to lead by example in sustainable and resilient design.

South Florida faces escalating environmental risks, particularly related to **sea level rise, tidal flooding, and extreme heat**. Many BCPS campuses have already experienced recurring flooding, aging stormwater systems, and campus disruptions due to climate-related events. These impacts are projected to worsen, threatening learning continuity, building integrity, and public investment. Without a standardized approach to address these challenges through thoughtful design, the District risks long-term operational inefficiencies, rising maintenance costs, and vulnerability to climate shocks.

BCPS has also made a **public commitment to achieving net zero emissions**, aligning itself with local, regional, and national climate goals. Meeting this commitment will require a proactive transformation in how

the District approaches capital projects, retrofits, and site planning—ensuring that every design decision contributes to reduced emissions, enhanced energy performance, and long-term climate resilience. Establishing comprehensive **sustainability and resilient building standards** will:

- Ensure **consistency across new construction and renovations**, embedding climate-smart design principles into every phase of development.
- Address site-level flooding risks through better drainage, stormwater retention, and green infrastructure.
- **Support energy efficiency and heat mitigation**, reducing operational costs while protecting student and staff health.
- Expand the use of **native and adaptive landscaping** to promote ecological health, reduce water use, and increase canopy coverage.
- Provide **shade and shelter for outdoor play**, incorporating solar panels and other mixed uses such as lighting, water collection, or seating to enhance functionality and sustainability.
- Serve as a **model for local governments, developers, and other public agencies**, reinforcing BCPS's leadership role in the region.

These standards will operationalize BCPS's climate goals and help create safe, efficient, and future-ready schools that support both student learning and community resilience. The Green Advisory Committee recommends a coordinated approach to drafting these standards, incorporating input from facilities, maintenance, sustainability staff, local experts, and relevant county agencies.

## Next Steps

We recommend the following next steps:

1. **Establish a multidisciplinary working group** to develop the draft standards.
    - Include representatives from Facilities and Construction, Physical Plant Operations, Capital Programs, Environmental Health & Safety, and Applied Learning.
    - Involve external partners such as Broward County's Resilient Environment Department and local university experts in adaptation and sustainable design.
2. **Conduct a review of existing standards and guidelines** already used by BCPS, along with leading regional and national frameworks (e.g., LEED, SITES, WELL, and Florida Green Building Coalition standards). Identify gaps related to flooding, extreme heat, energy efficiency, and sustainable landscaping.
3. **Develop and prioritize categories for inclusion**, such as: Site design and stormwater management; Energy performance and emissions; Shade, heat mitigation, and canopy coverage; Water conservation and native landscaping; and Materials, durability, and lifecycle costs.
4. **Align the standards with BCPS's Net Zero goals**, and develop specific design targets that support emissions reduction and climate adaptation. Incorporate feedback from the GAC and existing climate-related Board commitments.
5. **Pilot standards on upcoming capital projects or major renovations**, and incorporate lessons learned to refine guidelines before district-wide adoption.
6. **Create a formal policy or administrative procedure** for implementing and updating the standards. Ensure standards are integrated into the District Educational Specifications (Ed Specs), capital planning processes, and contractor/design team scopes of work.
7. **Provide training and outreach** to internal departments and external partners to ensure understanding and alignment across all future design and construction work.

# OFFICIAL CORRESPONDENCE
# GREEN ADVISORY COMMITTEE

**To:** Dr. Howard Hepburn, Superintendent
John J. Sullivan, Chief Communications and Legislative Affairs Officer
Debra Hixon, Chair, School Board of Broward County

**From:** Dr. Alec Bogdanoff, Chair, Green Advisory Committee (GAC)

**CC:** Dr. Lisa Milenkovic, Supervisor, STEM+Computer Science, Applied Learning (GAC Liaison)
Susan M. Cantrick, Director, Applied Learning (Policy Custodian Department Director)

**Date:** June 4, 2025

**Subject:** Comprehensive Flood and Heat Vulnerability Risk Assessment

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## Summary of Motion

On May 8, 2025, the Green Advisory Committee (GAC) unanimously approved a motion to recommend that Broward County Public Schools (BCPS) conduct a **Comprehensive Flood and Heat Vulnerability and Risk Assessment**. This initiative should be undertaken in collaboration with Broward County, utilizing data and methodologies from the recently completed **Countywide Risk Assessment and Resilience Plan**. The vote was conducted with 100% attendance of the committee.

Given the increasing climate risks facing South Florida, this assessment is a critical first step in identifying vulnerabilities across BCPS facilities and operations and developing a data-informed path toward resilience.

GAC operates under Policy 4210, amended by the School Board of Broward County (SBBC) on September 13, 2022, and is overseen by the Applied Learning Department.

## Purpose and Justification

BCPS operates in one of the most climate-vulnerable regions in the country. Flooding, extreme heat, and sea level rise are already impacting infrastructure, transportation, student health, and school operations. Many campuses and the surrounding roadways and community experience frequent disruptions due to poor drainage, heat exposure, and outdated systems. This risk assessment will allow the District to:

- Identify school facilities most at risk from flooding and extreme heat.
- Inform future capital improvement, maintenance, and emergency response planning.
- Prioritize upgrades and investments based on data-driven vulnerability mapping.
- Align with the County's resilience planning efforts and maximize access to funding and technical support.
- Ensure student safety, learning continuity, and long-term infrastructure durability.

By leveraging the County's existing Risk Assessment and Resilience Plan, BCPS can avoid duplicative work and integrate seamlessly into regional planning efforts. The GAC recommends BCPS coordinate closely with

the Broward County Resilient Environment Department, the County's Chief Resilience Officer, and municipal partners to ensure comprehensive and consistent evaluation standards.

## Next Steps

We recommend the following next steps:

1. **Convene an interdepartmental working group** including representatives from Physical Plant Operations, Capital Programs, Transportation, and Emergency Management to scope the assessment framework.
2. **Initiate coordination with Broward County's Resilient Environment Department** to access risk maps, climate projections, and facility-level data from the Countywide Risk Assessment.
3. **Identify funding sources and technical assistance opportunities**, including state and federal resilience grants and partnerships with regional academic or nonprofit institutions.
4. **Prioritize facilities and geographic areas** for initial assessment based on exposure, past flooding events, or heat-related concerns.
5. **Develop an implementation plan and timeline** to complete the assessment and integrate findings into capital improvement planning, facility upgrades, and emergency operations.

This risk assessment will be foundational to protecting BCPS infrastructure and students from the impacts of climate change while positioning the District for future funding, improved planning, and regional collaboration.

**From:** Multilingual Advisory Committee <ChairMACBCPS@outlook.com>
**Sent:** Wednesday, June 4, 2025 9:26 PM
**To:** Advisory Committee Correspondent <advisory.committeecorrespondent@browardschools.com>; ADVISORY.COMMIITEECORRESPONDENT@browardschools.com
**Cc:** Sara Korol <middlemacbcps@outlook.com>; Elementary MACBCPS <elementarymacbcps@outlook.com>; Joy Hicks <vicechairmacbcps@outlook.com>; Victoria B. Saldala <victoria.saldala@browardschools.com>; Idalina Orta <idalina.orta@browardschools.com>; Amanda Almeida <recordingsecretarymacbcps@outlook.com>; Stephanie Rodriguez <srodriguez@browardschools.com>; Dacyany Ibarrondo <dacyany.ibarrondo@browardschools.com>
**Subject:** Multilingual Advisory Motions

**CAUTION**: **This email originated from an external source. Use caution when replying, clicking links, or opening attachments.**

Hello. Please see the below 2 motions that we passed at the Multilingual Advisory Meeting.

Thank you,

Danielle

***MAC is asking The District to provide every Dual Language Teacher a stipend. – Passed unanimously***

- Reason for the ask: Teachers must take a test and get certified, they have more students and more work, and this will help with getting candidates to hire (which was an administration concern at almost every school we visited). This will also help retain these teachers, so they are not leaving mid-year causing parent to pull kids from public schools. We believe compensation needs to reflect workload and that is not happening in this program. We understand this will be an investment up front but believe the District will yield a high retain on their investment, equating to retaining and attaining students.
- Benefit: We think this will strengthen a program that is increasing enrollment at low enrolled schools. This will help retain families and entice families to enroll their student in the District.

- Benefit:  More talent will present themselves and will give admins some good candidates to hire.

***MAC is advising the District to look at a full creating full emersion language PreK – 12 schools in each area; North, Central and South.***

- Reason:  For this program to run the most effectively and to mitigate current feeder pattern pains, which causes students to leave the District due to uncertainty on what their student's next school would be.
- Reason:  Public Schools in Washing DC, Texas, Illinois and New York have full immersion schools that are lotter based and, in some schools, students graduate with 3 or more languages.
- Reason: With Redefine Broward, we think this is a great opportunity to provide a desired and innovative education to our students that compete with Private Schools.
- Benefit: Retain students in a thriving program with continuity and no disruptions
- Benefit: Having full support school support.
- Benefit: Attract private school students to BCPS that are currently paying private education
- Benefit: Be a pioneer and District leader in Florida.

Staff Follow Up: **WS-061025-01 (NR)**
Due Date: June 6, 2025
Today's Date: June 4, 2025

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**Topic**: Topic: Agenda Item 1: COMMITTEE REPORTS

**Staff Follow Up**: The committee chair has a point about not reaching as many parents if we wait to bring the conversation about *Cameras in the Classroom* to the meeting on June 24th. Let's make this conversation happen earlier. May we schedule it for June 17th? **WS-061025-01 (NR)**

**Response**: We understand the committee chair's concern about maximizing parent engagement and the desire to hold the conversation about Cameras in the Classroom earlier than the June 24th meeting.

However, the June 17th Board meeting is a **Regular School Board Meeting,** and not a designated policy workshop. Due to substantial changes required by the **Parents' Bill of Rights,** legal counsel has advised that the proposed policy must be presented at a **policy workshop,** as required by Board policy and statute. As such, the earliest appropriate date for this discussion remains the **June 24th workshop.**

To ensure robust parent and stakeholder engagement, we are exploring additional outreach options in advance of the June 24th meeting. We will share further details soon.

If you have any questions, please contact **Diane Eagan, Executive Director, of Exceptional Student Education, via email at diane.eagan@browardschools.com**

HH/ARF/SH/DE:mo

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County Public Schools








SCHOOL BOARD POLICY PROJECT

## Policy Review Project: Rule Development Workshop

- **Policy 6202.2 – Athletic Physical Screening**
- **Policy 6209 – Interscholastic Activities – High Schools**
- **Policy 6230 (Formerly 5002.1) – JROTC Programs**
- **Policy 6240 (Formerly 6202) – Student Participation in Athletics**
- **Policy 6250 (Formerly 6204) – Intramural and Interscholastic Athletic Activities**
- **Policy 6280 (Formerly 6203) – Athletics – Eligibility for Reassigned and Transfer Students**
- **Policy 6400 – School Choice**

# 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 allow all School Board members to discuss proposed policy revisions for the named policies 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 proposed revisions to the identified School Board Policies 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 REVISION TIMELINE






**January 2025**
*Staff received recommended policy revisions from Coward & Coward for four athletics policies*

**April 2025**
*Board approved an item to initiate rulemaking for Policy 6400, School Choice; Staff received recommended revisions from Coward & Coward for JROTC policy*

**June 10, 2025**
*Rule Development Workshop for seven policies under The Strategy & Innovation Division (Athletics, JROTC, and School Choice)*

**August 19, 2025**
*Rulemaking: Regular School Board Meeting for final adoption of policy revisions*

# Summary of Policy Recommendations for Repeal

| 6202.2 | 6209 |
|---|---|
| Title: Athletic Physical Screening<br><br>Recommendation: Repeal<br><br>• The language of this policy is already included in Policy 6250, Intramural and Interscholastic Athletic Activities.<br><br>• Repealing this policy will assist in eliminating policy duplication and redundancy. | Title: Interscholastic Activities – High Schools<br><br>Recommendation: Repeal<br><br>• The language of this policy is already included in Policy 6250, Intramural and Interscholastic Athletic Activities.<br><br>• Repealing this policy will assist in eliminating policy duplication and redundancy. |

*Coward & Coward conducted the comprehensive review of these policies and made the above recommendations.

# Policy 6230 (Formerly 5002.1): JROTC Programs
# Summary of Revisions

| Page | Section | Proposed Revision | Rationale |
|---|---|---|---|
| 1 | Policy Number and Title | Revised | Revised policy number to the new number the Title to Junior Reserve Officers' Training Corps for consistency with current legal and operational references |
| 1 | Introduction | Revised | Deleted multiple introduction statements and added general language from District website and 10 U.S.C. § 2031 |
| 1 | New Rule 1 | Add | Added statutory statement from F.S. 1003.451 to give a logical flow to the policy language |
| 1 | New Rule 2 | Add | Added statement of agreement, which revised the previous Rule 6 and Heading statement |
| 1 | New Rule 3 | Revised, Add | Revised the statement from the Heading and added clarification that enrollment is not enlistment |

*Coward & Coward conducted the comprehensive review of these policies and made the above recommendations.

# Policy 6230 (Formerly 5002.1): JROTC Programs
# Summary of Revisions Continued

| Page | Section | Proposed Revision | Rationale |
|---|---|---|---|
| 1 | New Rule 4 | Add | Added student's right to attend JROTC at another public high school, if a program is not available at their school, pursuant to F.S. 1003.451(2) |
| 1 | New Rule 5 | Revised | Revised statement on parent responsibility to transport, as originally referenced in the Heading statement |
| 1 | New Rule 6 | Revised | Revised reassignment process to ensure consistency with Policy 6400, School Choice |
| 1 | Old Rules 7-9 | Remove, Revised | Removed excessive language and revised content into a single statement regarding instructor pay |
| 1 | New Rule 8 (Old Rule 11) | Revised | Revised references to the School Board and JROTC for consistency |

*Coward & Coward conducted the comprehensive review of these policies and made the above recommendations.

# Policy 6230 (Formerly 5002.1): JROTC Programs
# Summary of Revisions Continued

| Page | Section | Proposed Revision | Rationale |
|---|---|---|---|
| 2 | Introduction | Remove | Remove prior introductory language and outdated authority |
| 2-3 | Old Rules 2-5 | Remove | Language in New Rule 6 addresses requests for reassignments if the assigned school does not have a JROTC Program |
| 2 | Old Rule 10 | Remove | Calendar extensions for instructional personnel are covered in Human Resources policies |
| 3 | Policy Custodian, Former Number, Status | Revised | Added to include current information |
| 4 | Authority | Revised | Revised legal/statutory refences |

*Coward & Coward conducted the comprehensive review of these policies and made the above recommendations.

# Policy 6240 (Formerly 6202): Student Participation in Athletics
# Summary of Revisions

| Page | Section | Proposed Revision | Rationale |
|---|---|---|---|
| 1 | Policy Number and Title | Revised | Revised policy number to the new number and the title of the policy |
| 1 | Introduction | Revised | Revised the introduction to include a reference to Florida Administrative Code and removed the statutory authority as that is cited at the bottom of the document |
| 1 | Rule 1 (A) | Revised | Language was added emphasis the importance of athletics to the educational process and differentiates who governs intramural and interscholastic programs |
| 1 | Rule 1 (B)<br>(Old Rules 2-5) | Revised | The rules were combined and written in a concise format |

*Coward & Coward conducted the comprehensive review of these policies and made the above recommendations.

# Policy 6240 (Formerly 6202): Student Participation in Athletics
# Summary of Revisions Continued

| Page | Section | Proposed Revision | Rationale |
|---|---|---|---|
| 1 | Rule 1 (C) | Add | Added statutory language to the policy |
| 2 | Rule 1 (D) | Add | Added statutory language to the policy |
| 2 | Rule 1 (E) | Add | Added statutory language to the policy |
| 2 | Rule 1 (F) | Add | Added statutory language to the policy |
| 2 | New Rule 1(G)) | Add | Added statutory language to the policy regarding relief for violations to the policy |
| 2 | Policy Custodian, Former Number, Status | Revised | Added to include current information |
| 2 | Authority | Revised | Revised legal/statutory/state rule refences |

*Coward & Coward conducted the comprehensive review of these policies and made the above recommendations.

# Policy 6250 (Formerly 6204): Intramural and Interscholastic Athletics Activities Summary of Revisions

| Page | Section | Proposed Revision | Rationale |
|---|---|---|---|
| 1 | Policy Number, Title, Introduction | Revised | Revised policy number to the new number, the title of the policy, and the introduction |
| 1 | Definitions | Add | Added this section to define terms used in the policy |
| 1 | Old Rules 1, 2 & 4, 5 | Remove | Removed references to prerequisite of intramural sport before interscholastic sport as this is no longer in practice and statement requiring elimination of student until after contest as this is no longer in practice |
| 2 | New Rule 1 (A) (Old Rule 6) | Revised | Revised equal opportunity statement for consistency with Policy 6240 |
| 2 | New Rule 1 (B) | Add | Added definition of athletic activities referenced |
| 2 | New Rule 1 (C) | Add | Added requirement for parent notification |

*Coward & Coward conducted the comprehensive review of these policies and made the above recommendations.

# Policy 6250 (Formerly 6204): Intramural and Interscholastic Athletics Activities Summary of Revisions Continued

| Page | Section | Proposed Revision | Rationale |
|---|---|---|---|
| 2 | New Rule 1 (D) | Add | Added requirement for need of sports physical (supports recommendation to repeal Policy 6202.2) |
| 2 | New Rule 1 (E) | Add | Added language that participation is a privilege |
| 2 | New Rule 1 (F & H) (Old Rule 3) | Revised | Revised and shifted Old Rule 3 noting the responsibilities of the principal |
| 2 | New Rule 1 (G) | Add | Added the language about membership in the Florida High School Athletic Association (supports recommendation to repeal Policy 6209) |
| 2 | Policy Custodian, Former Number, Status | Revised | Added to include current information |
| 2 | Authority | Revised | Revised legal/statutory/state rule refences |

*Coward & Coward conducted the comprehensive review of these policies and made the above recommendations.

# Policy 6280 (Formerly 6203): Athletics – Eligibility for Reassigned and Transfer Students
## Summary of Revisions

| Page | Section | Proposed Revision | Rationale |
|---|---|---|---|
| 1 | Policy Number and Title | Revised | Revised policy number to the new number and the title of the policy |
| 1 | Introduction | Revised | Revised the introduction to include District compliance with the Florida High School Athletic Association's (FHSAA) bylaws |
| 1 | Rule 1 | Revised | Clarified language regarding the eligibility of a student approved for reassignment |
| 1,2 | Rules 2-7 | Add | Added rules to comply with FHSAA bylaws and applicable state statutes |
| 3 | Policy Custodian, Former Number, Status | Revised | Added to include current information |
| 3 | Authority | Revised | Revised legal/statutory/FHSAA references |

*Coward & Coward conducted the comprehensive review of these policies and made the above recommendations.

# Policy 6400: School Choice
# Summary of Revisions

| Page | Section | Proposed Revision | Rationale |
|---|---|---|---|
| Page 18 | Sections 5(C)4 Reassignments, Assignment Priority | Revised | Correct a scrivener's error in the policy<br>Ensure that policy and practice are consistent |
| Page 19 | Sections 5(C)8 Reassignments, Assignment Priority | Add | Add an assignment priority for students who were impacted by a change in the school's attendance zone boundary within the past five years |

*At the April 15, 2025, Regular School Board Meeting, Item B-2 passed, which directed the Superintendent of Schools to initiate rulemaking for this policy to include a reassignment priority for students residing in an area that was impacted by a change in the school's attendance zone boundary.



# 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.

## ATHLETIC PHYSICAL S CREENING

IT SHALL BE THE RESPONSIBILITY OF EACH HIGH SCHOOL PRINCIPAL TO HAVE ON FILE EACH SCHOOL YEAR A PHYSICAL SCREENING FORM COMPLETED BY A PHYSICIAN, AUTHORIZED TO PRACTICE MEDICINE UNDER CHAPTER 458 OR 459 OR 460, FLORIDA STATUTES, FOR EVERY HIGH SCHOOL ATHLETE PRACTICING OR PARTICIPATING IN INTERSCHOLASTIC ATHLETICS.

AUTHORITY: F.S. 230.22 (1) (2)
POLICY ADOPTED: 11/18/82 AMENDED POLICY APPROVED: 4/1/87

## INTERSCHOLASTIC ACTIVITIES - HIGH SCHOOLS

EACH HIGH SCHOOL PRINCIPAL SHALL BE REQUIRED ANNUALLY TO REQUEST AUTHORIZATION OF THE BOARD TO CONTINUE MEMBERSHIP IN THE FLORIDA HIGH SCHOOL ACTIVITIES ASSOCIATION, INCORPORATED. SUCH REQUESTS SHALL BE SUBMITTED FOR BOARD APPROVAL NO LATER THAN THE FIRST BOARD MEETING IN JUNE OF EACH YEAR.

AUTHORITY: F.S. 230.22 (1) (2) POLICY ADOPTED: 7/7/77

**POLICY NO. 6230** ~~5002.1~~

**Junior Reserve Officers' Training Corps** ~~R.O.T.C PROGRAMS~~

**THE BROWARD COUNTY SCHOOL BOARD SUPPORTS THE IMPLEMENTATION OF THE JUNIOR RESERVE OFFICERS' TRAINING CORPS (JROTC) AT DISTRICT HIGH SCHOOLS AS A LEADERSHIP DEVELOPMENT AND CHARACTER-BUILDING PROGRAM. JROTC FOSTERS CITIZENSHIP, SERVICE TO THE UNITED STATES, PERSONAL RESPONSIBILITY, AND A SENSE OF ACCOMPLISHMENT IN PARTICIPATING CADETS. PARTICIPATION IS LIMITED TO STUDENTS WHO MAINTAIN ACCEPTABLE STANDARDS OF ACADEMIC ACHIEVEMENT AND CONDUCT.**

**RULES**

1. **The School Board may not ban any branch of the United States Armed Forces or the United States Department of Homeland Security from establishing, maintaining, or operating a unit of JROTC at a public high school in the district, pursuant to Florida Statute 1003.451(1).**

2. **After a school is selected for unit establishment, the School Board and the sponsoring service shall enter into an agreement that governs the administration of the unit.**

3. **Enrollment in JROTC is open to eligible public high school students. Participation in the program does not obligate students to enlist in the military.**

4. **Students attending a Broward County public high school may enroll in JROTC at another public high school in the district, provided their current school does not offer JROTC, the student meets all minimum enrollment qualifications, and participation can be accommodated within the student's course schedule, as outlined in Florida Statute 1003.451(2).**

5. **Parents and guardians are responsible for transporting the student to the public high school offering JROTC.**

6. **Reassignment to attend a school other than the student's assigned school is governed by School Board Policy 6400, School Choice, including reassignments to military academy magnet programs.**

7. **All JROTC instructors shall be paid from the Teachers bargaining unit or JROTC Salary Schedule, with the sponsoring military service reimbursing the school district 50 percent of the minimum instructor pay.**

8. **Supplements, based on School Board approval, may be recommended by the principal, as specified in the collective bargaining agreement between the Broward Teachers Union and the School Board of Broward County or the current JROTC Salary Schedule.**

9. All payments for services must be paid through the normal payroll with all applicable deductions processed.

10. Verification of related work experience, references, security clearance, etc., shall be processed as prescribed by the normal employment procedure.

~~R.O.T.C. PROGRAMS ARE OPEN TO HIGH SCHOOL STUDENTS BY APPLICATION. A STUDENT MAY APPLY FOR ADMISSION IF THE RACE OF THAT STUDENT DOES NOT HAVE AN ADVERSE EFFECT ON THE DESEGREGATION FACTOR IN THE RECEIVING OR SENDING SCHOOL.~~

~~REASSIGNMENTS FROM ONE R.O.T.C. PROGRAM TO ANOTHER R.O.T.C. PROGRAM SHALL NOT BE PERMITTED.~~

~~IF A STUDENT WISHES TO WITHDRAW FROM THE R.O.T.C. PROGRAM IN WHICH HE/SHE IS ENROLLED, AND THAT STUDENT IS IN THE PROGRAM ON REASSIGNMENT FROM HIS/HER DESIGNATED SCHOOL, THE STUDENT MUST RETURN TO HIS/HER DESIGNATED SCHOOL IMMEDIATELY.~~

~~THE PARENTS/GUARDIANS SHALL ASSUME RESPONSIBILITY FOR THE SATISFACTORY TRANSPORTATION, ATTENDANCE, AND BEHAVIOR OF THE STUDENTS WHO ARE REASSIGNED TO A SCHOOL IN ORDER TO ENROLL IN THE R.O.T.C. PROGRAM.~~

~~SCHOOL BOARD APPROVAL SHALL BE REQUIRED PRIOR TO EXECUTION OF R.O.T.C. AGREEMENTS WITH ANY BRANCH OF THE MILITARY BY THE INDIVIDUAL SCHOOL.~~

~~AUTHORITY: F.S. 230.22 (1) (2)~~
~~POLICY ADOPTED: 8/20/81~~

~~POLICY AMENDED: 7/18/85; 4/21/86;6/19/86 AMENDED POLICY APPROVED: 4/21/88~~

**~~RULES~~**

~~1. Reassignment forms will be available at all schools. Parents initiate the request at the assigned school.~~

~~Parents shall present all reasons for the desire to get into the R.O.T.C. Program with the Reassignment Request Form. Any new evidence presented in subsequent appeals shall be sent back to the principal of the assigned school for a decision.~~

~~2. The principals involved shall render a decision on the parents' request. If the parents are not satisfied with the principals' decision, they may appeal the decision to the Area Superintendent.~~

~~3. The Area Superintendent shall render a decision on the parents' request. If the parents are not satisfied with the Area Superintendent's decision, they may appeal the decision to the Superintendent.~~

4. The Superintendent shall render a final administrative decision on the parents' request.

5. If the parents are not satisfied with the Superintendent's decision, they may appeal the decision to The School Board of Broward County.

6. The agreement between the High School and the specific branch of the military and any subsequent amendments must have Board approval before it is signed by the school.

7. Each instructor assigned to the teacher bargaining unit Salary Schedule must fulfill the requirements as stipulated in Florida State Board of Education Rules Chapter 6A-4.361, or subsequent amended rule. Instructors on the R.O.T.C. Salary Schedule must meet the position requirements related to that schedule.

8. All R.O.T.C. instructors will be paid from the Teachers bargaining unit or R.O.T.C. Salary Schedule. If the individual's placement on the Teacher Salary Schedule equals or exceeds the difference between the individual's active duty and retirement pay, this will be the individual's total pay. However, if the pay assigned to the individual on the Teachers or R.O.T.C. Salary Schedule is less than the difference between the individual's active duty and retirement pay, the individual shall be entitled to receive a salary to compensate for this difference.

9. The Division of Human Resource Management shall submit salary information on all
R.O.T.C. instructors annually for Board approval. The data may include: placement on the respective Salary Schedule, active duty pay, retirement pay, difference between active duty and retirement pay, and salary required if needed to equal the difference between active duty pay and retirement pay. All of the above pay shall be based on the established Teachers bargaining unit or R.O.T.C. Salary Schedule and calendar.

10. All extensions of calendar of R.O.T.C. instructors must have prior Board approval.

11. Supplements, based on Board approval, may be recommended by the principal, as specified in the collective bargaining agreement between the Broward Teachers Union and the School Board of Broward County or the current R.O.T.C. Salary Schedule.

12. All payments for services must be paid through the normal payroll with all applicable deductions processed.

13. Verification of related work experience, references, security clearance, etc., shall be processed as prescribed by the normal employment procedure.

Policy Custodian: **Athletics & Student Activities**

Former Policy Number: **5002.1**

Policy Status [Active/Inactive]: **Active**

Authority: F.S. § ~~230.22 (1) (2)~~ **Sections 1001.41, 1001.43, and 1003.451, Florida Statutes; Section 2031 of Title 10, United States Code; Department of Defense Instruction 1205.13.**
[Case Law (if applicable)]
History: Adopted: 8/20/81
Amended: 7/18/85; 4/21/86; 6/19/86; 4/21/88

**POLICY NO. 6240** ~~6202~~

**STUDENT PARTICIPATION IN ATHLETICS**

ALL BROWARD COUNTY STUDENTS SHALL HAVE EQUAL OPPORTUNITY FOR PARTICIPATION IN INTRAMURAL AND INTERSCHOLASTIC ATHLETIC PROGRAMS CONSISTENT WITH Rule 6A-19.002, FLORIDA ADMINSTRATIVE CODE.

~~AUTHORITY: F.S. 230.22 (1) (2)~~ ~~POLICY ADOPTED: 5/1/75~~

## I. RULES

1. A. The principal ~~will insure~~ shall ensure that all students are encouraged to participate in intramural and interscholastic athletic programs, which serve as valuable complements to the academic curriculum. Intramural programs are governed by the principal and interscholastic programs are governed by the district's Athletics & Student Activities Department.

B. ~~In any sport, the number of teams, length of season and practice schedules will be available equally for male and female students.~~ No person shall, on the basis of sex, be excluded from participating, be denied the benefits of, or be treated differently from another person or otherwise discriminated against in any interscholastic, club, or intramural athletics offered by a public K-20 education system. This includes length of the seasons, access to facilities, equipment, uniforms, transportation, in-school media coverage, promotion of interscholastic athletic programs, informational programs about participation opportunities, and the equitable provision of team trainers, coaches' supplements, and other related services, pursuant to Section 1000.05(3), Florida Statutes.

C. Home education students may participate in activities at their designated public school provided they meet similar academic and residency requirements as other students. Private school students are permitted to participate in Florida High School Athletic Association (FHSAA) sports even if their school is not an FHSAA member or does not offer the sport.

D. ~~Female students will have equal provision for use of facilities, equipment, appropriate uniforms, transportation, in-school media coverage, interscholastic athletic program promotion, informational programs explaining opportunities for participation, and other services which are provided to male students.~~ In accordance with Florida

Statute §1006.205(3), interscholastic, intramural, or club athletic teams or sports that are sponsored by a public secondary school must be expressly designated as one of the following, based on the biological sex at birth of the student athletes:

1. Males, men, or boys;

2. Females, women, or girls;

3. Coed or mixed, including both males and females.

E. ~~Team trainers will be provided equally for male and female athletes.~~ Athletic teams or sports designated for males, men, or boys may be open to students of the female sex.

F. ~~Coaches' supplements will be available and equitable for males and females in each type of athletic program.~~ Athletic teams or sports designated for females, women, or girls may not be open to students of the male sex.

G. ~~Each rule will be considered separately and implemented as soon as possible.~~ Students or public institutions harmed by violations of Florida Statute §1006.205 have the right to pursue legal action for injunctive relief, damages, and other remedies within two years of the harm.

Policy Custodian: Athletics & Student Activities

Former Policy Number: 6202

Policy Status [Active/Inactive]: Active

Authority: F.S. § ~~230.22 (1) (2)~~ 120.52(6), 120.54, 120.81(1)(a), 1000.05, 1001.41(1) and (2), 1001.42(28), 1001.43, 1006.15, & 1006.205; Rules 6A-19.002

History: Adopted: 5/1/75
**Amended:**

**POLICY NO. 6250** ~~6204~~

**~~MIDDLE SCHOOL~~ INTRAMURAL AND INTERSCHOLASTIC ATHLETIC ACTIVITIES**

~~INTRAMURAL AND INTERSCHOLASTIC ACTIVITIES SHALL BE AN INTEGRAL PART OF THE MIDDLE SCHOOL EDUCATION PROGRAM. NO INTERSCHOLASTIC PROGRAMS SHALL EXIST WITHOUT PRIOR INTRAMURAL ACTIVITY OF THE SAME SPORT. PERSONNEL SHALL BE PROVIDED TO STAFF THE INTRAMURAL AND INTERSCHOLASTIC PROGRAMS, THUS ALLOWING EACH SCHOOL TO RESPOND TO THE NEEDS OF ITS INDIVIDUAL COMMUNITY AND ITS STUDENT BODY.~~

THE SCHOOL BOARD RECOGNIZES THAT INTRAMURAL AND INTERSCHOLASTIC ATHLETICS ARE AN INTEGRAL PART OF THE MIDDLE AND HIGH SCHOOL EDUCATION PROGRAM. THE BROWARD COUNTY ATHLETIC ASSOCIATION (BCAA) AND MIDDLE SCHOOL ATHLETIC ASSOCIATION (MSAA) OF BROWARD COUNTY PUBLIC SCHOOLS ARE COMMITTED TO BUILDING LEADERS THROUGH SPORTSMANSHIP, CITIZENSHIP, AND FAIR PLAY, WHICH SHALL GUIDE THE OPERATION OF ATHLETIC PROGRAMS AND THE BEHAVIOR OF PARTICIPATING HIGH AND MIDDLE SCHOOL STUDENTS. PARTICIPATION IS SUBJECT TO THE RULES AND REGULATIONS OF THE FLORIDA HIGH SCHOOL ATHLETIC ASSOCIATION (FHSAA), THE BCAA, THE MSAA, AND OTHER APPLICABLE GUIDELINES, SCHOOL BOARD POLICIES, AND FLORIDA STATUTES.

~~AUTHORITY: F.S.230.22 (1) (2)~~
~~POLICY ADOPTED: 8/19/71~~ ~~POLICY AMENDED: 6/3/76~~
~~POLICY READOPTED: 9/5/74~~ ~~EFFECTIVE DATE: 6/28/76~~

## I. DEFINITIONS:

**A.** **Eligible to participate**: Requirements that are met as outlined by the Bylaws of the Florida High School Athletic Association, "FHSAA," F.S. §§1006.195, 1006.20, 1006.205, and Policy 5090, Code of Student Conduct.

**B.** **Extracurricular**: Any school-authorized or education-related athletic activity occurring during or outside the regular instructional school day;

1. Athletic teams, must comply with F.S. §1006.205(3)(c).

**C.** **Intramural athletic activity**: any school-authorized athletic activity occurring during or outside the regular instructional school day within a single school governed by the school administration.

**D.** **Interscholastic athletic activity**: any school-authorized athletic activity occurring during or outside the regular instructional school day between two or more schools governed by the District's Athletics & Student Activities Department.

~~2. In order for a school to have intramural and interscholastic activities, a physical education program must be provided.~~

~~3. In order to have an interscholastic activity, the same physical education and intramural programs must be provided. *~~

~~4. A program director shall be designated to coordinate these activities.~~

~~5. Prior to any interscholastic program, a minimum of two weeks of intramurals of the same sport shall be provided. *~~

~~6. No student shall be eliminated from interscholastic sports until after the first contest.~~

~~7. To provide equitable opportunities for students in the interscholastic programs, each school shall participate in a minimum number of sports for boys and girls as specified in the Constitution of the Gulfstream Conference of the Broward County Public Schools.~~

~~* Swimming would be an exception where facilities at the school are not available.~~

## II. RULES

A. All Broward County students shall have an equal opportunity to participate in intramural and interscholastic athletic programs, as outlined in School Board Policy 6240.

B. The athletic programs shall include all activities relating to competitive sport contests, games, events, or sport exhibitions involving individual students or teams of students.

C. Parents must be informed of the details of interscholastic extracurricular activities prior to student participation, pursuant to Rule 6A-10.085, Florida Administrative Code.

D. Students participating in interscholastic athletics must undergo a physical examination each year and be certified as physically fit to participate in an interscholastic athletic program. It is the responsibility of the school principal to save the exam for a period not to exceed one (1) year.

E. Eligibility to participate in athletics is considered a privilege, not a right and is subject to the requirements detailed in Rule I.A. C

F. Intramural and interscholastic athletics shall be under the principal's direction and general supervision.

G. Upon acceptance for membership in the FHSAA, each District high school principal shall be required to annually submit the required paperwork and

membership dues to the FHSAA to continue membership in the FHSAA.

H. The principal shall designate program or athletic directors and coaches to staff and coordinate the athletic activities at middle and high schools.

Policy Custodian: Athletics & Student Activities

Former Policy Number: 6204

Policy Status [Active/Inactive]: Active

Authority: F.S. § ~~230.22 (1) (2)~~ §§120.52(6), 120.54, 120.81(1)(a), 1001.41(1) and (2), 1001.42(28), 1000.05, 1001.43, 1006.15, & 1006.20, 1006.205Rules 6A-10.085 & 6A-19.004, F.A.C.

Laws Implemented: 1000.05, 1001.43, 1006.15, 1006.195, 1006.20
History: Adopted: 8/19/71; Readopted: 9/5/74
Amended: 6/3/76

**POLICY NO. 6280 ~~6203~~**

**ATHLETICS – ELIGIBILITY FOR REASSIGNED AND TRANSFER STUDENTS**

**THE SCHOOL BOARD SHALL COMPLY WITH THE BYLAWS OF THE FLORIDA HIGH SCHOOL ATHLETIC ASSOCIATION (FHSAA), FLORIDA LAW, AND SCHOOL BOARD POLICY WHEN DETERMING THE** ATHLETIC ELIGIBILITY FOR REASSIGNED **AND TRANSFER** STUDENTS **IN THE DISTRICT'S HIGH SCHOOL INTERSCHOLASTIC ATHLETIC PROGRAMS**.

~~AUTHORITY: F.S. 230.22 (1) (2)~~
~~POLICY ADOPTED: 11/30/67~~
~~POLICY REPRINTED: 2/12/70~~ ~~POLICY READOPTED: 9/18/85~~
~~RULES ADOPTED: 9/5/74; 10/2/80~~

**RULES**

~~Approval of a reassignment request from any one Broward County public high school to another Broward County public high school shall carry immediate athletic eligibility for students who have reported previously to the Florida High School Activities Association on a game eligibility list. The "Application For Waiver of the Transfer Rule of the Florida High School Activities Association, Incorporated" shall be signed by the transferring (sending) principal whenever reassignment is granted, upon receipt of the application form from the receiving principal.~~

1. **Students approved for a reassignment or transfer to a new District high school during the school year may seek to immediately join an existing team if the roster has not reached the identified maximum size and if the coach for the activity determines that the student has the requisite skill and ability to participate. Rosters will be considered full and closed Week 3 of each sport season. The FHSAA and District may not declare the student ineligible because the student did not have the opportunity to comply with qualifying requirements. Section 1006.15(9), Florida Statutes.**

2. **The principal of the student's previous school must verify the student's eligibility status on the required FHSAA form, upon request.**

3. **Pursuant to FHSAA bylaws, a transfer occurs when a student changes schools after establishing residency.**

4. Residency is determined by the school where the student first enrolls each year, or the school where the student first engages in a practice with an athletic team prior to enrolling in the school. Section 1006.20(2), Florida Statutes.

5. As set forth in the bylaws of FHSAA and Florida Statute §1006.15(10), a student who participates in an interscholastic athletic program in a District public high school, and who transfers from that school during the school year shall be allowed to continue to participate in the activity at the school for the remainder of the school year if:

    a. During the period of participation in the activity, the student continues to meet FHSAA eligibility requirements,
    b. The student continues to meet the same standards of acceptance, behavior, and performance which are required of other students participating in the activity, except for enrollment requirements at the school at which the student participates,
    c. The student's parents are responsible for and provide transportation for the student to and from the school, and
    d. The student has registered with the FHSAA Office as a non-traditional student; defined as a student who is not enrolled in and does not physically attend the school at which they participate.

6. Pursuant to Florida Statute §1006.15, a student may not participate in a sport if the student participated in that same sport at another District high school during that school year, unless the student meets one (1) of the following criteria:

    a. Dependent child of active duty military personnel whose move resulted from military orders.
    b. Child who has been relocated due to a foster care placement in a different school zone.
    c. Child who moved due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.
    d. Other good cause as authorized by School Board Policy.

7. Students enrolled in a private school, charter school, Florida Virtual School, or educated at home are permitted to participate in the District's athletic program as non-traditional students at the school they would have been assigned, provided they meet the conditions outlined in Florida Statute §1006.15. These students would be subject to the District's Code of Conduct for the limited

**purpose of establishing and maintaining the student's eligibility to participate at the school.**

Policy Custodian: **Athletics & Student Activities**

Former Policy Number: **6203**

Policy Status [Active/Inactive]: **Active**

Authority: F.S. § ~~230.22 (1) (2)~~ **Sections 1000.05, 1001.43, 1006.15, & 1006.205; Rules 6A-19.002 & 6A-10.004, F.A.C.**

[Case Law (if applicable)]

History: Adopted: 11/30/67; Reprinted: 2/12/70; Readopted: 9/5/74; 10/2/80
Amended: 9/19/85

**POLICY 6400**

**School Choice**

The School Board of Broward County, Florida ("SBBC") is committed to providing quality educational opportunities for all students regardless of background characteristics by providing each student an educational environment that enhances the individual's educational success. SBBC is also committed to encouraging all parents to play an active role in their children's education and to increasing the educational options available to parents and students in the District schools. Finally, SBBC is committed to providing settings for education that promote understanding of diversity, tolerance and fair play, so that the positive tenets of a democratic society are reinforced by what students experience in District schools. In accordance with School Board Policy 4001.1, this policy supports an environment free of discrimination and harassment based upon age, race, color, disability, gender identity, gender expression, marital status, national origin, sex, or sexual orientation.

To achieve these goals, SBBC offers educational choice pursuant to Chapter 1002, Florida Statutes, using a controlled open enrollment plan for the following choices: Innovative Programs, Magnet Schools, Nova, Opportunity Scholarship Program, General Reassignments, College Academy at Broward College, Broward Virtual Schools, and the Family Empowerment Scholarship for Unique Abilities (FES-UA) Public School Choice Option (formerly McKay Scholarship). SBBC believes that school choice should provide educational programs that promote educational excellence for all District students. School choice offers District students with different interests, talents, and aptitudes, distinct choices that may enhance their educational success. Further, SBBC believes that school choice should be used to develop innovative instructional practices and promote systemic reform. School choice is also a resource that promotes diversity within District schools. In addition, school choice supports the School District's goal to optimize enrollment at selected District schools. School choice options are established based on the needs of the School District, school community at large, and diversity goals.

## I. DEFINITIONS

**Active-Duty Military Personnel:** Full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active-duty orders pursuant to 10 U.S.C. Chapters 1209 and 1211. Official active-duty orders must be provided at the time of choice application to ensure priority placement.

**Applicant:** The parent(s), as defined in this policy, of a biological, adopted, or foster, son, daughter, stepson, or stepdaughter living in the same household, who is currently applying to a requested school/program for the next school year.

**Assignment Priority:** Specified status that shall give precedence to an applicant over other applicants when determining placement in a school choice program. Assignment priorities do not guarantee placement in a program, except where otherwise noted throughout this policy.

**Broward County District Student:** A student who attends a school within the geographical limits of Broward County.

**Broward Virtual School ("BVS"):** A virtual instruction program for K-12 students. BVS is a school of choice that provides an interactive learning environment accessible through technology and the Internet. Pursuant to Section 1002.45, Florida Statutes, BVS shall contract with state approved providers for content and for related services.

**Children of Custodial Displacement:** School-aged children, enrolled in kindergarten through twelfth ($12^{th}$) grade who have relocated due to a court-ordered change in custody.

**Choice Seats Available:** Seats available at schools with an enrollment below 100% of gross capacity. Seat availability will be submitted by the Principals based on school specific factors and verified by the Demographics & Enrollment Planning Department, Regional Offices, and the Office of School Choice. School specific factors may include special program needs (i.e., Autism Cluster), updates to the District's relocatable reduction plan, planned facility demolitions, or facility conditions that affect capacity usage.

**College Academy at Broward College (CABC):** A joint venture between SBBC and Broward College (BC). Students attending are degree seeking, full-time dual enrollment students. These District students have the opportunity to simultaneously earn a high school diploma, an Associate of Arts degree, and post-secondary industry certification from Broward College. CABC is located on the campuses of Broward College.

**Computerized Random Selection Process:** A computerized student selection process through which qualified District students are placed in the applicant pool and randomly selected and awarded based on seat availability.

**Employee:** A confirmed active SBBC employee, assigned a full-time or part-time work schedule. Employment status must be active during the year of the school choice placement.

**English Language Learner (ELL) Student:** A student not born in the United States and whose native language is a language other than English; or who comes from home environments where a language other than English is spoken; or who is an American Indian or Alaskan native, who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency; and has sufficient difficulty speaking, reading, writing, or listening to the English language pursuant to Section 1003.56(2)(a), Florida Statutes.

**Exceptional Student/504 Plan**: A District student whose extraordinary and/or special needs require the development of an Individualized Educational Plan (IEP), 504 Plan, or Educational Plan (EP), as determined by the District ESE Department.

**Feeder Patterns:** A feeder pattern is the progression and school assignment of a student or group of students from one level of school to another (elementary to middle, middle to high). A clean feeder pattern is when all the students in one elementary school matriculate to the same middle school and/or all students in one middle school matriculate to the same high school. While clean feeder patterns are not guaranteed, a guiding principle shall be to create aligned feeder school attendance zone boundaries for elementary school to middle school and middle school to high school, whenever practicable.

**FISH:** An acronym for Florida Inventory of School Houses.

**Foster Student:** A student who has been relocated due to a foster care placement.

**Gross FISH Capacity:** At any given time, the total number of students that may be housed in permanent buildings, modular buildings, and relocatable buildings, based on a utilization percentage of the total number of existing satisfactory student stations, as determined by the Florida Department of Education Florida Inventory of School Houses (FISH).

**Innovative Programs:** District schools that provide unique or thematic instruction. There is no School District application process for District students to apply for an Innovative Program. There must be seats available at the District school to be awarded a reassignment. An awarded reassignment does not guarantee placement into the curricular or Innovative Program. Admission into a particular curricular or Innovative Program is processed at each individual District school.

**Innovation Zone (IZone):** An Innovation Zone (IZone) consists of a cluster of District schools that includes a high school, middle schools, elementary schools, and centers. IZones divide the School District into twenty-eight (28) representative, responsive, and manageable geographical areas while maintaining the importance and influence that a large district demands. Administrative sites located within the geographic high school boundary are included in the IZone.

**Magnet Schools/Programs:** Magnet schools/ programs offer specialized curriculums with an emphasis on instruction that includes a rigorously defined sequential course of study. Magnet schools/programs provide transportation within transportation zones for students that live more than two (2) miles from the magnet school. Magnet schools/programs can be whole school or a specific program within a District school. District students must meet criteria for the applicable program and apply within a designated time frame to be considered for placement.

**Nova Schools:** The Nova Schools were founded upon the principle of providing innovative and high-quality instruction to a diverse population of students. The Nova Schools are the District's only Kindergarten through 12$^{th}$ grade school choice option that provides students with a seamless educational experience on one contiguous campus. Student learning at the four schools is supported through personalized learning communities that include teaming and looping, as students receive high-quality instruction from highly qualified teachers. As students matriculate through the schools, their rigorous continuum of student learning includes nationally recognized curricular innovation through the use of technology in the elementary grades; multiple high school credit courses offered at the middle school level; and numerous honors and advanced placement courses as well as technical education

certification programs at the high school. With no entrance criteria, the Nova Schools focus on preparing students for both college and the careers of the 21st century. Students must apply within a designated time frame to be considered for placement. There is no entrance criteria and seats will be awarded based on seat availability.

**Opportunity Scholarship Program (OSP):** Pursuant to Section 1002.38, Florida Statutes, a scholarship initiative that gives parents the opportunity to enroll their children in a District school that has been designated by the state as a school performing higher than that in which the student is currently enrolled or to which the student has been assigned, but not less than performance grade category "C."

**Parent(s)/Guardian:** Either or both parents of a District student, any guardian of a District student, any person in a parental relationship to a District student, or any person exercising parental, supervisory authority over a District student pursuant to Section 1000.21(6), Florida Statutes.

**Reassignments:** A process where District students may attend a District school other than his/her boundary/assigned District school through the appropriate application process.

**School Attendance Zone Boundary/Boundary School:** The geographic area that comprises residences that are assigned to a public school. If a student's home address is inside a school's boundary, they are assigned to attend that school. Except as otherwise allowed and approved by the appropriate School Board Policy, all students residing within a particular attendance zone shall attend the assigned school for the zone of residence.

**Sibling:** A biological, adopted, or foster brother or sister, half-brother, half-sister, stepbrother, or stepsister living in the same household as a District student who is currently attending a requested District school and will continue to attend the requested District school during the next school year.

**Socioeconomic Status:** A way of describing an individual or family's status based on factors such as income, education, employment, and housing.

**Special Program (i.e., Cluster):** A District school placement for an exceptional student determined by the Individual Education Plan (IEP) process.

**Students Experiencing Homelessness:** The McKinney-Vento Homeless Assistance Act, (42 U.S.C.§11434a(2)(B)(i), defines students experiencing homelessness as individuals who lack a fixed, regular, and adequate nighttime residence and includes children and youths who:

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
2. Are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
3. Are living in emergency or transitional shelters; or are abandoned in hospitals;
4. Have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;

5. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings; and
6. Are migratory children living in circumstances described above.

**Timeline Waiver for Charter School Closure:** A waiver is granted to students affected by the untimely closure of a charter school after the commencement of the academic year, exempting them from the reassignment/school choice timeline outlined in this policy, for a period not exceeding 90 days following the closure of the charter school. Students attending the charter school at the time of the actual closure will have an opportunity to apply for a reassignment or magnet school based on seats available at the time of closure and as per any assignment priority/criteria stated in this policy.

**Transportation Zone:** A designated magnet school transportation zone for District students residing more than two (2) miles from the District school.

## II. EXCEPTIONAL STUDENT EDUCATION/504 Plan

Exceptional students shall be given equal opportunity to attend programs with consideration of each student's need for special services. In the case of a student whose special needs are addressed through an IEP/504 Plan, attendance at a program must be consistent with the IEP/504 Plan.

The following eligibility criteria and procedures will be used for acceptance of Exceptional Education Students (other than Gifted) or students on a 504 Plan:

**A.** The student's IEP/504 Plan will be reviewed to verify if the student's placement should be a special program or a general education setting.

**B.** The Student's IEP/504 Plan will be reviewed to make sure that the services will not be ending before the beginning of the next school year, thus making the student no longer an ESE student or a student on a 504 Plan.

**C.** Students that apply to a magnet middle or high school (secondary) must meet eligibility criteria at the time of application. At the secondary level, the only eligibility criteria shall be that which is outlined in this policy. Students who do not meet eligibility criteria may be made eligible based on special circumstances and will have the opportunity to submit the information listed below to the magnet school for review by a Magnet Review Panel. This Review Panel will be comprised of Magnet Coordinators and other appropriate personnel. The application review process may take into consideration:

1. written recommendations of teachers and/or administrators,
2. a written explanation of special circumstances indicating the student's ability to succeed in a magnet school/program compiled by both the sending school and the receiving magnet school,
3. an interview with the student, where appropriate, and/or
4. a student's portfolio demonstrating proficiency at the assigned grade level in

reading and/or mathematics, in English and/or the student's native language.

Should it be determined that a requested District school is not able to provide the services identified on the student's IEP/504 Plan, the applicant shall be advised of such and may pursue school choice through FES-UA as outlined in this policy.

If a student's IEP/504 Plan needs cannot be met while attending a choice school/program at any time during the school year, the student will be removed from the choice school and assigned to a District school that is able to provide the identified service(s) in alignment with the student's IEP/504 Plan.

## III. EXTRACURRICULAR ACTIVITIES

**A. Eligibility** - Reassignment approval does not guarantee participation into an Athletic Program/Extracurricular Activity. Eligibility requirements for all students participating in high school athletic competition must allow a District student to be immediately eligible in the District school in which he or she first enrolls each school year, the District school in which the student makes himself or herself a candidate for an athletic team by engaging in practice before enrolling, or the District school to which the District student has transferred in accordance with Section 1006.20(2)(a), Florida Statutes.

**B. District Application Process** - Parent(s)/guardian may apply to have their child attend a District school through the defined reassignment process.

**C. Appeals** - Appeals regarding athletic eligibility shall be facilitated through the Florida High School Athletic Association (FHSAA) appeal process. There are no appeals for other extracurricular activities.

## IV. PROGRAMS

### 1. INNOVATIVE PROGRAMS

**A. Eligibility** - All students attending a District school where a School Board-approved Innovative Program has been established have the opportunity to participate in the program. In the case of a District student whose special needs require the development of an Individualized Educational Plan (IEP)/504 Plan, eligibility criteria will be in accordance with this policy. Reassignment approval does not guarantee placement into an Innovative Program.

**B. District Application Process** - If the School District determines that seats are available for District students from beyond the designated boundary of an Innovative Program District school, the parent(s)/guardian may apply at www.browardschools.com/schoolchoice to attend the District school through the defined reassignment process.

**C. Assignment Priority** - District students residing within the District school's boundary will have priority for an available Innovative Program seat. If the Innovative Program

meets the definition of "special academic programs" in Section 1003.05(3), Florida Statutes, as amended, children of military families shall have first preference.

**D. Transportation** – District students attending their home boundary/assigned District school will be provided transportation in accordance with School Board Policy 5300. District students from beyond the designated boundary of an Innovative Program District school will be provided transportation in accordance with section IV.5.D of this policy.

**E. Appeals/Hardships** - Not applicable.

**F. Withdrawals** - Withdrawal of District students within their home boundary/assigned District school will be granted in accordance with School Board Policy 5.1. Withdrawal of District students from beyond the designated boundary of an Innovative Program District school will be granted in accordance with this policy.

## 2. MAGNET SCHOOLS/PROGRAMS

**A. Eligibility –** All District students must have a student identification number issued by SBBC. Applications will be accepted for requests in kindergarten through twelfth grade for District students who meet the entrance requirements of the requested application grade.

SBBC is committed to a definition of diversity that includes creating learning opportunities for District students with diverse needs to participate in quality education environments and become active global citizens. District students with special needs, Exceptional Student Education (ESE) or students on a 504 Plan, shall be given equal opportunity to attend magnet schools/programs in light of each District student's need for special services. In the case of a District student whose special needs require the development of an IEP/504 Plan, eligibility criteria will be in accordance with this policy.

District students identified as English Language Learners (ELLs) who are actively enrolled in the School District's student information system and classified as LY, including District students enrolled in classes specifically designed for ELLs, will be given an opportunity to participate in a magnet program, even if they do not meet the identified eligibility criteria based upon the following:

1. Secondary school ELLs must have a demonstrated record of academic achievement on the prior year's Florida Department of Education (FDOE) spring assessment in English Language Arts and mathematics (or End-of-Course exam). Students must meet or exceed 3.0 achievement level on the FDOE spring assessment. The ELL student must have met the criteria in either English Language Arts or math. In addition, District students must have a minimum 2.5 unweighted GPA or better in Language Arts, Science, Social Studies, and Mathematics.

2. For secondary school ELLs for whom FDOE spring assessment and/or norm-referenced standardized examination scores are unavailable, a District student's portfolio demonstrating proficiency in reading or mathematics in English or the student's native language, and teacher recommendations may be utilized in place of examination scores. District students must have an unweighted GPA at or above the required unweighted GPA in Language Arts, Science, Social Studies and Mathematics for specific magnet programs. For ELLs who have recently arrived in the United States, grades earned in the home country while still in residence there can be used.

3. Names of ELLs who meet the above eligibility criteria through the alternative process will be placed into the qualified applicant pool.

There are no eligibility criteria at the elementary level, in the "Growing STEM" middle school programs, or in the Achieving Career Equity for Students (ACES) programs at any level. District students that apply to a magnet middle or high school (secondary) must meet eligibility criteria at the time of application. At the secondary level, the only eligibility criteria shall be as follows:

1. For the International Baccalaureate Diploma Program, District students must have a demonstrated record of academic achievement on the prior year's FDOE spring assessment in English Language Arts and mathematics (or Algebra I or Geometry End-of-Course exam). District students must meet or exceed 4.0 on the FDOE spring assessment. In addition, District students must have a minimum 3.0 unweighted GPA or better in Language Arts, Science, Social Studies, and Mathematics. District students who do not have FDOE spring assessment scores must have a nationally recognized norm-referenced standardized examination with scores of 90$^{th}$ percentile or above in total reading and total mathematics and have a minimum 3.0 unweighted GPA or better in Language Arts, Science, Social Studies, and Mathematics courses.

2. For the Science/Pre-Engineering Program and The Latin School, District students must have a demonstrated record of academic achievement on the prior year's FDOE spring assessment in English Language Arts and mathematics (or Algebra I or Geometry End-of-Course exam). District students must meet or exceed a 3.0 achievement level on the FDOE spring assessment. In addition, District students must have a minimum 3.0 unweighted GPA or better in Language Arts, Science, Social Studies, and Mathematics. District students who do not have FDOE spring assessment scores must have a nationally recognized standardized norm-referenced examination with scores of 75$^{th}$ percentile or above in total reading and total mathematics and have a minimum 3.0 unweighted GPA or better in Language Arts, Science, Social Studies, and Mathematics.

3. For identified secondary magnet programs, District students must have a demonstrated record of academic achievement on the prior year's FDOE spring assessment in English Language Arts and mathematics (or Algebra I or Geometry End-of-Course exam). District students must meet or exceed a 3.0 achievement level on the FDOE spring assessment. In addition, District students must have a minimum 2.5 unweighted GPA or better in Language

Arts, Science, Social Studies, and Mathematics. District students who do not have FDOE spring assessment scores must have a nationally recognized norm-referenced standardized examination with scores at the 50th percentile or above in total reading and total mathematics and have a minimum 2.5 unweighted GPA or better in Language Arts, Science, Social Studies, and Mathematics. Additionally, for identified secondary schools/programs, auditions, student interviews and/or portfolios may be required. Auditions shall be judged by a qualified, diverse panel of professionals selected by the District school's administration.

4. For the secondary schools' Performing & Visual Arts schools/programs at the middle school level, District students will be awarded based on an audition or interview. District students at the high school level who meet academic criteria must have an audition, student interview and/or portfolio. Middle and high auditions shall be judged by a qualified, diverse panel of professionals selected by the school's administration. Should any high school student not meet the following minimum academic requirements for the Performing & Visual Arts schools/programs, they will be afforded the opportunity to meet with a Magnet Review Panel. High school level students must have a demonstrated record of academic achievement on the prior year's FDOE spring assessment in English Language Arts and mathematics (or Algebra I or Geometry End-of-Course exam). High school students must meet or exceed 3.0 achievement level on the FDOE spring assessment. In addition, high school students must have a minimum 2.0 unweighted GPA or better in Language Arts, Science, Social Studies, and Mathematics. High school students who do not have FDOE spring assessment scores, must have a nationally recognized norm-referenced standardized examination with scores at the 50th percentile or above in total reading and total mathematics and have a minimum 2.0 unweighted GPA or better in Language Arts, Science, Social Studies, and Mathematics.

**B. Application Process -** The Choice/Charter Schools Management Support Department shall provide notice of specific Choice program application dates and deadlines no later than October 1st of each year. These dates will be posted on the Department's website at: www.browardschools.com/schoolchoice. Schools and families will be notified prior to the opening of the application window(s) through a variety of media, such as emails social media, radio, and television. Applications must be completed online at www.browardschools.com/schoolchoice by the designated application deadline to be considered as an on-time application. When there are more eligible students than available seats, students will be selected by a computerized random selection process. Students may continue at the awarded school through the highest grade, unless continuation at the school requires specific criteria.

The School District will evaluate the extent to which the annual applicant pool for magnet schools reflects the geographic, gender, racial/ethnic, socioeconomic, linguistic, and special needs diversity of the School District as a whole. If any identifiable group of students in the annual applicant pool according to these criteria is under-represented, the School District shall recruit additional magnet applicants

from the under-represented groups before the computerized random selection process is implemented.

After the computerized random selection process, a student wait pool will be created for each of the oversubscribed magnet schools/programs. A student will be placed in only one student wait pool at a time. Once a student is registered at any choice program/school, the student will be automatically removed from all other choice program/school wait pools within that application window. **Students in the wait pool who are offered assignments to a magnet school/program must accept the assignment within the designated timeframe or the seat will be forfeited and awarded to another student in the wait pool.**

**C. Assignment Priority** - Priority status will be assigned to the following applicants**:**

1. Dependent children who have a parent/legal guardian with active duty military status shall be given first preference for admission to special academic programs, such as advanced studies, advanced placement, dual enrollment, International Baccalaureate, and magnet schools, when an application is submitted, even if the program is being offered through a public school other than the boundary school to which the student would generally be assigned, as outlined in Section 1003.05(3), Florida Statutes.
2. A full-time or part-time, permanent SBBC employee assigned to a magnet school, who is the parent/legal guardian of a student who meets the admission criteria, may apply and be placed in the magnet school on a space-available basis. The employee must meet the application deadline.
3. Students who have been relocated due to a foster care placement into a different school attendance zone boundary.
4. Students who move subject to a court-ordered change in custody.
5. Students who apply for a magnet program and reside in the program's School Board adopted boundary.
6. Students presently in a magnet school/program and desire to continue in the same theme at the next level (middle and high) who meet the eligibility requirements and application deadline will be given priority on a space-available basis. The basis for a District school to offer continuing in theme includes: identified theme courses/curriculum, the percentage of time and number of opportunities for District students to participate in themed activities, competitions, and events. Magnet continuing in theme priority is determined based upon the program alignment for each grade level band. District students at the elementary level transitioning to middle school must have participated in theme related courses and activities. District students in middle school transitioning to high school must have participated in courses and activities related to the theme. Information on magnet school/program theme location and transition can be found on the School Choice website at browardschools.com/school choice.
7. District students who have a sibling who will continue at the same magnet school/program and meet the application deadline will be given priority on a space-available basis. Siblings that apply at the same time and do not have a sibling

currently attending the magnet school/program will be given priority if the other sibling is selected through the computerized random selection process when a seat becomes available at the specific grade level.

8. District students who are assigned to a boundary school whose enrollment exceeds 100% of its gross FISH capacity.
9. Students who reside in Broward County.

There is no automatic approval for a District student to matriculate to the next District school through the magnet program process, including a prior placement in a Pre-K program at a requested District school. In addition, sibling(s) of a Pre-K student are not guaranteed a magnet seat at the same District school.

**D. Transportation** – SBBC shall provide transportation to all District students in out-of-boundary magnet schools/programs who reside more than two (2) miles from the magnet school/program as determined by the established magnet transportation zone and for District elementary students residing within two (2) miles who face hazardous walking conditions. The parent(s)/guardian understands that the child is subject to the Student Code of Conduct while on the bus. Where economically feasible, SBBC shall also provide activity buses to and from magnet secondary schools/programs to enable District students to participate in extracurricular activities offered at the magnet school/program, which they attend.

**E. Appeals/Hardships** - District students who do not meet eligibility criteria may be considered eligible based on special circumstances and will have the opportunity to submit the information listed below to the magnet school for review by a magnet Review Panel. This Review Panel will be comprised of Magnet Coordinators and other appropriate personnel. The application review process may take into consideration:

1. a written recommendation of a teacher and/or administrator,
2. a written explanation of special circumstances indicating the District student's ability to succeed in a magnet school/program compiled by both the sending District school and the receiving magnet school,
3. an interview with the District student, where appropriate, and/or
4. a student's portfolio demonstrating proficiency at the assigned grade level in reading and/or mathematics in English and/or the District student's native language.

**F. Withdrawals**

1. Magnet school/program placement is in effect through the remainder of the grades in the receiving District school unless rescinded by the appropriate Regional Office or by The School Board. Magnet school/program placement may be rescinded at any time after documented interventions have been attempted during the school year by the appropriate Regional Office for repeated violations of the Code of Student Conduct guidelines including poor attendance, excessive tardiness, inappropriate behavior, or failure to follow school procedures. When District

students do not follow the rules and expectations outlined in the Code of Student Conduct, one or more of the actions listed in the Code of Student Conduct may be taken until the problem is resolved.

2. If a District magnet student moves out of the District magnet transportation zone, the student may remain in the magnet school/program through the remainder of the grades if the parent provides transportation.
3. If a District magnet student moves out of the boundary of the District magnet school/program but still resides within the District magnet transportation zone, the student may remain enrolled at the magnet school/program utilizing existing transportation.
4. If a District magnet student moves out of a District magnet transportation zone into another magnet transportation zone in which the same magnet program is available, the magnet student will have priority for a seat at the receiving magnet school/program. This does not apply to District students changing school level.
5. At the secondary level, District students admitted to the magnet schools/programs may remain in these schools/programs as long as the student has not been withdrawn to attend another school, public or private, and the student maintains a 2.5 unweighted GPA. A District secondary magnet student who is experiencing difficulty maintaining a 2.5 unweighted GPA shall have an opportunity to receive appropriate counseling and assistance at his/her magnet school/program.
6. District students in the Performing & Visual Arts Program must maintain a 2.0 unweighted GPA. A Performing & Visual Arts student who is experiencing difficulty maintaining a 2.0 unweighted GPA shall have documented opportunity to receive appropriate counseling and assistance at his/her magnet school/program.

However, if a District student fails to maintain a 2.5 unweighted GPA (or 2.0 weighted GPA for Performing & Visual Arts) for two consecutive semesters or one full school year (dependent upon the school's schedule), with documented interventions, he/she will be ineligible to continue in the magnet school/program and will be assigned to his/her home school, based on approved school boundaries.

Whereas a secondary magnet school/program is identified as under-enrolled, the administration at that secondary magnet school/program may opt to extend the time frame of the documented interventions for a District student in the event that removal of that student would increase a declining enrollment trend at the school.

7. A District student who withdraws from a magnet school/program must apply for readmission.
8. A leave of absence from the magnet school/program shall be considered in the following situations:
   a. for an extended hospitalization or Hospital Homebound Program enrollment;
   b. for a maximum of one (1) year to complete a School Board-approved Alternative Education Program or other exceptional education programs, enrollment in a licensed full-time substance abuse treatment program, or participation as an exchange student; or

c. If for a maximum of one (1) year due to a court-ordered change in custody.

**G. Monitoring and Reporting -** After the benchmark day enrollment count each school year, the first Monday after Labor Day, the Demographics & Enrollment Planning Department, in conjunction with the Applied Learning Department, will report the impact of the student enrollment. This report shall include:

1. the number and characteristics of students who submitted a completed application, registered and attends the school;
2. data reflecting the reasons for which applications were granted or denied District-wide;
3. the impact of the number of enrolled students through the seat allocation/assignment process that enrolled on the gross FISH capacity and the diversity of each school;
4. seats available at any District school will be annually reviewed for enrollment/program needs.
5. any recommendations regarding modifications to this Policy.

## 3. NOVA SCHOOLS

**A. Eligibility** - The parent(s)/guardian must secure a student identification number for their child(ren) from any District school if not currently registered with SBBC to be considered for a Nova school. Applications will be accepted for kindergarten through twelfth grade for students who meet the entrance requirements of the requested application grade. There are no academic eligibility criteria. In the case of a student whose special needs require the development of an IEP/504 Plan, eligibility criteria will be in accordance with this policy.

**B. Application Process** - The Choice/Charter Schools Management Support Department shall provide notice of specific Choice program application dates and deadlines no later than October 1st of each year. These dates will be posted on the Department's website at www.browardschools.com/schoolchoice. District schools and families will be notified prior to the opening of the application window(s) through a variety of media, such as email, social media, radio, and television. Applications must be completed online at www.browardschools.com/schoolchoice by the designated application deadline to be considered as an on-time application. Where there are more applicants than available seats in a given grade level at a Nova school, the School District shall select students for each grade level by a computerized random selection process.

After the computerized random selection process, an applicant wait pool will be created for each of the oversubscribed Nova schools. Students in the applicant wait pool who are offered an assignment to a Nova school must accept the assignment within the designated timeframe or the seat will be forfeited and awarded to another applicant in the wait pool.

Once an applicant has claimed the awarded Nova school seat, the applicant will be automatically removed from all other school choice wait pools for the following school year.

Students selected to attend a Nova school will be given an opportunity to attend and remain in Nova, kindergarten through twelfth grade, provided the student has not been withdrawn to attend another school, public or private, and remains in full compliance with all SBBC policies.

The School District will evaluate the extent to which the annual applicant pool for Nova schools reflects the geographic, gender, racial/ethnic, socioeconomic, linguistic, and special needs of the School District. If any identifiable group of students in the annual applicant pool according to these criteria is under-represented, the School District shall recruit additional Nova applicants from the under-represented groups before the computerized random selection process is implemented.

**C. Assignment Priority -** Priority status will be assigned to the following applicants prior to the computerized random selection process for students who meet the eligibility criteria:

1. Dependent children who have a parent/legal guardian with active-duty military status, shall be given first preference for admission to special academic programs, such as advanced studies, advanced placement, dual enrollment, International Baccalaureate, and magnet schools, when an application is submitted, even if the program is being offered through a District school other than the boundary school to which the student would generally be assigned, as outlined in Section 1003.05(3), Florida Statutes.
2. A full-time or part-time, permanent SBBC employee assigned to a Nova school, who is the parent/legal guardian of a student may apply and be placed in a Nova school on a space-available basis. The employee must meet the application deadline.
3. Students who have been relocated due to a foster care placement into a different school attendance zone boundary.
4. Students who move subject to a court-ordered change in custody.
5. Students, who have a sibling currently attending a K-12 level Nova school, who will continue to attend a Nova school the following year; Siblings that apply at the same time and do not have a sibling currently attending a Nova school will be given a priority if the other sibling is selected through the computerized random selection process when a seat becomes available at the specific grade level.
6. Students who reside in Broward County.

**D. Transportation** - SBBC shall provide transportation to all District Nova students that reside more than two (2) miles from the assigned Nova school and for District elementary students residing within two (2) miles who face hazardous walking conditions. The parent(s)/guardian understands that the child is subject to the Student Code of Conduct while on the bus.

**E. Appeals/Hardships -** There are no appeals or hardships to the application process for the Nova schools.

**F. Withdrawals**

1. Nova school placement may be rescinded at any time by the Regional Office after documented interventions have been attempted during the school year for repeated violations of the Code of Student Conduct guidelines including poor attendance, excessive tardiness, or inappropriate behavior, and failure to follow school procedures. When District students do not follow the rules and expectations outlined in the Code of Student Conduct, one or more of the actions under the procedures in the Code of Student Conduct may be taken until the problem is resolved.
2. Withdrawals for the purpose of attending the affected student's regularly assigned District school, based on approved boundaries, shall be granted at any time.
3. A request for temporary leave must be approved by the District school Principal and forwarded to the Director of Choice/Charter Schools Management Support Department. A leave of absence from the Nova schools shall be considered in the following situations:
    a. for extended hospitalization or Hospital Homebound Program enrollment.
    b. for a maximum of one (1) year to a School Board-approved Alternative Education Program or other exceptional education programs, enrollment in a licensed, full-time substance abuse treatment program, or participation as an exchange student; or
    c. If a family or student moves due to a court-ordered change in custody, to include separation or divorce, serious illness or death of a custodial parent, or any other instances that may result in a court-ordered change in custody, a leave of absence may be granted to a student for a maximum of one year.

A student who withdraws from the Nova schools must apply for readmission and will be given no preferential treatment.

**G. Monitoring and Reporting** - After the benchmark day enrollment count each school year, the first Monday after Labor Day, the Demographics & Enrollment Planning Department will report the impact of the student enrollment. This report shall include:

1. the number and characteristics of students who submitted a completed application, registered and attends the school;
2. data reflecting the reasons for which applications were granted or denied District-wide;
3. the impact of the number of enrolled students through the seat allocation/assignment process that enrolled on the gross FISH capacity and the diversity of each school;
4. seats available at any District school will be annually reviewed for enrollment/ program needs; and

5. any recommendations regarding modifications to this Policy.

## 4. Opportunity Scholarship Program (OSP)

**A. Eligibility** - The parent(s)/guardian must secure a student identification number for their child(ren) from any District school if not currently registered with SBBC to be considered for OSP. Applications will be accepted for requests in kindergarten through twelfth grade for students who meet the entrance requirements of the requested application grade. There are no academic eligibility criteria. In accordance with the provisions of Section 1002.38, Florida Statutes, a District school student's parent may request and receive an opportunity scholarship for the student to enroll in and attend an identified higher performing District school if:

1. By assigned school attendance area or by special assignment, the student has spent the prior school year in attendance at a District school that has earned a grade of "F" or three consecutive grades of "D" pursuant to Section 1008.34, Florida Statutes, and the student's attendance occurred during a school year in which such designation was in effect; or
2. The student has been in attendance elsewhere in the School District and has been assigned to such school for the next school year; or
3. The student has been notified that he or she has been assigned to such school for the next school year.

**B. Application Process** - The application window for OSP begins after the reporting of school grades. Parent(s)/guardian with a child at or assigned to attend an identified OSP school, will be notified of their eligibility. Students will have a list of schools to choose from and rank by preference. Students who move into the boundary of an identified OSP school after the application window will be provided OSP information and an application at the time of registration.

**C. Assignment Priority** - Every effort will be made to place students in their first-choice school, but it is not guaranteed.

**D. Transportation -** Transportation is provided for all District students opting to participate in OSP within Broward County who live more than two (2) miles away from the awarded school. The parent(s)/guardian understands that the student is subject to the Student Code of Conduct while on the bus.

**E. Appeals/Hardships** - The parent(s)/guardian of a student who is eligible to attend an OSP school designated by the state should contact the Office of School Choice if the student does not receive an opportunity scholarship to enroll in and attend a public school in accordance with Section 1002.38, Florida Statutes.

**F. Withdrawals** - Withdrawals for the purpose of the relocation of the student's parent(s)/guardian outside of the state or to allow a student to enter a private school or a charter school, shall be granted at any time.

## 5. REASSIGNMENTS

**A. Eligibility** - The parent(s)/guardian must secure a student identification number for their child(ren) from any District school if not currently registered with SBBC to be considered for a reassignment. Applications will be accepted for kindergarten through twelfth grade for students who meet the entrance requirements of the requested application grade. There are no academic eligibility criteria for reassignments. Reassignment approval does not guarantee placement into an Innovative Program.

Reassignment seats will be allocated at schools that have available seats (see Choice Seats Available definition).

Once a reassignment is granted, the student may remain at the reassigned school until he/she completes the highest grade unless otherwise specified by SBBC Policies or the Code of Student Conduct.

Any student at a District school having an enrollment below 100% of its gross capacity that moves out of the assigned boundary school zone after the start of the school year will be allowed to remain at their current school through the highest grade level offered at the school upon completion of a reassignment application received by the Office of School Choice during that school year. Any student at a school which exceeds these limits that moves out of the boundary school zone after the start of the school year, and notifies the school, will be allowed to remain at their current school through the end of the semester upon completion of a reassignment application received by the Office of School Choice during that school year. After the end of the semester, the student will be withdrawn.

Any student at a District school having an enrollment exceeding the aforementioned school capacity limits found not to be in compliance with the submission of registration documentation in accordance with School Board Policy 5.1, will be permitted to request a reassignment to remain at his/her school only to complete his/her last year.

If a student is requesting a reassignment to remain at his/her District school for the highest grade level offered at that school, the student will be able to remain at the school to complete his/her last year.

For District schools which SBBC has approved a boundary change, and for the first year of the implementation of the boundary change, fifth, eighth, twelfth, and students attending a combination school meeting the highest-grade criteria will receive an automatic approval to remain at the current school. Transportation availability will be determined through the annual school boundary process. Transportation is not guaranteed.

**B. Application Process** - The Choice/Charter Schools Management Support Department shall provide notice of specific Choice program application dates and deadlines no later than October 1st of each year. These dates will be posted on the Department's website at: www.browardschools.com/schoolchoice. District schools

and families will be notified prior to the opening of the application window(s) through a variety of media such as email, social media, radio, and television. Applications must be submitted online by the designated application deadline to be considered as an on-time application. A reassignment may be granted at schools that have available seats (see Choice Seats Available definition). When there are more eligible applicants than available seats at a reassignment school, the School District shall select students through a computerized random selection process. After the computerized random selection process, a reassignment student wait pool will be created for each of the oversubscribed reassignment schools. A student will be placed in only one applicant wait pool at a time. Once a student is registered at any choice program/school, the student will be automatically removed from all other choice program/school wait pools within that application window. Students in the wait pool who are offered a seat at a reassignment school must accept the reassignment within the designated timeframe or the seat will be forfeited and awarded to another applicant in the wait pool.

**C. Assignment Priority -** Priority status will be assigned to the following applicants who meet the eligibility criteria:

1. Children already attending a District school on a one-year reassignment where seats have become available.

2. Dependent children who have a parent/legal guardian in active-duty military status who has relocated due to military orders.

3. A full-time, permanent SBBC employee assigned to a work location within an Innovation Zone, who is the parent/legal guardian of a student, may apply for the student to be placed in a District school within the Innovation Zone on a space-available basis. The employee must meet the application deadline.

4. A part-time, permanent SBBC employee ~~assigned to a work location within an Innovation Zone~~, who is the parent/ legal guardian of a student, **assigned a part-time work schedule at the requested school on a space available basis.** ~~may apply for the student to be placed in a District school within the Innovation Zone on a space- available basis~~. The employee must meet the application deadline.

5. Students who have been relocated due to a foster care placement into a different school attendance zone boundary.

6. Students who move to a court-ordered change in custody.

7. District students, who have a sibling currently attending the requested District school, who will continue to attend the following year; Siblings that apply at the same time and do not have a sibling currently attending the requested school will be given a priority if the other sibling is selected through the computerized random selection process when a seat becomes available at the specific grade level.

8. **A student who resides in an area that was impacted by a change in the school's attendance zone boundary within the past five years.**

9. Twenty-five percent (25%) of available seats remaining after previous priorities have been honored may be awarded to District students presently on an approved reassignment wishing to continue in the same feeder pattern or Innovative Program at the middle school and high school level.

10. Students who reside in Broward County.

There is no automatic approval for a District student to matriculate to the next school through the reassignment process, including a prior placement in a Pre-K program at a requested school. In addition, sibling(s) of a Pre-K student are not guaranteed a reassignment seat at the same District school. In the case of a sibling applicant, a younger sibling will not be automatically approved to attend the same reassigned District school of the older sibling(s) unless reassignment seats are available.

**D. Transportation** - The School District is not obligated to provide transportation for reassigned students. It is the parent(s)/guardian's responsibility to provide transportation to the reassigned District school. For all reassignment approvals, the parent(s)/guardian will be notified that they must assume responsibility for transportation, attendance, and behavior of the student, and that failure to adhere may result in a rescission of the reassignment. A parent/guardian of a District student may request, via their awarded reassignment school, a seat on the school bus through School Board Policy 5300; however, a seat is not guaranteed.

**E. Appeals/Hardship**

1. If a parent/guardian has a documented hardship, he/she may appeal in writing to the Superintendent's Hardship Committee. An appeal to the Superintendent's Hardship Committee must be submitted to the Office of School Choice. The hardship appeal letter must describe the hardship in detail and provide all available documentation. The decision from the Superintendent's Hardship Committee constitutes the final administrative decision.
2. Hardship allocations must not increase enrollment above 100% of its gross capacity. The only hardship approvals will be for students who:
    a. are currently attending the school and have a custodial need (death of a parent).
    b. have a sibling who has been assigned by the ESE Department to an ESE special program.
    c. have an older sibling who is in 5th, 8th, or 12th grade; the younger sibling may be given a one-year only reassignment if already attending the same school.

    If the hardship criteria defined above is met, parents will be afforded the opportunity to have their hardship appeal reviewed by the Superintendent's Hardship Committee.

3. A hardship appeal will not be heard or approved should the approval create State sanctions against the District due to failure to meet class size reduction or school concurrency the year of the requested hardship/reassignment.
4. Hardship appeals for schools under the aforementioned limits may be based on:
    a. unique circumstances that prevent the student(s) from attending school within their school attendance zone boundary; and/or
    b. documented ongoing medical or safety concerns confirmed by the appropriate District staff or medical professional; and/or

c. a specific custodial need such as the death of a parent.

5. The Superintendent's Hardship Committee shall review the appeal and notify the parent(s)/guardian of the outcome in a timely manner.

## F. Withdrawals

1. Reassignments may be rescinded at any time during the school year by the appropriate Regional Office for violations of the Code of Student Conduct Guidelines. Whenever possible, the student will be returned to the assigned school within the attendance zone boundary during a scheduled break in the school year, such as at the end of the quarter or semester. When students do not follow the rules and expectations outlined in the Code of Student Conduct, one or more of the actions under the procedures in the Code of Student Conduct may be taken until the problem is resolved.
2. Should a District student's reassignment be rescinded, the student may only request a reassignment when transitioning to the next school level or if deemed a special circumstance through the Regional Office. Subsequent requests will not be considered except for court orders, adoption, military orders, or other unique/special circumstances supported by appropriate documentation.
3. A request for temporary leave must be approved by the District school principal and forwarded to the Director of Choice/Charter Schools Management Support Department. A leave of absence shall be considered in the following situations:
    a. for extended hospitalization or Hospital Homebound Program enrollment.
    b. for a maximum of one (1) year to a School Board-approved Alternative Education Program or other exceptional education programs; enrollment in a licensed, full-time substance abuse treatment program; or participation as an exchange student.
    c. If a family or student moves due to a court-ordered change in custody, to include separation or divorce, or has a serious illness or death of a custodial parent and any other instances that may result in a court-order, a leave of absence may be granted to a student for a maximum of one (1) year.
4. A student who withdraws from the reassignment school must apply for readmission and will be given no preferential treatment.

**G. Monitoring and Reporting -** After the benchmark day enrollment count each school year, the first Monday after Labor Day, the Demographics & Enrollment Planning Department will report the impact of the student enrollment. This report shall include:

1. the number and characteristics of students who submitted a completed application, registered and attends the school;
2. data reflecting the reasons for which applications were granted or denied District-wide;
3. the impact of the number of enrolled students through the seat allocation/assignment process that enrolled on the gross FISH capacity and the diversity of each school;

4. seats available at any Broward County Public School will be annually reviewed for enrollment/program needs; and
5. any recommendations regarding modifications to this Policy.

## 6. COLLEGIATE ACADEMIES

### COLLEGE ACADEMY AT BROWARD COLLEGE (CABC)

**A. Eligibility** – Applications will be accepted for candidates during their 10th grade year. The College Academy at Broward College is a two-year program. District students attend during their 11th and 12th grade years of high school and simultaneously complete the requirements for high school graduation and an Associate of Arts degree. Eligibility requirements for the CABC include prerequisite courses, a minimum 3.25 unweighted cumulative GPA, and qualifying scores on the PSAT/SAT/ACT/PERT/ACCUPLACER. Specific admission requirements will be published annually on the CABC website.

In the case of a student whose special needs require the development of an IEP/504 Plan, eligibility criteria will be in accordance with this policy. The ESE Specialist will assist eligible students in contacting the College's Office of Disabilities to discuss accommodations and services available in the college setting.

English Language Learners (ELLs) who meet eligibility criteria will be admitted into the qualified applicant pool.

**B. Application Process** – All students interested in applying to CABC for the following school year, must complete a CABC application at https://collegeacademybc.com as well as a Broward College application at https://broward.edu/admissions/apply during the application window. Students who meet the initial application requirements will be scheduled to take the ACCUPLACER. Students who have taken the PSAT/SAT/ACT/PERT/ACCUPLACER within twelve (12) months of the application window and have earned a passing score do not need to retest. Students with passing test scores will be included in the qualified applicant pool.

1. When the number of eligible applicants exceeds the number of seats available, a computerized random selection process will be utilized to admit eligible students.

2. The qualified students selected through this process will be offered admission. The remaining qualified students will be placed on a waitlist. Students on the waitlist will be offered admission as seats become available in the order of the waitlist. Failure to respond to the offer of admission within the designated timeframe will be considered a rejection of the admissions offer and the available seat will be awarded to the next student on the waitlist. The waitlist is dismissed on the first day of Broward College fall term classes.

**C. Assignment Priority** – The following priorities shall be honored prior to the computerized random selection process:

1. Dependent children who have a parent/legal guardian with active duty military status shall be given first preference for admission to special academic programs, such as advanced studies, advanced placement, dual enrollment, International Baccalaureate, and magnet schools, when an application is submitted, even if the program is being offered through a District school other than the boundary school to which the student would generally be assigned, as outlined in Section 1003.05(3), Florida Statutes.
2. Students, who have a sibling currently attending CABC, who will continue to attend the following year, and who meet the application deadline and admission criteria, will be placed at CABC on a space-available basis prior to the computerized random selection process.
3. Siblings that apply at the same time and do not have a sibling currently attending CABC will be given a priority if the other sibling is selected through the computerized random selection process when a seat becomes available at the specific grade level.
4. A permanent SBBC employee and/or Broward College employee who is the parent/legal guardian of the student, assigned a full-time or part-time work schedule at CABC, may request through the application process that his/her child be placed at CABC on a space-available basis prior to the computerized random selection process if the employee has met the application deadline.

**D. Transportation** – SBBC shall provide transportation to all CABC Broward County students who reside more than two (2) miles from the assigned college campus.

**E. Appeals/Hardships** – There are no appeals or hardship assignments to CABC.

**F. Withdrawals** - Failure to maintain a 2.5 unweighted college GPA will result in withdrawal from CABC.

## 6-12 COLLEGIATE ACADEMIES

**A. Eligibility** - Applications will be accepted for grades 9-12 from students currently enrolled in 8th grade or higher. Any student enrolling in a 6-12 Collegiate Academy must meet the requirements set forth in the dual enrollment articulation agreement between SBBC and Broward College. Students must have earned a 3.0 cumulative unweighted GPA in all high school courses taken and have the minimum standardized college placement scores for all college level courses in math and English. Priority will be given to students who have attended a 6-12 Collegiate Academy for 8$^{th}$ grade. Remaining available seats will be filled by reassignment applicants through the School District's school choice process.

In the case of a student whose special needs require the development of an IEP/504 Plan, eligibility criteria will be in accordance with School Board Policy. The ESE Specialist will assist eligible students in contacting Broward College's Office of Disabilities to discuss accommodations and services available in the college setting.

English Language Learners (ELLs) who meet eligibility criteria will be admitted into the qualified applicant pool.

**B. Application Process** – All students must submit a completed application to the 6-12 Collegiate Academy at www.browardschools.com/schoolchoice and a dual enrollment application to Broward College at www.broward.edu/admissions/apply during the application window. Students who meet initial application requirements will be scheduled to take the PERT/ACCUPLACER. Students who have taken the PSAT/SAT/ACT/PERT/ACCUPLACER within twelve (12) months of the application window and have earned a passing score do not need to retest. Students with passing test scores will be included in the qualified applicant pool.

1. When the number of eligible applicants exceeds the number of seats available, a computerized random selection process will be utilized to admit eligible students.
2. The qualified students selected through this process will be offered admission. The remaining qualified students will be placed on a waitlist in the order assigned by the computerized random selection process. Students on the waitlist will be offered admission as seats become available in the order of the waitlist. Failure to respond to the offer of admissions within the designated timeframe will be considered a rejection of the admissions offer and the available seat will be awarded to the next student on the waitlist. The waitlist is dismissed on the first day of Broward College fall term classes.

**C. Assignment Priority** – The following priorities shall be honored prior to the computerized random selection process:

1. Dependent children who have a parent/legal guardian with active duty military status, shall be given first preference for admission to special academic programs, such as advanced studies, advanced placement, dual enrollment, International Baccalaureate, and magnet schools when an application is submitted, even if the program is being offered through a District school other than the boundary school to which the student would generally be assigned, as outlined in Section 1003.05(3), Florida Statutes.
2. Students who meet the application deadline and admission criteria and have a sibling who will continue to attend the 6-12 Collegiate Academy the following year will be placed on a space-available basis, prior to the computerized random selection process.
3. Siblings that apply at the same time, but do not have a sibling currently attending the Collegiate Academy will be given a priority if the other sibling is selected through the computerized random selection process. A seat must be available at the specific grade level.
4. A full-time or part-time, permanent SBBC employee assigned to a 6-12 Collegiate Academy, who is the parent/legal guardian of a student who meets the admission criteria, may apply and be placed at the 6-12 Collegiate Academy, on a space-available basis. The employee must meet the application deadline.
5. Students who have attended a 6-12 Collegiate Academy for 8th grade, have earned an Algebra I credit with a passing EOC score, and meet the application deadline and admission criteria.

**D. Transportation** - SBBC shall provide transportation to all 6-12 Collegiate Academy students who reside more than two (2) miles from the school and live within the 6-12 Collegiate Academy's attendance zone.

**E. Appeals/Hardships** – There are no appeals or hardship assignments to 6-12 Collegiate Academies for students in grades 9-12. All students who meet the criteria are included in the computerized random selection process.

**F. Withdrawals**

Students in grades 9-12 who fail to maintain a 2.5 unweighted college GPA will be withdrawn from the 6-12 Collegiate Academy.

**Dual Enrollment Eligibility** - Students are eligible to re-take a dual enrollment course where they earned a D or F at Broward College. Students can re-take the Broward College course contingent upon the following criteria:

a. has and maintains a 3.0 unweighted HS GPA

b. not receive a D or F in a Broward College course after receiving an approval of an appeal

c. has received only one D or F in a Broward College course.

## 7. BROWARD VIRTUAL SCHOOLS

**A. Eligibility** - Student eligibility for participation in Florida Virtual School and the School District's virtual instruction program is governed by Sections 1002.37 and 1002.45, Florida Statutes. Student participation in the state and School District's virtual instruction programs is subject to program related eligibility requirements, including those specified in Section 1002.455, Florida Statutes.

**B. Application Process** – All students interested in choosing Broward Virtual School must apply online to Broward Virtual School (www.bved.net) during the open enrollment periods described below:

1. Students may apply to Broward Virtual School's franchise program (grades 6-12) from April 1st through an identified date in September,
2. Students may apply to Broward Virtual School's K12 program (grades K-5) from April 1st until 30 calendar days prior to the first day of the subsequent school year.

Enrollment in the K12 program must conclude thirty (30) calendar days prior to the first day of school per Section 1002.455, Florida Statutes. In April, electronic messages are distributed to students via Parent Link outlining virtual instruction options. Parents interested in choosing this educational option for their student may apply during the enrollment windows.

**C. Assignment Priority –** There is no assignment priority for Broward Virtual.

**D. Transportation** – Not Applicable

**E. Appeals/Hardship** – Not Applicable

**F. Withdrawals** - School Enrollment Continuation Standards **–** An evaluation of each District student's progress will be conducted at the conclusion of each semester to determine their continued enrollment eligibility. To maintain continuous enrollment at Broward Virtual School, a student must:

1. Earn grades of C or higher in each course
2. Maintain consistent weekly pacing in every class to meet all deadlines and attendance expectations
3. Communicate consistently and successfully with teachers
4. Participate in all standardized testing required by state rules and SBBC policies
5. Earn sufficient credits to be promoted to the next grade level and graduate in four (4) years or less
6. Honor all rules, policies, and procedures established by Broward Virtual School and SBBC for student conduct, academic integrity, and etiquette.

Students who fail to meet the minimum continuation standards will be withdrawn from the virtual instruction program. Parents will be provided a list of alternatives to meet their educational goals.

**8. FAMILY EMPOWERMENT SCHOLARSHIPS FOR UNIQUE ABILITIES (FES-UA) PUBLIC SCHOOL CHOICE OPTION** (Formerly McKay Scholarship); Section 1002.394, Florida Statutes

**A. Eligibility**- A Florida student is eligible to participate in the FES-UA public school choice option if he/she:

1. meets the entrance requirements of the requested application grade and will be in grades K-12 while utilizing the scholarship, and
2. has a diagnosis of disability, active IEP or Permanent 504 Accommodation Plan, accompanied by a diagnosis of disability, from the public school (Hospital or homebound cannot be the only exceptionality).

**B. Application Process**

1. Applications will be accepted via the link found in the FES-UA letter provided at the student's annual IEP meeting.
2. FES-UA public school choice option does not apply to Nova schools, charter schools, or magnet programs. The seats available at each location are limited and will be awarded based on the ability of the school to provide the services identified on the student's IEP, eligible 504 Plan with disability diagnosis, or the service plan of the licensed professional providing the disability diagnosis.
3. Current Florida public school students that meet the criteria to participate may submit one application for FES-UA public school choice option per school year.

Students currently receiving funding under FES-UA may exercise their public school choice option 30 days prior to withdrawal from the scholarship program.

4. The address provided on the application must match what is currently on file with SBBC's Student Information System. Applications showing different residential addresses will not be processed.
5. Applications will be submitted to and reviewed by the appropriate School District department.

**C. Assignment Priority -** Available seats will be awarded on a first come/first serve basis. Approval will only be granted if there is space at the student's grade level and the District school has the ability to provide the services identified on the student's IEP/504 Plan, or licensed professional's service plan.

**D. Transportation**

1. Applicants for the FES-UA public-to-public scholarship will be provided a school choice option with transportation.
2. Applicants may select a school choice option without transportation and be reimbursed by the agency designated by the Florida Department of Education (FDOE) at the state mileage compensation rate up to ten (10) miles each way.
3. FES-UA public choice requests are not approved or denied based on transportation availability.
4. If a public school choice is granted with transportation and the student moves, the prior transportation approval is void. The student may continue attending the approved school; however, a new application must be submitted to verify transportation availability/reimbursement.
5. If an FES-UA public school choice was approved with transportation and the student is dismissed from ESE, the student may continue attending the school, however, the student will no longer be eligible for transportation services/reimbursement.

**E. Appeals/ Hardships** - FES-UA is a Florida Department of Education program. There are no appeals or hardships to the application process for FES-UA.

**F. Withdrawals -** A public FES-UA approval may become void when a student:

1. withdraws from the approved public school,
2. has changed placement and the approved school can no longer accommodate his/her IEP/504 Plan,
3. is enrolled in a Department of Juvenile Justice Center for a period of more than 22 days,
4. completes the highest grade level offered at the approved school, or
5. graduates or turns the age of 22 years old.

Policy Custodian: Choice/Charter Schools Management Support Department

Former Policy Number: 5004.1

Policy Status [Active/Inactive]: Active

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

History: Adopted: Policy Adopted: 12/15/09; Policy Amended: 12/07/10, 5/15/12, 1/22/2014, 9/16/2015, 10/18/2016, 11/07/2017, 10/16/2018; 10/15/2024

Formerly Policy 5001 - AUTHORITY: s. 1001.41, F.S.; Policy Adopted: 11/13/69; Policy Readopted: 9/5/74; Policy Amended: 6/19/80, 1/20/83, 3/3/83, 9/3/96, 4/8/97, 9/2/97, 6/20/00, 1/21/03, 11/09/04, Emergency Rule #E482-15, 6/6/83, 6/16/83, 5/17/84, 7/18/95, 3/19/96. Repealed 12/15/09.

Formerly Policy 5003 - AUTHORITY: s. 1001.41, F.S.; Policy Adopted: 1/25/68; Amended Policy Approved: 10/18/73, 9/3/91, 4/20/93, 3/19/96, 8/20/96; Amended Policy Approved: 1/21/97, 6/15/04. Repealed 12/15/09.

Formerly Policy 5004 - AUTHORITY: s. 1001.41(1), F.S., (2); s. 1002.20(6a), F.S.; s. 1003.05(3), F.S.; Policy Adopted: 6/2/88, 10/17/89, 5/1/90, 5/2/95, 9/3/96; Amended Policy Adopted: 4/8/97, 5/15/01, 4/23/02, 10/1/02, 6/17/03, 4/20/04, 9/9/08. Repealed 12/15/09.

Established 1915
BROWARD
County Public Schools

REVISED








SCHOOL BOARD POLICY PROJECT

## Policy Review Project: Rule Development Workshop

- Policy 6202.2 – Athletic Physical Screening
- Policy 6209 – Interscholastic Activities – High Schools
- Policy 6230 (Formerly 5002.1) – JROTC Programs
- Policy 6240 (Formerly 6202) – Student Participation in Athletics
- Policy 6250 (Formerly 6204) – Intramural and Interscholastic Athletic Activities
- Policy 6280 (Formerly 6203) – Athletics – Eligibility for Reassigned and Transfer Students
- Policy 6400 – School Choice

# 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 allow all School Board members to discuss proposed policy revisions for the named policies 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 proposed revisions to the identified School Board Policies 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 REVISION TIMELINE




**January 2025**
*Staff received recommended policy revisions from Coward & Coward for four athletics policies*

**April 2025**
*Board approved an item to initiate rulemaking for Policy 6400, School Choice; Staff received recommended revisions from Coward & Coward for JROTC policy*

**June 10, 2025**
*Rule Development Workshop for seven policies under The Strategy & Innovation Division (Athletics, JROTC, and School Choice)*

**August 19, 2025**
*Rulemaking: Regular School Board Meeting for final adoption of policy revisions*

# Summary of Policy Recommendations for Repeal

| 6202.2 | 6209 |
| --- | --- |
| Title: Athletic Physical Screening<br><br>Recommendation: Repeal<br><br>• The language of this policy is already included in Policy 6250, Intramural and Interscholastic Athletic Activities.<br><br>• Repealing this policy will assist in eliminating policy duplication and redundancy. | Title: Interscholastic Activities – High Schools<br><br>Recommendation: Repeal<br><br>• The language of this policy is already included in Policy 6250, Intramural and Interscholastic Athletic Activities.<br><br>• Repealing this policy will assist in eliminating policy duplication and redundancy. |

*Coward & Coward conducted the comprehensive review of these policies and made the above recommendations.

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# Policy 6230 (Formerly 5002.1): JROTC Programs
# Summary of Revisions

| Page | Section | Proposed Revision | Rationale |
|---|---|---|---|
| 1 | Policy Number and Title | Revised | Revised policy number to the new number the Title to Junior Reserve Officers' Training Corps for consistency with current legal and operational references |
| 1 | Introduction | Revised | Deleted multiple introduction statements and added general language from District website and 10 U.S.C. § 2031 |
| 1 | New Rule A | Add | Added statutory statement from F.S. 1003.451 to give a logical flow to the policy language |
| 1 | New Rule B | Add | Added statement of agreement, which revised the previous Rule 6 and Heading statement |
| 1 | New Rule C | Revised, Add | Revised the statement from the Heading and added clarification that enrollment is not enlistment |

*Coward & Coward conducted the comprehensive review of these policies and made the above recommendations.

REVISED

# Policy 6230 (Formerly 5002.1): JROTC Programs
# Summary of Revisions Continued

| Page | Section | Proposed Revision | Rationale |
|---|---|---|---|
| 1 | New Rule D | Add | Added student's right to attend JROTC at another public high school, if a program is not available at their school, pursuant to F.S. 1003.451(2) |
| 1 | New Rule E | Revised | Revised statement on parent responsibility to transport, as originally referenced in the Heading statement |
| 1 | New Rule F | Revised | Revised reassignment process to ensure consistency with Policy 6400, School Choice |
| 1 | Old Rules G-I | Remove, Revised | Removed excessive language and revised content into a single statement regarding instructor pay |
| 1 | New Rule H (Old Rule 11) | Revised | Revised references to the School Board and JROTC for consistency |

*Coward & Coward conducted the comprehensive review of these policies and made the above recommendations.

# Policy 6230 (Formerly 5002.1): JROTC Programs
# Summary of Revisions Continued

| Page | Section | Proposed Revision | Rationale |
|---|---|---|---|
| 2 | Introduction | Remove | Remove prior introductory language and outdated authority |
| 2-3 | Old Rules 2-5 | Remove | Language in New Rule 6 addresses requests for reassignments if the assigned school does not have a JROTC Program |
| 2 | Old Rule 10 | Remove | Calendar extensions for instructional personnel are covered in Human Resources policies |
| 3 | Policy Custodian, Former Number, Status | Revised | Added to include current information |
| 4 | Authority | Revised | Revised legal/statutory refences |

*Coward & Coward conducted the comprehensive review of these policies and made the above recommendations.

# Policy 6240 (Formerly 6202): Student Participation in Athletics
# Summary of Revisions

| Page | Section | Proposed Revision | Rationale |
|---|---|---|---|
| 1 | Policy Number and Title | Revised | Revised policy number to the new number and the title of the policy |
| 1 | Introduction | Revised | Revised the introduction to include a reference to Florida Administrative Code and removed the statutory authority as that is cited at the bottom of the document |
| 1 | Rule 1 (A) | Revised | Language was added emphasis the importance of athletics to the educational process and differentiates who governs intramural and interscholastic programs |
| 1 | Rule 1 (B)<br>(Old Rules 2-5) | Revised | The rules were combined and written in a concise format |

*Coward & Coward conducted the comprehensive review of these policies and made the above recommendations.

# Policy 6240 (Formerly 6202): Student Participation in Athletics
# Summary of Revisions Continued

| Page | Section | Proposed Revision | Rationale |
|---|---|---|---|
| 1 | Rule 1 (C) | Add | Added statutory language to the policy |
| 2 | Rule 1 (D) | Add | Added statutory language to the policy |
| 2 | Rule 1 (E) | Add | Added statutory language to the policy |
| 2 | Rule 1 (F) | Add | Added statutory language to the policy |
| 2 | New Rule 1(G)) | Add | Added statutory language to the policy regarding relief for violations to the policy |
| 2 | Policy Custodian, Former Number, Status | Revised | Added to include current information |
| 2 | Authority | Revised | Revised legal/statutory/state rule refences |

*Coward & Coward conducted the comprehensive review of these policies and made the above recommendations.

# Policy 6250 (Formerly 6204): Intramural and Interscholastic Athletics Activities Summary of Revisions

| Page | Section | Proposed Revision | Rationale |
|---|---|---|---|
| 1 | Policy Number, Title, Introduction | Revised | Revised policy number to the new number, the title of the policy, and the introduction |
| 1 | Definitions | Add | Added this section to define terms used in the policy |
| 1 | Old Rules 1, 2 & 4, 5 | Remove | Removed references to prerequisite of intramural sport before interscholastic sport as this is no longer in practice and statement requiring elimination of student until after contest as this is no longer in practice |
| 2 | New Rule 1 (A) (Old Rule 6) | Revised | Revised equal opportunity statement for consistency with Policy 6240 |
| 2 | New Rule 1 (B) | Add | Added definition of athletic activities referenced |
| 2 | New Rule 1 (C) | Add | Added requirement for parent notification |

*Coward & Coward conducted the comprehensive review of these policies and made the above recommendations.

# Policy 6250 (Formerly 6204): Intramural and Interscholastic Athletics Activities Summary of Revisions Continued

| Page | Section | Proposed Revision | Rationale |
|---|---|---|---|
| 2 | New Rule 1 (D) | Add | Added requirement for need of sports physical (supports recommendation to repeal Policy 6202.2) |
| 2 | New Rule 1 (E) | Add | Added language that participation is a privilege |
| 2 | New Rule 1 (F & H) (Old Rule 3) | Revised | Revised and shifted Old Rule 3 noting the responsibilities of the principal |
| 2 | New Rule 1 (G) | Add | Added the language about membership in the Florida High School Athletic Association (supports recommendation to repeal Policy 6209) |
| 2 | Policy Custodian, Former Number, Status | Revised | Added to include current information |
| 2 | Authority | Revised | Revised legal/statutory/state rule refences |

*Coward & Coward conducted the comprehensive review of these policies and made the above recommendations.

REVISED

# Policy 6280 (Formerly 6203): Athletics – Eligibility for Reassigned and Transfer Students
## Summary of Revisions

| Page | Section | Proposed Revision | Rationale |
|---|---|---|---|
| 1 | Policy Number and Title | Revised | Revised policy number to the new number and the title of the policy |
| 1 | Introduction | Revised | Revised the introduction to include District compliance with the Florida High School Athletic Association's (FHSAA) bylaws |
| 1 | Definitions | Add | Added a Definitions Section for clarity |
| 1,2 | Rule A | Revised | Clarified language regarding the eligibility of a student approved for reassignment |
| 2,3 | Rules B-E | Add | Added rules to comply with FHSAA bylaws and applicable state statutes |
| 3 | Policy Custodian, Former Number, Status | Revised | Added to include current information |
| 3 | Authority | Revised | Revised legal/statutory/FHSAA references |

*Coward & Coward conducted the comprehensive review of these policies and made the above recommendations.

# Policy 6400: School Choice
# Summary of Revisions

| Page | Section | Proposed Revision | Rationale |
|---|---|---|---|
| Page 18 | Sections 5(C)4 Reassignments, Assignment Priority | Revised | Correct a scrivener's error in the policy<br>Ensure that policy and practice are consistent |
| Page 19 | Sections 5(C)8 Reassignments, Assignment Priority | Add | Add an assignment priority for students who were impacted by a change in the school's attendance zone boundary within the past five years |

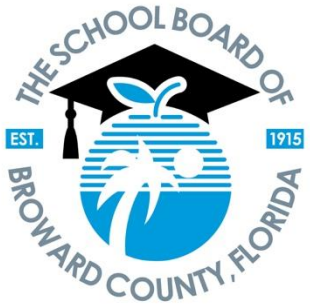
*At the April 15, 2025, Regular School Board Meeting, Item B-2 passed, which directed the Superintendent of Schools to initiate rulemaking for this policy to include a reassignment priority for students residing in an area that was impacted by a change in the school's attendance zone boundary.



# 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.

**POLICY NO. 6230** ~~5002.1~~

**JUNIOR RESERVE OFFICER'S TRAINING CORPS** ~~R.O.T.C PROGRAMS~~

THE BROWARD COUNTY SCHOOL BOARD SUPPORTS THE IMPLEMENTATION OF THE JUNIOR RESERVE OFFICERS' TRAINING CORPS (JROTC) AT DISTRICT HIGH SCHOOLS AS A LEADERSHIP DEVELOPMENT AND CHARACTER-BUILDING EXTRACURRICULAR PROGRAM. JROTC FOSTERS CITIZENSHIP, SERVICE TO THE UNITED STATES, PERSONAL RESPONSIBILITY, AND A SENSE OF ACCOMPLISHMENT IN PARTICIPATING CADETS. PARTICIPATION IS LIMITED TO STUDENTS WHO MAINTAIN ACCEPTABLE STANDARDS OF ACADEMIC ACHIEVEMENT AND CONDUCT.

## I. Rules

A. The School Board may not ban any branch of the United States Armed Forces or the United States Department of Homeland Security from establishing, maintaining, or operating a unit of JROTC at a public high school in the district, pursuant to Florida Statute §1003.451(1).

B. After a school is selected for unit establishment, the School Board and the sponsoring service shall enter into an agreement that governs the administration of the unit.

C. Enrollment in JROTC is open to eligible public high school students. Participation in the program does not obligate students to enlist in the military.

1. Schools with JROTC programs shall comply with F.S. §1014 and F.A.C. Rule 6A-10.085 and fully inform parents of the details of the program.

D. Students attending a Broward County public high school may enroll in JROTC at another public high school in the district, provided their current school does not offer JROTC, the student meets all minimum enrollment qualifications, and participation can be accommodated within the student's course schedule, as outlined in Florida Statute §1003.451(2).

E. Parents and guardians are responsible for transporting the student to the public high school offering JROTC.

F. Reassignment to attend a school other than the student's assigned school is governed by School Board Policy 6400, School Choice, including reassignments to military academy magnet programs.

G. All JROTC instructors shall be paid from the Teachers bargaining unit or JROTC Salary Schedule, with the sponsoring military service reimbursing the school district 50 percent of the minimum instructor pay.

H. Supplements, based on School Board approval, may be recommended by

the principal, as specified in the collective bargaining agreement between the Broward Teachers Union and the School Board of Broward County or the current JROTC Salary Schedule.

I. All payments for services must be paid through the normal payroll with all applicable deductions processed.

J. Verification of related work experience, references, security clearance, etc., shall be processed as prescribed by the normal employment procedure.

~~R.O.T.C. PROGRAMS ARE OPEN TO HIGH SCHOOL STUDENTS BY APPLICATION. A STUDENT MAY APPLY FOR ADMISSION IF THE RACE OF THAT STUDENT DOES NOT HAVE AN ADVERSE EFFECT ON THE DESEGREGATION FACTOR IN THE RECEIVING OR SENDING SCHOOL.~~

~~REASSIGNMENTS FROM ONE R.O.T.C. PROGRAM TO ANOTHER R.O.T.C. PROGRAM SHALL NOT BE PERMITTED.~~

~~IF A STUDENT WISHES TO WITHDRAW FROM THE R.O.T.C. PROGRAM IN WHICH HE/SHE IS ENROLLED, AND THAT STUDENT IS IN THE PROGRAM ON REASSIGNMENT FROM HIS/HER DESIGNATED SCHOOL, THE STUDENT MUST RETURN TO HIS/HER DESIGNATED SCHOOL IMMEDIATELY.~~

~~THE PARENTS/GUARDIANS SHALL ASSUME RESPONSIBILITY FOR THE SATISFACTORY TRANSPORTATION, ATTENDANCE, AND BEHAVIOR OF THE STUDENTS WHO ARE REASSIGNED TO A SCHOOL IN ORDER TO ENROLL IN THE R.O.T.C. PROGRAM.~~

~~SCHOOL BOARD APPROVAL SHALL BE REQUIRED PRIOR TO EXECUTION OF R.O.T.C. AGREEMENTS WITH ANY BRANCH OF THE MILITARY BY THE INDIVIDUAL SCHOOL.~~

~~AUTHORITY: F.S. 230.22 (1) (2)~~
~~POLICY ADOPTED: 8/20/81~~

~~POLICY AMENDED: 7/18/85; 4/21/86;6/19/86 AMENDED POLICY APPROVED: 4/21/88~~

**~~RULES~~**

~~1. Reassignment forms will be available at all schools. Parents initiate the request at the assigned school.~~

~~Parents shall present all reasons for the desire to get into the R.O.T.C. Program with the Reassignment Request Form. Any new evidence presented in subsequent appeals shall be sent back to the principal of the assigned school for a decision.~~

~~2. The principals involved shall render a decision on the parents' request. If the parents are not satisfied with the principals' decision, they may appeal the decision to the Area Superintendent.~~

3. The Area Superintendent shall render a decision on the parents' request. If the parents are not satisfied with the Area Superintendent's decision, they may appeal the decision to the Superintendent.

4. The Superintendent shall render a final administrative decision on the parents' request.

5. If the parents are not satisfied with the Superintendent's decision, they may appeal the decision to The School Board of Broward County.

6. The agreement between the High School and the specific branch of the military and any subsequent amendments must have Board approval before it is signed by the school.

7. Each instructor assigned to the teacher bargaining unit Salary Schedule must fulfill the requirements as stipulated in Florida State Board of Education Rules Chapter 6A-4.361, or subsequent amended rule. Instructors on the R.O.T.C. Salary Schedule must meet the position requirements related to that schedule.

8. All R.O.T.C. instructors will be paid from the Teachers bargaining unit or R.O.T.C. Salary Schedule. If the individual's placement on the Teacher Salary Schedule equals or exceeds the difference between the individual's active duty and retirement pay, this will be the individual's total pay. However, if the pay assigned to the individual on the Teachers or R.O.T.C. Salary Schedule is less than the difference between the individual's active duty and retirement pay, the individual shall be entitled to receive a salary to compensate for this difference.

9. The Division of Human Resource Management shall submit salary information on all
R.O.T.C. instructors annually for Board approval. The data may include: placement on the respective Salary Schedule, active duty pay, retirement pay, difference between active duty and retirement pay, and salary required if needed to equal the difference between active duty pay and retirement pay. All of the above pay shall be based on the established Teachers bargaining unit or R.O.T.C. Salary Schedule and calendar.

10. All extensions of calendar of R.O.T.C. instructors must have prior Board approval.

11. Supplements, based on Board approval, may be recommended by the principal, as specified in the collective bargaining agreement between the Broward Teachers Union and the School Board of Broward County or the current R.O.T.C. Salary Schedule.

12. All payments for services must be paid through the normal payroll with all applicable deductions processed.

13. Verification of related work experience, references, security clearance, etc., shall be processed as prescribed by the normal employment procedure.

Policy Custodian: Athletics & Student Activities

Former Policy Number: 5002.1

Policy Status: Active

Authority: F.S. §§ ~~230.22 (1) (2)~~ 120.52(6), 120.54, 120.81(1)(a), 1001.41(1) and (2), 1001.42(28), 1001.43(3), and 1003.451,; Section 2031 of Title 10, United States Code; Department of Defense Instruction 1205.13.

History: Adopted: 8/20/81
Amended: 7/18/85; 4/21/86; 6/19/86; 4/21/88

**POLICY NO. 6280** ~~6203~~

**ATHLETICS – ELIGIBILITY FOR REASSIGNED AND TRANSFER STUDENTS**

THE SCHOOL BOARD SHALL COMPLY WITH THE BYLAWS OF THE FLORIDA HIGH SCHOOL ATHLETIC ASSOCIATION (FHSAA), FLORIDA LAW, AND SCHOOL BOARD POLICY WHEN DETERMING THE ATHLETIC ELIGIBILITY FOR REASSIGNED AND TRANSFER STUDENTS IN THE DISTRICT'S HIGH SCHOOL INTERSCHOLASTIC ATHLETIC PROGRAMS.

~~AUTHORITY: F.S. 230.22 (1) (2)~~
~~POLICY ADOPTED: 11/30/67~~
~~POLICY REPRINTED: 2/12/70~~ ~~POLICY READOPTED: 9/18/85~~
~~RULES ADOPTED: 9/5/74; 10/2/80~~

## I. DEFINITIONS

A. Reassignment: As defined in The School Board's Policy on School Choice;
B. Residency (establishment of):
   1. Where the student first attends classes; or
   2. The school where the student first participates in athletic activities on or after the official start date of that sport season before he/she attends classes at any school; or
   3. The school the student transfers to after previously attending another school;
C. Transfer: When a student changes schools after establishing residency.

## II. RULES

~~Approval of a reassignment request from any one Broward County public high school to another Broward County public high school shall carry immediate athletic eligibility for students who have reported previously to the Florida High School Activities Association on a game eligibility list. The "Application For Waiver of the Transfer Rule of the Florida High School Activities Association, Incorporated" shall be signed by the transferring (sending) principal whenever reassignment is granted, upon receipt of the application form from the receiving principal.~~

**A.** Students approved for a reassignment or who have transferred to a new District high school during the school year may seek to immediately join an existing team if the roster has not reached the identified maximum size and if the coach for the activity determines that the student has the requisite skill and ability to participate. The FHSAA and District may not declare the

student ineligible because the student did not have the opportunity to comply with qualifying requirements. (F.S. § 1006.15(9)).

**B.** The principal of the student's previous school must verify the student's eligibility status on the required FHSAA form, upon request.

**C.** As set forth in the bylaws of FHSAA and Florida Statute §1006.15(10), a student who participates in an interscholastic athletic program in a District public high school, and who transfers from that school during the school year shall be allowed to continue to participate in the activity at the school for the remainder of the school year if:

1. During the period of participation in the activity, the student continues to meet FHSAA eligibility requirements,
2. The student continues to meet the same standards of acceptance, behavior, and performance which are required of other students participating in the activity, except for enrollment requirements at the school at which the student participates,
3. The student's parents are responsible for and provide transportation for the student to and from the school, and
4. The student has registered with the FHSAA Office as a non-traditional student; defined as a student who is not enrolled in and does not physically attend the school at which they participate.

**D.** Pursuant to Florida Statute §1006.15, a student may not participate in a sport if the student participated in that same sport at another District high school during that school year, unless the student meets one (1) of the following criteria:

1. Dependent child of active-duty military personnel whose move resulted from military orders.
2. Child who has been relocated due to a foster care placement in a different school zone.
3. Child who moved due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.
4. Other good cause as authorized by School Board Policy.

**E.** Students enrolled in a private school, charter school, or Florida Virtual School, are permitted to participate in the District's athletic program as non-

traditional students at the school they would have been assigned, provided they meet the conditions outlined in Florida Statute §1006.15. Students enrolled in Home Education are eligible to participate on an interscholastic athletic team at any school in the District. These students would be subject to the District's Code of Conduct for the limited purpose of establishing and maintaining the student's eligibility to participate at the school.

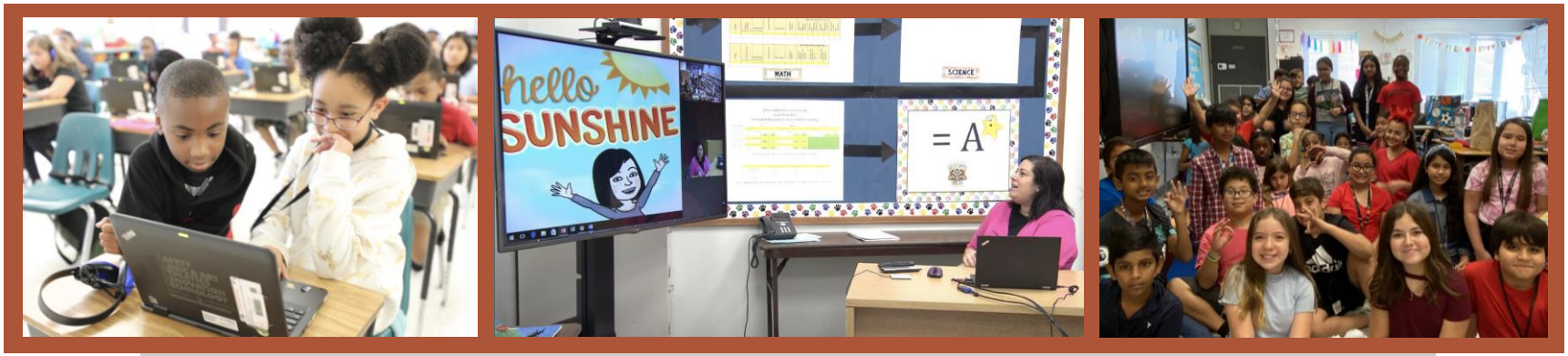
Policy Custodian: Athletics & Student Activities

Former Policy Number: 6203

Policy Status: Active

Authority: F.S. §~~230.22 (1) (2)~~ F.S. §§120.52(6), 120.54, 120.81(1)(a), 1001.41(1) and (2), 1001.42(28), 1001.43(1).
Laws Implemented: F.S.§§1000.05, 1001.43, 1006.15, 1006.20(2), 1006.205; Rule6A-19.002 F.A.C.

History: Adopted: 11/30/67; Reprinted: 2/12/70; Readopted: 9/5/74; 10/2/80
Amended: 9/19/85




Communications and Legislative Affairs

**June 10, 2025**

# 2025 Regular Legislative Session Summary Report

*(as of May 27, 2025)*

*Key Legislative Changes Affecting Education and District Operations*

Established 1915
BROWARD
County Public Schools

# Introduction

## RATIONALE

Legislative actions directly influence district operations, funding allocations, educational programs, staffing requirements, student services, and compliance responsibilities. By presenting a summary report, the School Board can assess the implications of newly enacted laws, guide policy adjustments, and support the Superintendent in aligning district priorities with state requirements.

## PURPOSE

Provide the School Board with an update on the outcomes of the 2025 Regular Legislative Session is essential to ensure informed governance, strategic planning, and timely implementation of new state mandates.

## STRATEGIC PLAN - GOALS and GUARDRAILS

- District Operations, Accountability
- Safety
- Academics, School Support, and Wellness Supports

## REQUEST TO THE SCHOOL BOARD

Review the bills presented and provide any appropriate guidance to the Superintendent, as needed.

## FINANCIAL IMPACT

*Pending the approval and review of the State budget*



# 2025 Regular Legislative Session Summary Report

*Key Legislative Changes Affecting Education and District Operations*

The 2025 Regular Legislative Session Summary Report presentation offers a detailed overview of the most significant legislative developments affecting the District, with a particular focus on education policy, funding, operations, and compliance. It summarizes over 30 enrolled bills that have direct or indirect implications for school sites, staff certification, student health and safety, curriculum standards, and district-level operations. Key areas addressed include adjustments to school start times, enhanced safety protocols, mental health service evaluations, instructional material updates, and changes to teacher preparation pathways.

The presentation also highlights budget negotiations and the status of the state's final appropriations bill, providing context for potential fiscal impacts and planning requirements. Legislative actions such as the implementation of the CERT Program, expanded student health services, and updated rules for charter schools and student athletics are also explored in depth. Additionally, it includes directives for compliance, strategic alignment with the District's goals, and guidance needed from the Department of Education.

Overall, the report equips the School Board and District leadership with the information necessary to begin implementing legislative changes effectively while identifying areas that require further clarification or planning.

# External Government and Legislative Consultants

GRAYROBINSON
ATTORNEYS | ADVISORS | CONSULTANTS

Approved by the Board in December 2024, GrayRobinson is a premier law and consulting firm recognized as one of the most influential in Florida. Our multidisciplinary team of nearly 300 attorneys, advisors, and consultants brings deep experience and insight to every client engagement. With 16 offices across Florida and Washington, D.C., The firm serves a diverse range of clients—businesses, government entities, and individuals—by resolving complex legal issues, anticipating industry changes, and driving strategic momentum.

Their mission is to leverage our legal, lobbying, and regulatory expertise to help clients define and achieve their goals, while remaining deeply committed to serving our communities. We are proud to uphold a longstanding tradition of building relationships based on respect, loyalty, and integrity.

THE SOUTHERN GROUP

Approved by the Board in December 2024, The Southern Group is a pioneering influence firm that redefined the lobbying landscape in Florida and beyond. Founded 25 years ago, they were the first to introduce a new model of advocacy—bringing together top talent from business, government, and politics, and building a statewide network that gives our clients unmatched access to local and state decision makers.

Over the past two decades, the firm built and retained a seasoned team of experts who develop winning strategies, open doors to power, and connect clients with the right people at the right time. Many of them have served in the very institutions they now help their clients navigate. As the lines between government, business, and public interest continue to blur, they remain at the forefront—adapting to emerging trends and delivering strategic influence that goes beyond traditional lobbying. While advocacy remains their foundation, the firm's approach evolves with the moment, ensuring they stay smart, agile, and deeply connected in an ever-changing landscape.

# House Bill 5101- Senate Bill 2510- Budget Conference Update

Following the passage of respective budget proposals by the Florida House and Senate—totaling $112.95 billion and $117.36 billion respectively—a significant $4.4 billion gap remains. To reconcile this difference, the legislative session has been extended, with lawmakers originally scheduled to reconvene on May 12. **However, as of May 15, legislative leaders have postponed formal budget conferencing until after Memorial Day**. The formal budget conference process begins once agreement is reached on a comprehensive Tax Package, which informs the overall budget framework and enables allocation decisions across major funding areas such as Education, Transportation, and the Environment. Once negotiations are complete and a final budget—known as the conference report—is developed, a constitutionally required 72-hour "cooling-off" period precedes the legislative vote. The final budget is then presented to the Governor, who holds line-item veto authority before signing the bill into law.

Upon final approval, District staff will collaborate with the Finance Department to assess the implications for the School District and integrate all relevant updates into forthcoming budget presentations to the Board.

# 2025 Regular Legislative Session

## Enrolled Bills Relative to BCPS School Sites

***The following 32 bills have been enrolled, meaning they have passed both legislative chambers in identical form and shall become a law if the governor approves and signs it, or fails to veto it within seven (7) consecutive days after presentation.***

***The District is also awaiting further guidance from the Forida Department of Education.***

## Senate Bill 268

**Public Records/ Congressional Members and Public Officers**

**Subject: School Board members**

Expands public records exemptions by protecting partial home addresses, telephone numbers, and certain personal information of current public officers, and their families.

***Note from the Superintendent****: This bill does not have a direct operational impact on the school district, as its provisions pertain solely to School Board members and the disclosure of their personal records.*

## House Bill 259

**Special Observances**

**Subject: Declaration and Observances**

*PRESENTED TO THE GOVERNOR*

This bill designates August 21 as Fentanyl Awareness and Education Day in Florida, promoting public understanding of fentanyl risks and encouraging schools, local governments, and agencies to host awareness and prevention events.

***Note from the Superintendent****: A resolution recognizing August 21 as Fentanyl Awareness and Education Day will be drafted and approved the Board at the July 2025 meeting to prepare for implementation in the upcoming school year. Legislation will lead the drafting, with support from District staff in developing awareness and prevention materials to support compliance of the bill.*

## Senate Bill 356

**Holocaust Remembrance Day**

**Subject: Declaration and Observances**

*PRESENTED TO THE GOVERNOR*

Establishes January 27 as "Holocaust Remembrance Day," encouraging observance in public schools and state facilities, with optional instruction on the Holocaust, anti-Semitism, and Jewish contributions to humanity.

***Note from the Superintendent****: The District currently has a Resolution recognizing International Holocaust Remembrance Day on January 27. We will update any language within it as necessary to ensure alignment with the new legislation.*

## House Bill 447 — Disability History and Awareness Instruction

**Subject: Declaration and Observances**

*SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR*

The bill requires K–3 to include lessons on bullying and physical disabilities, mandates autism instruction for grades 4–6, hearing impairments for grades 7–9, and various learning and intellectual disabilities for grades 10–12.

***Note from the Superintendent**: The impact of this bill on the district is fiscally minimal; however, the ESE Department will develop and provide instructional materials to be used across K-12 grade bands during the first two weeks of October.*

## House Bill 549 — Gulf of America

**Subject: Declaration and Observances**

*SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR*

The bill requires all state agencies to replace references to "Gulf of Mexico" with "Gulf of America." Starting July 1, 2025, public and charter schools must use materials that adopt the "Gulf of America" terminology.

***Note from the Superintendent**: This bill will not have a financial impact on the district. We will ensure that lessons, instructional materials, and resources purchased or created after the legislation's start date accurately reflect the Gulf of America designation.*

## House Bill 1237 — Human Trafficking Awareness

**Subject: Declaration and Observances**

*SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR*

The bill mandates human trafficking awareness training for Florida public and charter school staff. By December 1, 2025, the Department of Education will provide free training covering victim identification and reporting. All affected staff must complete and acknowledge the training.

***Note from the Superintendent**: Staff from the Department of School Culture and Student Support will ensure all required personnel complete the training provided by the Florida Department of Education and will coordinate with the Professional Learning team to document formal acknowledgment through our professional learning management system.*

## House Bill 279 — False Reporting

**Subject: Safety, Security, and Emergency Preparedness**

*SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR*

The legislation targets individuals who knowingly make false or malicious emergency calls, like fake threats of violence, that cause serious harm, panic, or disruption. If such false reports result in severe injury, permanent harm, or death, the responsible parties face enhanced criminal penalties, mandatory restitution, and prosecution costs.

***Note from the Superintendent**: This bill may impact the Student Code of Conduct, but no changes are needed from a discipline standpoint, as the district already enforces the strictest penalties for false threats. Principals will notify students and parents of the increased consequences within the first 10 days of school.*

## Senate Bill 1374 — School District Reporting Requirement

**Subject: Safety, Security, and Emergency Preparedness**

*SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR*

The bill requires quick removal of arrested instructional staff, expands law enforcement notification to schools, mandates staff self-report arrests within 48 hours, allows volunteer background checks, and ensures confidentiality of sealed records.

***Note from the Superintendent**: The bill has minimal impact, as the district already follows these practices. We will review potential rulemaking requirements for School Board Policies 2404 – Disqualifying Offenses and 2405 – Employee Self-Reporting of Arrests, Charges, and Criminal Proceedings in response to this legislation.*

## Senate Bill 1546 — Background Screening of Athletic Coaches

**Subject: Safety, Security, and Emergency Preparedness**

The bill extends the deadline for completing Level 2 background screenings of athletic coaches to July 1, 2026.

***Note from the Superintendent**: The bill has minimal impact, as the district already follows the conditions outlined in the bill .*

## Senate Bill 1470 — School Safety

**Subject: Safety, Security, and Emergency Preparedness**

*SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR*

This bill expands the school guardian program to include childcare facilities, which must cover training and security costs, and allows partnerships with law enforcement. It authorizes sheriffs to certify guards, requires annual weapons checks, and strengthens reporting. School safety requirements are updated to cover times before and after school, define gate access zones, permit temporary classroom door locks, allow certain CTE exemptions, require safety briefings for substitute teachers, and direct the creation of a centralized panic alert system, pending funding.

***Note from the Superintendent**: The impact of this bill on the district includes revising locked door requirements for CTE programs, common areas, parking lots, and other exclusive zones, including the types of locks used. The district already has integrated measures in place that meet the requirements for the centralized panic alert system.*

## House Bill 597 — Diabetes Management in Schools

*SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR*

**Subject: Student Health**

The bill allows schools to stock undesignated glucagon, enter supply agreements, and accept donations or grants for its purchase. It permits glucagon to be prescribed and dispensed in the school's name for emergency use per student care plans, provides liability protections for proper administration, and requires the State Board of Education to adopt implementing rules.

***Note from the Superintendent**: The impact of this bill on the district is minimal, as school staff who work with students with diabetes already receive training from a licensed nurse on recognizing the signs and symptoms of hypo- and hyperglycemia, including when the administration of glucagon is necessary.*

## Senate Bill 1070 — Electrocardiograms for Student Athletes

**Subject: Student Health**

The bill requires ECG screening for student athletes before participation, starting in 2026–27, with medical and religious exemptions. The FHSAA will set rules for clearance after abnormal results. Schools have limited liability, and districts must seek partnerships for low-cost ECGs, with exemptions if under $50 screenings aren't available.

***Note from the Superintendent**: The district will support this legislation through existing partnerships, with the Student Athletics department collaborating closely with the Strategic Partnerships department.*

## Senate Bill 1514 — Anaphylaxis in Traditional Public and Public Charter Schools

*SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR*

**Subject: Student Health**

The bill requires K–8 schools to provide anaphylaxis training, maintain emergency plans, train staff on epinephrine use, and ensure students' action plans are accessible. The State Board of Education will adopt rules by October 1, 2025.

***Note from the Superintendent**: The District already uses three methods to identify students with anaphylaxis: parents or guardians indicate allergies on the Student Emergency Contact Card, Coordinated Student Health Services collects detailed health information via the Health Condition Review form on Focus, and gathers medical statements for special meal accommodations.*

## Senate Bill 958 — Type 1 Diabetes Early Detection Program

*SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR*

**Subject: Student Health**

The bill extends the deadline for completing Level 2 background screenings of athletic coaches to July 1, 2026.

***Note from the Superintendent**: Coordinated Student Health Services (CSHS) is currently collaborating with the FDOH to determine the educational materials that will be developed to inform families about early detection of Type 1 diabetes. Once finalized, CSHS and Senior Leadership will implement a plan to inform all parents of VPK, Kindergarten, and 1st grade students and the required resources.*

## House Bill 1607 — Cardiac Emergencies

**Subject: Student Health**

*SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR*

The bill requires schools to teach hands-on CPR and AED use, with basic first aid and CPR training provided once in middle school and once in high school. Schools must develop a PULSE plan for urgent emergencies aligned with local responders. Every public and charter school must have at least one operational AED and train staff in first aid, CPR, and AED use. Liability protection is provided for staff and volunteers using defibrillators under Good Samaritan laws.

***Note from the Superintendent**: The impact on the district may include rulemaking for Policy 5303 – First Aid but overall is low since the district already has AEDs and provides CPR training. The district will also monitor charter school compliance with the legislation.*

## House Bill 969 — Reporting of Student Mental Health Outcomes

**Subject: Student Mental Health Services and Compliance**

The bill requires OPPAGA to evaluate and report on school district mental health services by the end of 2025 and 2026, reviewing compliance, outcomes, and program integration, with input from districts and the Department of Education.

***Note from the Superintendent**: The impact to the district is minimal, as we will collect and provide required data per the new policy. The department is already experienced in submitting similar data and reports to evaluators.*

## Senate Bill 738 — Child Care and Early Learning Providers

**Subject: Academics**

The bill modernizes childcare licensing by introducing a three-level violation system, stricter inspections, faster background checks, and revised training requirements including in-person CPR. It allows provisional hires under supervision, requires annual county licensing votes, and exempts certain federal facilities and preschools from licensing or fees.

***Note from the Superintendent**: In-person CPR training with at least one trained staff member present and now includes free online training.*

## Senate Bill 1102 — School Readiness Program

**Subject: Academics**

The bill expands special needs eligibility and funding for school readiness providers who meet training and program standards, with new staff training requirements starting July 1, 2027.

***Note from the Superintendent**: The district is working with the Early Learning Coalition to access additional funds for Before and Aftercare programs supporting students with disabilities. It will communicate the legislation's impact to the community and adjust eligibility evaluations and training to ensure compliance.*

## House Bill 681 — Apprenticeship and Preapprenticeship Program Funding

**Subject: Academics**

The bill mandates fair division of apprenticeship funding with formal agreements, requires a standard contract and transparency tool by July 2026, and sets public notice and reporting rules for Workforce Education Funding meetings.

*Note from the Superintendent: The district is working with Broward College to start the program. The district must use state contract templates to split apprenticeship funding, with administrative-only roles capped at 10%. It must submit detailed program data for an annual state report.*

## Senate Bill 112 — Children with Development Disabilities

**Subject: Exceptional Student Education**

The bill expands state support for children with autism and developmental disabilities through early intervention, school readiness, specialized education, and professional training.

*Note from the Superintendent: This bill may increase enrollment in BCPS ESE PreK 3-year-old programs if families opt for the Early Steps Extended Option. It could also impact ESE PK-12 ASD traditional school enrollment due to grant-funded autism charter school startups or expansions, potentially increasing workload and affecting overall district enrollment.*

## House Bill 1145 — Workforce Education

**Subject: Academics**

The bill makes charter schools eligible for the Workforce Development Capitalization Incentive Grant Program, requires districts and colleges to offer money-back guarantees on three more programs by July 1, 2026, and sets stricter student eligibility and reporting requirements for tuition reimbursement.

***Note from the Superintendent**: Charter schools are now eligible for Workforce Grant funds and were included in Broward's prior application. By July 1, 2026, the district must expand its money-back guarantee to six programs, increasing accountability as unsuccessful job outcomes may require tuition refunds.*

## House Bill 85 — Hazardous Walking Conditions

**Subject: Operations and Safety**

*SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR*

The bill broadens the criteria for identifying hazardous walking conditions for public elementary students to include walkways adjacent to limited access facilities, as defined by Florida transportation law.

***Note from the Superintendent**: The bill poses minimal impact to the district, as transportation exceptions for students facing hazardous walking conditions are already in place. The Environmental Health & Safety Department will continue coordinating with Student Transportation to review and administer these exemptions.*

## Senate Bill 296 — Middle/High School Start Times

**Subject: Operations**

*SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR*

The bill requires middle schools to start no earlier than 8:00 a.m. and high schools no earlier than 8:30 a.m. by July 1, 2026. However, districts will be considered compliant if they submit a report to the Department of Education by June 1, 2026, outlining start times, planning strategies, financial impacts, and potential unintended consequences.

***Note from the Superintendent**: There is minimal impact to district operations, as compliance only requires submitting a report to the Florida Department of Education by the June 1, 2026, deadline.*

## Senate Bill 1402 — Student Enrolled in Dropout Retrieval Program

**Subject: Academics**

*SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR*

The bill requires virtual instruction providers to receive separate school grades or improvement ratings in each district they serve. Dropout retrieval programs, which serve students who have withdrawn and are not currently enrolled, are exempt from district grading but must choose either a school grade or improvement rating for accountability.

***Note from the Superintendent**: There is no impact on the District's virtual programs, as Broward Virtual already receives a school grade. The legislation increases accountability for providers like the Acceleration Academy. The District will monitor whether students coded as dropout retrieval must be included in school improvement ratings. Overall, this bill mainly affects providers' accountability and has low impact on the District.*

## House Bill 443 — Education

**Subject: Charter Schools Support**

The bill updates charter school rules, allowing greater flexibility in funding, enrollment, and conduct codes. It limits sponsor audit demands, ensures data access, prevents landlord conflicts of interest, permits high-performing charters to take over others, and gives Pre-K students enrollment preference.

***Note from the Superintendent**: The Charter Schools Support Services Department will work with Finance to monitor the impact of relaxed timing for charter schools' financial and cost report submissions, ensuring they align with district deadlines.*

## House Bill 809 — School Social Workers

**Subject: Student Services and Certifications**

*SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR*

The bill exempts school social workers from needing to demonstrate mastery of general and subject area knowledge under s. 1012.55, F.S.

***Note from the Superintendent**: This exemption is anticipated to enhance the retention of school social workers by alleviating the challenges and financial burdens associated with passing the general knowledge examination. At this time, the bill does not necessitate any changes to existing district policies.*

## Senate Bill 462 — Transportation

**Subject: Operations**

The bill creates an administrative hearing option for school bus safety violations, allowing individuals to contest citations within 60 days and avoid court fees. Hearings may be virtual or in person, with evidence reviewed under oath. If upheld, a $200 fine plus administrative costs applies. Appeals follow existing state procedures, and the process applies to unresolved cases after July 1, 2025. The bill also allows FDOT to grant up to $5 million annually (FY 2025–2030) to state colleges and school districts—prioritizing rural areas—for equipment simulators, instructional aids, and construction courses with OSHA and simulator certifications.

***Note from the Superintendent**: Potential impacts to the Bus Patrol contract currently under negotiation. Specifically, the bill amends Fla. Stat. § 316.173 and imposes new administrative duties on the District related to the implementation of the school bus infraction detection system, including managing the hearing process and appointing qualified hearing officers*

## House Bill 875 — Educator Preparation

**Subject: Teacher Preparation, Certification, and Mentorship Pathways**

The bill reduces internship hours for experienced counseling students, allows part-time non-degreed arts teachers, and sets uniform teacher prep curricula by 2027. It creates the Florida Center for Teaching Excellence and a mentorship-based alternative certification program (CERT). By 2029, general knowledge tests are replaced with education courses, and mentors must have professional certification and reading endorsements for K-3 teaching support.

***Note from the Superintendent**: We have concerns about implementing the CERT Program outlined in HB 875, particularly how it will impact our district's existing Professional Learning Certification Program (PLCP), which supports over 150 educators through 2026–2027. To ensure a smooth transition, we need clear guidance on how CERT will be implemented at the district level and integrated with PLCP, steps we should take now to prepare mentors, staff, and participants for the shift, and given our current PLCP scale, early planning is critical. We are seeking direction from the Department of Education to begin aligning our systems and teams with the new certification requirements.*

## House Bill 1105 — Education

**Subjects: Governance, Charter Schools Policy, Student Services, Academics, and Technology Use**

The bill requires local government infrastructure surtax revenues shared with school districts to also be proportionally shared with eligible charter schools for specified uses, with unspent funds reverting to the sponsor if a charter closes. It expands definitions and enforcement related to trespassing on school property and buses, including warrantless arrests. The bill updates conversion charter school processes, allows new sponsors, mandates financial reporting, and sets property and leasing rules. It grants enrollment preference to children of employees in job-creating entities and standardizes charter monitoring. Graduation changes include alternative paths for non-diploma students, revised IEP reviews, and new course options like AICE and marching band credits. It requires FDOE to develop workforce credentialing for students with autism or on modified curricula. Wireless device use is banned for elementary and middle school students during the school day, with designated phone areas in high schools and a study on phone bans' effects. State colleges may set enrollment rules for students who lack exam passage but have credits, and dual enrollment agreements must clarify transportation and scheduling. The bill also adds liability insurance to allowable millage expenditures, expands Bright Futures academic awards, raises volunteer hour requirements, broadens grant eligibility to charters, and mandates math endorsement competencies by 2026.

***Note from the Superintendent****: Internship info must be included in counseling materials, and two years of marching band can fulfill a PE or arts credit. By January 2026, the DOE will create a guide for students who don't earn a standard diploma, which districts must provide with transcripts. Districts must develop programs for students with autism or modified curricula and promote Bright Futures scholarships in their career plans. The district will expand work-based learning for students with disabilities in grades 9-12 to boost engagement, career readiness, and experiential learning.*

## House Bill 1255 — Education

**Subjects: Teacher Workforce, School Choice, Academics, Student Services, and Parental Engagement**

The bill updates teacher shortage area terminology and private school background checks, removes the Commissioner's role in diversity oversight, and sets admission standards for preeminent universities. It expands opioid antagonist definitions, requires parental consent for corporal punishment, and limits local rules on charter schools. It changes VPK transfer rules, revises School Readiness income eligibility, and mandates waitlist tracking by income and priority. Academic standards must be simplified by 2026, and reading interventions require certified or micro-credentialed staff. Financial literacy courses must cover higher education costs and FAFSA. Principals must refer certain students to support teams, and superintendents manage expulsion extensions. Districts must inform parents about scholarship and tutoring programs, count tutoring hours for Bright Futures, and can use millage funds for liability insurance.

***Note from the Superintendent****: The district will implement the necessary measures and protocols to ensure full compliance with the legislation and effectively accommodate its provisions.*



## Senate Bill 248

### Student Participation in Interscholastic & Extracurricular Sports

*SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR*

**Subject: Student Athletics**

The bill allows home-educated and private school students more access to public school sports.

***Note from the Superintendent****: The district will implement the necessary measures and protocols to ensure compliance with the legislation and effectively accommodate the increased participation of home-education and private school students in our athletic programs.*

## Senate Bill 1080

### Local Government Land Regulation

**Subject: Facility Planning & Real Estate**

The bill prohibits school districts from charging alternative fees instead of impact fees unless they comply with legal requirements and requires districts to justify these fees in any legal disputes.

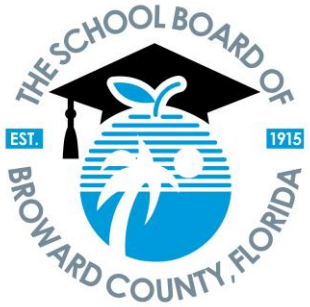
***Note from the Superintendent****: The impact to the district is still under review; meanwhile, Local Government Land Regulation will continue routine operations, and the Real Estate Department will monitor and report on proportional share mitigation and school concurrency fees.*





## 2026 REGULAR SESSION DATES

| | |
|---|---|
| **October, November & December 2025**<br><br>*(Exact Dates TBD)* | **Committee Weeks** are scheduled periods before the official start of a legislative session during which lawmakers meet in committees to review, discuss, and revise proposed legislation. These weeks serve as a preparatory phase for the regular session, allowing legislators to:<br><br>•Hear presentations from state agencies and stakeholders<br>•Draft and debate bills<br>•Conduct oversight of existing programs<br>•Begin budget discussions<br>•Set priorities for the upcoming session |
| ***September 16, 2025*** | School Board adopt the 2026 State Legislative Priorities |
| ***September, October 2025***<br>*(Exact Date TBD)* | Joint Delegation Meeting with the Broward Legislative Delegation |
| **January 13, 2026** | Regular Session convenes |
| **March 3, 2026** | Last day for regularly scheduled committee meetings |
| **March 13, 2026** | Last day of Regular Session |
| **July 1, 2026** | New legislation becomes effective |




Debra Hixon, Chair
Sarah Leonardi, Vice Chair

Lori Alhadeff
Maura McCarthy Bulman
Alex 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.

# 2025 Regular Legislative Session Comprehensive Report




**JUNE 10, 2025**

Established 1915

**BROWARD**
County Public Schools

The Florida Senate

FLORIDA HOUSE of REPRESENTATIVES

Please find below a **detailed** description of legislative actions taken during the sessions of the Florida Senate and Florida House of Representatives. The following 32 bills have been **enrolled**, meaning they have passed both legislative chambers in identical form and are now being prepared for presentation to the Governor for final approval or veto.

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**Declaration and Observances Legislation**
HB 259- Special Observances……03
SB 356- Holocaust Remembrance Day……..03
HB 249- Gulf of America……...03
HB 1237- Human Trafficking Awareness ……..04
HB 477- Disability History And Awareness Instruction……04

**Safety, Security, and Emergency Preparedness Legislation**
HB 279- False Reporting……....05
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## SB 268- Public Records/ Congressional Members and Public Officers

The bill exempts from public records copying and inspection requirements the partial home addresses and telephone numbers of certain public officers (including Superintendents and School Board members), as well as their spouses and adult children; and the names, home addresses, telephone numbers, and dates of birth of their minor children, if any, as well as the names and locations of the school or day care facility said children attend. The exemption repeals on October 2, 2030, unless reviewed and saved by the Legislature.

## HB 259- Special Observances

This bill designates August 21 of each year as Fentanyl Awareness and Education Day to promote statewide awareness of the dangers associated with fentanyl use and the risk of overdose. The legislation encourages participation from state agencies, local governments, public schools, and other relevant entities in sponsoring educational events and outreach initiatives. These efforts aim to inform communities about the risks of fentanyl, available prevention resources, and broader issues related to substance use and abuse. The observance supports proactive engagement and education to help combat the growing opioid crisis.

## SB 356- Holocaust Remembrance Day

This bill establishes Holocaust Remembrance Day to be observed annually on January 27. It requires the Governor to issue a proclamation each year recognizing the day, which may be commemorated in public schools, at the State Capitol, and in other locations as designated by the Governor. The bill also permits public schools to provide educational instruction on January 27—or an alternative appropriate date—focused on the historical impact and atrocities of the Holocaust, the dangers of anti-Semitism, and the positive contributions of the Jewish community to global society. The observance aims to promote historical awareness, tolerance, and cultural understanding among students and the broader public.

## HB 249- Gulf of America

This bill mandates that all state agencies update official documents and communications by replacing the term “Gulf of Mexico” with “Gulf of America.” Beginning July 1, 2025, public and charter schools will be required to adopt and utilize instructional materials that reflect this terminology change. The legislation aims to standardize geographic references across state-supported institutions and educational resources.

## HB 1237- Human Trafficking Awareness

This bill establishes mandatory human trafficking awareness training for personnel in all public schools, including charter schools. By December 1, 2025, the Department of Education (DOE) is required to identify a free training curriculum that may be delivered either in person or online. The training must cover key topics, including:

- The distinction between sex trafficking and labor trafficking,
- How to identify students who may be victims,
- The responsibilities of school employees in recognizing, reporting, and responding to suspected cases, and
- A clear protocol for reporting suspected human trafficking.

The bill mandates training for three categories of school personnel:

- Instructional personnel, such as teachers, counselors, social workers, career specialists, school psychologists, librarians, media and learning specialists, and paraprofessionals,
- School administrators, and
- Educational support employees, including doctors, nurses, secretaries, craft workers, and service workers.

The goal of this legislation is to equip school staff with the knowledge and tools necessary to recognize and respond effectively to potential human trafficking situations, thereby enhancing student safety and well-being.

## HB 477- Disability History And Awareness Instruction

The bill, titled the "Evin B. Hartsell Act," enhances the current framework for disability history and awareness instruction in Florida's public schools. While school districts may continue to choose whether to offer this instruction during the first two weeks of October, the legislation establishes more structured and grade-specific content requirements for those that do. The goal is to provide age-appropriate education that fosters empathy, understanding, and inclusion among students at all grade levels.

Under the new guidelines, instruction must be tailored as follows:

- Kindergarten through Grade 3: Lessons should include discussions aimed at promoting kindness and respect, particularly regarding physical disabilities. Activities should be interactive and designed to engage young learners in understanding differences and discouraging bullying behavior.
- Grades 4 through 6: Students should receive foundational knowledge about autism spectrum disorder (ASD), helping them recognize its characteristics and better understand the experiences of peers who may be on the spectrum.
- Grades 7 through 9: Instruction should shift to focus on hearing impairments, including both the physiological aspects and the social implications, to build awareness and promote the inclusion of individuals who are deaf or hard of hearing.

- Grades 10 through 12: High school students should explore more complex topics such as learning and intellectual disabilities, including how these conditions may affect academic performance, social interactions, and post-secondary success.

In support of this initiative, the bill also authorizes the Florida Department of Education to collaborate with the Evin B. Hartsell Foundation in the development and refinement of instructional materials aligned with the act's objectives. This partnership aims to ensure that content is accurate, relevant, and informed by best practices in both education and disability advocacy.
This legislation provides an opportunity for school districts to reinforce their commitment to diversity, equity, and inclusion while educating students on the lived experiences of individuals with disabilities throughout their academic journey.

## HB 279- False Reporting

This bill strengthens penalties for the misuse of the 911 emergency response system by amending section 365.172, F.S. It establishes that knowingly causing another person to access 911 to make a false alarm, false complaint, or report false information constitutes a first-degree misdemeanor.
The legislation further introduces elevated criminal penalties based on the consequences of misuse:

- A third-degree felony applies when the misuse results in great bodily harm, permanent disfigurement, or permanent disability.
- A second-degree felony applies when the misuse leads to a death as a proximate result of lawful emergency response conduct.

The bill also reduces the threshold for enhanced penalties, allowing a third-degree felony charge after two prior convictions, instead of four. Additionally, it eliminates the former enhanced penalty based on receiving emergency services exceeding $100 in value.
Upon conviction, courts are required to order offenders to pay:

- The full costs of prosecution and investigation,
- Restitution to any victim who suffers injury or damage resulting from misuse, and
- Restitution to respond to public safety agencies for costs incurred during the emergency response.

This legislation aims to deter abuse of emergency services, ensure accountability, and protect the integrity of public safety systems.

## SB 1374- School District Reporting Requirement

This bill significantly updates background screening, reporting, and self-reporting requirements for school employees and volunteers, while also expanding district responsibilities and compliance measures.

Key provisions include:

- Policy for Temporary Removal: District school boards must adopt a policy to temporarily remove instructional personnel from the classroom within 24 hours of notification of an arrest for a felony or any misdemeanor offense included in Level 2 background screening standards.
- Expanded Law Enforcement Notifications: Law enforcement agencies are now required to notify school districts not only of felony arrests but also misdemeanor arrests that fall under Level 2 screening criteria.
- Expanded Self-Reporting Requirements: Instructional and administrative personnel must self-report felony and applicable misdemeanor arrests within 48 hours. The bill clarifies that such self-reports are not considered admissions of guilt and are inadmissible in any legal or administrative proceedings.
- Volunteer Screening Options: Public and private schools participating in state scholarship programs are authorized to conduct background checks on volunteers through the Care Provider Background Screening Clearinghouse or request national criminal history checks via the Florida Department of Law Enforcement.
- Handling of Sealed and Expunged Records: School districts are required to manage sealed or expunged criminal records disclosed through self-reporting in accordance with existing state confidentiality laws.

This legislation strengthens school safety protocols by improving transparency, ensuring prompt action following arrests, and expanding background check options for both staff and volunteers.

## SB 1470- School Safety



This comprehensive bill significantly expands and refines Florida's school safety framework, with major changes to the Chris Hixon, Coach Aaron Feis, and Coach Scott Beigel School Guardian Program, security personnel training and oversight, physical security requirements, and emergency response protocols.

The bill strengthens the alignment between school security guards and school guardians by requiring that all training—both initial and ongoing—be conducted or approved by a sheriff. It mandates pre-training background screenings, psychological evaluations, and drug testing for participants. Sheriffs are required to maintain comprehensive records of training, certification, and firearm qualification. The bill prohibits waivers of training or screening costs for private security agencies and authorizes sheriffs to train individuals legally permitted to carry concealed firearms, including those under permitless carry provisions. Additionally, eligibility for participation in the school guardian program is extended to childcare facilities, aligning them with private schools.

To enhance transparency and accountability, the bill expands reporting requirements by aligning standards for school security guards with those for school guardians. Security agencies, alongside schools and sheriffs, must report employment and separation data to the Florida Department of

Law Enforcement (FDLE). FDLE is directed to maintain a consolidated statewide database that tracks guardians and security guards, including certification status, firearm discharges, and reported misconduct.

The bill refines campus and door security protocols by applying locked campus and access measures from 30 minutes before until 30 minutes after the school day. It permits doors and gates to remain unlocked if a locked barrier separates them from student areas and provides documented exemptions for career and technical education spaces where locked doors pose safety risks, as well as common areas like cafeterias and media centers during non-instructional times. Furthermore, it mandates school safety training for substitute teachers prior to their first day of teaching.

During active assailant incidents, the bill authorizes the use of temporary door locking devices that allow one-step egress from inside without a key, ingress from outside with a key or credential, compliance with the Florida Fire Prevention Code, and integration into the school's active assailant response plan.

Subject to funding, the Florida Department of Education must create a centralized panic alert and digital campus mapping system. Public and charter schools are required to connect to this system to facilitate real-time emergency coordination with law enforcement and first responders.
The bill codifies the Office of Safe Schools' (OSS) authority over behavioral threat assessment and management, including oversight of the statewide threat management process and the Florida-specific threat assessment tool. It authorizes the State Board of Education to establish rules governing data access within the threat management portal.

Lastly, the OSS is tasked with convening a multidisciplinary stakeholder workgroup—comprising law enforcement, educators, mental health professionals, and safety experts—to develop recommendations for the Florida Institute of School Safety. A formal report from this workgroup is due to the Governor and Legislature by January 1, 2026.

Overall, this legislation represents a comprehensive enhancement of Florida's school safety infrastructure, emphasizing improved coordination, rigorous training, increased accountability, and heightened preparedness.

## SB 1546- Background Screening of Athletic Coaches

The bill amends section 943.0438, F.S., to extend the implementation deadline for the requirement that current and prospective athletic coaches undergo a Level II background screening. Originally set to take effect on January 1, 2025, the compliance date is now postponed to July 1, 2026. This extension provides additional time for schools, athletic associations, and related organizations to align their hiring and screening processes with the updated statutory requirements.

## HB 597- Diabetes Management in Schools

Chapter 2025-15, L.O.F., authorizes school districts and public schools to acquire and maintain a supply of undesignated glucagon to support students with diabetes. The legislation requires that glucagon be stored securely but remains immediately accessible to authorized personnel for timely administration.

School districts and schools are empowered to:

- Enter agreements with manufacturers or suppliers to obtain glucagon free of charge, at fair market value, or at a reduced price,
- Accept donated or transferred glucagon that meets specified standards, and
- Seek monetary donations or apply for grants to fund glucagon purchases.

The bill authorizes county health departments to issue glucagon prescriptions in the name of the school district or public school and permits licensed health care practitioners to prescribe glucagon accordingly. Licensed pharmacists are authorized to dispense glucagon under these provisions. Participating schools must make glucagon available for administration as directed in a student's diabetes medical management plan or by a health care practitioner. Following administration, employees are required to call for emergency assistance and notify the students' parents or guardians.

The bill provides civil and criminal immunity protections to individuals and entities who appropriately administer glucagon in good faith. The State Board of Education is tasked with adopting rules to guide the implementation of these requirements, ensuring consistency and safety across all participating schools.

## SB 958- Type 1 Diabetes Early Detection Program

This bill mandates the Department of Health (DOH), in partnership with school districts statewide, to develop and disseminate informational materials on Type 1 diabetes targeted at parents and guardians of students. Within 90 days after July 1, 2025, the DOH must create educational resources focused on the early detection of Type 1 diabetes and make them available on its website. These materials will be accessible to every early learning coalition, school district, and charter school throughout the state.

Additionally, the DOH is required to establish a standardized notification process for early learning coalitions, school districts, and charter schools to inform parents and guardians of voluntary prekindergarten, kindergarten, and first-grade students about the availability of these materials. Notifications must be issued by September 30, 2025, and annually thereafter.
The informational materials will include, at a minimum:

- An overview and description of Type 1 diabetes,
- Identification of risk factors and warning signs associated with the condition,
- Explanation of the screening process for early detection using a blood autoantibody test,
- Recommendations for further medical evaluation for students exhibiting warning signs or positive screening results.

This initiative aims to enhance early awareness and detection of Type 1 diabetes among young children, facilitating timely intervention and improved health outcomes.

## SB 1070- Electrocardiograms for Student Athletes

The bill, titled the "Second Chance Act," mandates that beginning with the 2026-2027 school year, all students must undergo an electrocardiogram (EKG) screening prior to participating or seeking to participate in interscholastic athletic competitions for the first time. The screening must adhere to standards set by the Florida High School Athletic Association's (FHSAA) Sports Medicine Advisory Committee. Students who have had an EKG within the two years prior to the 2026-2027 school year may use those results to fulfill this requirement.

The FHSAA is required to adopt bylaws preventing student participation if an abnormal EKG is detected, until the student provides written medical clearance from an authorized health professional.

To facilitate access, each school district must actively seek public and private partnerships to offer low-cost EKG screenings to students. Students residing in counties where districts cannot secure EKGs for less than $50 per student will be exempt from this requirement.

The bill allows exceptions to the EKG mandate under the following conditions:

- Written parental objection on religious grounds,
- Medical exemption provided by a licensed physician, and
- Inability of the school district to secure affordable EKG services.

Additionally, the bill permits qualified practitioners holding equivalent licensures from other states, who are in good standing, to conduct the required EKG screenings. This legislation is designed to improve early detection of cardiac issues among student athletes, promoting their health and safety during competitive sports participation.

## SB 1514- Anaphylaxis in Traditional Public and Public Charter Schools

This bill mandates that district school boards and charter school governing boards ensure that a student-specific emergency action plan for anaphylaxis is actively always maintained and readily accessible for each student in kindergarten through grade eight. This includes when students are participating in extracurricular activities, athletics, school dances, and contracted before- and after-school programs on campus.

Additionally, the bill requires schools serving these grade levels to provide comprehensive training to an adequate number of school personnel and contracted staff on both preventing and responding to allergic reactions, including anaphylaxis. The training must cover how to recognize the signs and symptoms of anaphylaxis and the proper administration of an FDA-approved epinephrine delivery device with a premeasured, weight-appropriate dose.

To support consistent implementation, the State Board of Education, in consultation with the Department of Health, is tasked with adopting rules by October 1, 2025, which will include identification of an approved training curriculum.

This legislation strengthens student safety by ensuring preparedness and swift response to potentially life-threatening allergic reactions in school settings.

## HB 1607- Cardiac Emergencies

This bill requires school districts to provide basic first aid and cardiopulmonary resuscitation (CPR) training to all students twice during their education—once in middle school and once in high school—through physical education or health classes. The training must include hands-on CPR practice and instruction on the use of an automated external defibrillator (AED).

The legislation establishes the Plan for Urgent Life-Saving Emergencies (PULSE), a district-level protocol designed to guide school personnel in responding effectively to sudden cardiac arrest and similar emergencies. The PULSE plan must incorporate evidence-based practices, align with recommendations from the American Heart Association, and integrate seamlessly with local emergency response systems.

By July 1, 2027, every public school, including charter schools, is required to have at least one operational AED on campus, placed in a clearly marked and publicly accessible location. Schools must maintain AEDs in accordance with manufacturer guidelines, keep thorough maintenance records, register AED locations with the local emergency medical services medical director, and ensure staff are appropriately trained in CPR and AED use. The bill specifies that compliance with Florida High School Athletic Association (FHSAA) AED rules alone does not fulfill these broader school requirements.

Finally, the bill offers civil liability protections for school employees and volunteers acting in good faith during emergencies under the Good Samaritan Act and the Cardiac Arrest Survival Act, encouraging prompt and confident life-saving actions.

## HB 969- Reporting of Student Mental Health Outcomes

This bill mandates that the Office of Program Policy Analysis and Government Accountability (OPPAGA), in collaboration with the Department of Children and Families (DCF), the Department of Education (DOE), the Louis de la Parte Florida Mental Health Institute, and other relevant stakeholders, conduct a comprehensive evaluation of school district student mental health services and support. The evaluation will also assess districts' compliance with existing statutory requirements related to mental health.

To facilitate this process, the bill requires the DOE, along with school district threat management coordinators and mental health coordinators, to provide OPPAGA with specific data and

information necessary for accurate reporting and thorough evaluation. This initiative aims to enhance the effectiveness, accountability, and quality of mental health support available to students statewide.

## SB 112- Children with Development Disabilities

This bill enhances state efforts to support children with autism spectrum disorder (ASD) and other developmental disabilities through improved early intervention, school readiness services, specialized educational options, and professional training initiatives. It codifies new responsibilities for the University of Florida Center for Autism and Neurodevelopment (UF CAN), establishes targeted grant programs, and expands eligibility for Florida's Early Steps Program.

A key provision is the creation of the Early Steps Extended Option, allowing eligible children to receive Early Steps services until the school year following their fourth birthday. To qualify, children must meet specific eligibility criteria, with coordination required between Early Steps offices and school districts to ensure smooth transitions. The Department of Health (DOH) will seek federal approval but may implement the program using state funds independently.

The bill allocates recurring and nonrecurring funding to support program implementation, including new full-time positions at DOH.



Additionally, the bill establishes two grant programs administered by UF CAN:

Autism Charter School Startup Grants to assist in developing or expanding charter and laboratory schools exclusively serving students with autism, prioritizing rural and underserved areas.

Specialized Summer Program Grants to support inclusive summer services for children with autism and significant cognitive or behavioral needs, funding programs that provide comprehensive, structured summer activities and therapies.

Together, these initiatives aim to strengthen the continuum of care and educational opportunities for children with autism and related developmental challenges statewide.

## HB 681- Apprenticeship and Pre-apprenticeship Program Funding

The bill introduces significant modifications to enhance transparency, financial accountability, and governance in the administration of registered apprenticeship and pre-apprenticeship programs. It establishes clearer requirements for partnerships between local educational agencies (LEAs) and program providers, updates reporting timelines and content, and improves public accessibility to workforce education funding data.

Key provisions include:

- Uniform Standards and Partnership Agreements- The Department of Education (DOE) is mandated to establish uniform minimum standards and policies governing apprenticeship and pre-apprenticeship programs. These standards are designed to promote equitable and transparent funding arrangements between LEAs and program partners. Partnership agreements must explicitly outline each party's responsibilities and define the funding split based on the services provided. Notably, if the LEA's involvement is limited to administrative functions, its share of funding is capped at 10%.
- Standardized Contract Template- DOE is required to develop and provide a standardized model contract template for LEA-program partnerships. This template will address critical elements such as roles, funding terms, legal compliance, and reporting obligations to ensure consistency and legal adherence across all agreements.
- Enhanced Reporting Requirements- The bill revises the content and deadlines for DOE's annual apprenticeship and preapprenticeship report, shifting the publication deadline from September 1 to November 30. Expanded reporting will include detailed expenditure summaries delineating both LEA and program responsibilities and costs. Additionally, reports must now disclose the total funds received by each training provider, program, and occupation. Administrative cost reporting is augmented to include the total personnel hours dedicated to program administration.
- Funding Transparency Tool- To increase public accessibility to financial data, DOE is directed to develop and launch an online funding transparency tool by July 1, 2026. This tool will offer searchable historical funding data for the previous three fiscal years, categorized by funding sources, school district, and Florida College System institutions.
- District Workforce Education Funding Steering Committee Enhancements- The bill strengthens governance by imposing new procedural requirements on District Workforce Funding Steering Committee meetings, including mandatory public notice, opportunities for public comment, publication of workpapers, and allowance for remote participation. Furthermore, the timeline for submitting the funding model to the Legislature is adjusted to at least two months prior to the start of the legislative session, advancing from the previous March 1 deadline.

These changes collectively aim to foster greater accountability, transparency, and collaboration in the management of apprenticeship and pre-apprenticeship programs, ensuring effective use of workforce education funds and enhancing public trust in these vital initiatives.

## SB 738- Child Care and Early Learning Providers

The bill modernizes and revises several key aspects of childcare facility licensure, personnel training, inspection procedures, and enforcement to enhance safety while streamlining regulatory processes. It authorizes the Department of Children and Families (DCF) to establish a three-level violation classification system focused on child health and safety, with Class Three violations being the least serious and only applicable if the same incident occurs at least three times within two years. Inspection and licensure renewal standards are updated to reflect these new classifications, requiring facilities to demonstrate at least two consecutive years of licensure and

successful completion of two full onsite renewal inspections within the past two years, without unresolved violations or complaints.

The bill also mandates faster background check reporting, requiring DCF to provide criminal history results to childcare facilities within three business days to expedite hiring and compliance. Several prior parent notification requirements are eliminated, including mandates for facilities to provide pagers during drop-in care, informing parents about influenza risks and dangers of leaving children unattended in vehicles, and implementing abuse prevention programs.

Personnel training requirements are revised to include at least one staff member trained in CPR through in-person instruction, with DCF required to make minimum training coursework available online. To address delays in background screening, a 45-day provisional hire status is introduced, allowing current or prospective staff to work under direct supervision by fully screened and trained personnel while awaiting results.

Local licensing authorities must annually affirm their decision to license childcare facilities by a majority vote of the county commission to maintain their designation. The bill exempts certain childcare facilities certified by the U.S. Department of Defense or U.S. Coast Guard from state licensure in specific cases and excludes preschools from special municipal assessments. Additionally, some childcare providers serving eligible populations are exempt from licensing requirements except for personnel screening, and DCF is no longer required to develop specialized care standards for facilities serving mildly ill children.

Overall, these reforms aim to balance enhanced child safety with increased regulatory efficiency and greater operational flexibility for childcare providers.

## SB 1102- School Readiness Program

Expanded Eligibility Documentation- The bill broadens who can determine and document a child's special needs for eligibility in the School Readiness (SR) program. Besides an Individual Education Plan (IEP), eligibility can now be based on:

- An Individualized Family Support Plan (IFSP)
- A diagnosis of a special need
- A written determination from specified medical professionals

Enhanced Provider Funding Criteria- SR providers may qualify for additional funding through the special needs' differential rating by meeting:

- The minimum program assessment score required for SR contracting
- Completion of targeted training focused on serving children with special needs within a defined timeframe
- Ongoing relevant training to maintain eligibility for the differential

These changes aim to improve access to early childhood education for children with special needs and incentive provider expertise in supporting this population.

## HB 1145- Workforce Education

The Workforce Development Capitalization Incentive Grant Program has been expanded to allow charter schools to directly apply for and receive funding. This change enables charter schools to independently propose and implement new or expanded career and technical education programs that lead to industry certifications listed on the CAPE Industry Certification Funding List.

Modifications to the Money-back Guarantee Program include an expansion of the program that requires school districts and Florida College System (FCS) institutions to refund tuition to students who do not secure employment within six months of completing qualifying workforce programs. The number of qualifying programs is set to increase from three to six by July 1, 2026. Enrollment in designated programs automatically includes students in the Money-back Guarantee Program. Institutions are permitted to set eligibility criteria for reimbursement, but any work search and internship requirements must not exceed those established under Florida's reemployment assistance law (s. 443.091, F.S.). Additionally, school districts and FCS institutions must report their eligibility criteria annually to the State Board of Education. The Department of Education is also required to include both performance outcomes and the eligibility criteria used by each school district and FCS institution for tuition reimbursement in its annual report.

## SB 1402- Student Enrolled in Dropout Retrieval Program



The bill provides Virtual Instruction Program (VIP) providers with greater flexibility in how their performance is evaluated by allowing them to choose to receive a school improvement rating instead of a traditional school grade for each school district with which they have a contract. This school improvement rating is designed to more accurately reflect the performance of VIP providers by basing it on the assessment scores of all students served by the VIP within the specific school district. This approach recognizes the unique nature of virtual instruction and aims to provide a more nuanced evaluation than the standard grading system.

Furthermore, the bill specifically exempts VIP providers that operate exclusively as dropout retrieval programs from the requirement to receive a traditional district school grade. Dropout retrieval programs serve a distinct student population, those who have officially withdrawn from high school before graduating and were not actively engaged in the education system at the time they enrolled in the program. For these programs, the bill requires them to choose either a school improvement rating or a traditional school grade, thereby giving them flexibility in how their effectiveness is measured.

By defining dropout retrieval programs in this way, the bill acknowledges the unique challenges these programs face in re-engaging students who have previously left the educational system. This

tailored approach to evaluation aims to support these programs in their mission to help students return to school and successfully complete their education, while providing a fair and meaningful method of accountability. Overall, the bill's provisions seek to enhance transparency and improve the assessment of virtual education options, while accommodating the diverse needs of different types of programs and student populations.

## HB 85- Hazardous Walking Conditions

The bill expands access to workforce education grant funding and makes significant modifications to the Money-back Guarantee Program to improve accountability and support student success in career and technical education. One of the key provisions authorizes charter schools to directly apply for and receive funding through the Workforce Development Capitalization Incentive Grant Program. This change enables charter schools to independently propose and implement new or expanded career and technical education programs that lead to industry-recognized certifications listed on the CAPE Industry Certification Funding List. This increases the number of educational institutions that can develop specialized training programs to meet workforce demands and helps promote innovation in technical education.

In addition, the bill expands the existing Money-back Guarantee Program, which requires school districts and Florida College System (FCS) institutions to refund tuition to students who are unable to secure employment within six months of completing a qualifying workforce program. To strengthen this program, the bill raises the minimum number of required participating programs from three to six by July 1, 2026, and mandates that participating institutions notify the State Board of Education of the selected programs. The bill also clarifies that enrollment in one of the designated programs automatically enrolls the student in the Money-back Guarantee Program, ensuring broad awareness and participation.

While institutions are allowed to set specific eligibility criteria for tuition reimbursement, the bill stipulates that any work search or internship requirements must not exceed those outlined for reemployment assistance under section 443.091, Florida Statutes. This ensures fairness and accessibility in program requirements. Furthermore, the bill mandates that all school districts and FCS institutions report their eligibility criteria to the State Board of Education on an annual basis. To improve oversight and transparency, the bill also expands the Department of Education's (DOE) annual reporting requirements. The DOE must now include in its reports not only the performance outcomes of each participating program but also the specific eligibility criteria used by each school district and FCS institution when determining a student's qualification for tuition reimbursement. Together, these changes aim to enhance the effectiveness and accountability of workforce training programs, promote employment outcomes for graduates, and ensure that public funds are used responsibly and equitably.

## SB 462- Transportation

Senate Bill 462 introduces a new administrative hearing process as an alternative to traditional court proceedings for individuals contesting school bus safety violations. Under this bill, violators

are given a 60-day window from the date of the notice of violation to request a hearing with either the appropriate school district or county. This option allows individuals to avoid the financial and procedural burdens associated with court-related fees and the issuance of a uniform traffic citation, streamlining the resolution process while maintaining due process.

To support this new framework, SB 462 outlines requirements for the appointment of local hearing officers. School districts are permitted to appoint a hearing officer who must be a licensed attorney in good standing with The Florida Bar for at least the previous five years. Alternatively, counties that have entered into interlocal agreements with school districts and law enforcement agencies may designate existing qualified staff to serve as hearing officers through a formal resolution.

The hearing process is designed to be accessible and flexible, allowing for proceedings to take place either in person or virtually. Petitioners will be notified of the hearing via first-class mail and retain the option to reschedule the hearing or cancel it by paying the civil penalty in advance. During the hearing, testimony is given under oath, and evidence—such as images or video footage captured by the school bus infraction detection system—may be presented. The hearing officer's decision is based on a "preponderance of the evidence" standard, and if the violation is upheld, the individual must pay a civil penalty of at least $200 plus any related administrative costs.

Should a petitioner wish to contest the outcome further, they may appeal the final administrative order following the procedures set forth in Florida Statutes § 162.11. To facilitate the transition to this new system, the bill allows any unresolved contested violations not heard by July 1, 2025, to be heard under the new process within one year after that date.

In terms of financial impact, SB 462 stipulates that civil penalties collected from upheld violations must be remitted monthly to the respective school district. These funds are earmarked specifically for covering the administrative and operational costs of the hearing process and for supporting school transportation safety initiatives, in accordance with Florida Statutes § 316.173(8).

The bill also introduces a grant funding opportunity through the Florida Department of Transportation (FDOT), which is authorized to allocate up to $5 million annually from fiscal year 2025–2026 through 2029–2030. This grant program is designed to benefit state colleges and school districts, with priority given to rural communities. Eligible uses of these funds include the acquisition of equipment simulators with original manufacturer controls, instructional aids, and elective courses in heavy civil construction. These courses may include certification opportunities such as the OSHA 10-hour safety course and equipment simulator certification, helping to expand workforce readiness and safety training in the transportation and construction sectors.

## SB 296- Middle/High School Start Times

The bill modifies the upcoming requirement for later school start times by providing school districts and charter schools with a compliance reporting option instead of enforcing immediate penalties. Specifically, beginning July 1, 2026, middle schools are prohibited from starting the instructional day before 8:00 a.m., and high schools are prohibited from starting before 8:30 a.m. However, rather than mandating strict enforcement, the bill allows district school boards to be

considered in compliance if they submit a prescribed report to the Department of Education by June 1, 2026.

This report must include the actual school start times, the strategies that were considered to meet the new requirements, an analysis of financial impacts, and any unintended consequences associated with the change. Charter schools are also permitted to utilize this compliance pathway by filing the same report, with an exemption granted to charter schools-in-the-workplace. This approach acknowledges the logistical and financial challenges of adjusting school schedules while still encouraging alignment with research-based recommendations for later school start times to benefit student health and academic performance.

## HB 443- Education

House Bill 443 introduces several significant updates related to charter schools, lab schools, student conduct, enrollment, and student athletics, with the overall goal of enhancing operational flexibility, ensuring equity, and expanding access to educational and extracurricular opportunities. The bill formally defines charter schools as public facilities for the purposes of local government concurrency, streamlining their treatment in land use and infrastructure planning. It also permits lab schools to use discretionary capital outlay funds for the acquisition, construction, renovation, or leasing of real property and related improvements, as long as the spending does not exceed the property's independently appraised value. This provides lab schools with greater flexibility in managing their capital investments.

To improve fairness and transparency, the bill prohibits charter school sponsors from imposing reporting or auditing deadlines on charter schools that are earlier than the deadlines the sponsors follow themselves. Additionally, it empowers charter schools to adopt their own student codes of conduct, provided they meet or exceed the behavioral standards established by the school district in which they are located.

HB 443 supports enrollment flexibility by allowing eligible charter schools to exceed established enrollment caps if their facilities can accommodate the increase, if sponsors receive timely notification. It also guarantees charter schools and their contractor's access to data systems maintained by their sponsor and the Florida Department of Education, unless access is restricted by law. To prevent conflicts of interest, the bill bars individuals who are affiliated with a school's landlord from serving on the school's governing board.

The bill enhances the options available to high-performing charter schools by allowing them to assume the charter of another school within the same district, creating an avenue for consolidation or turnaround efforts. It also expands enrollment preferences by permitting students who attend a Pre-K program offered by a charter school to receive priority for kindergarten admission at that school.

Finally, the bill increases access to interscholastic athletics by allowing full-time virtual instruction students to participate in sports at any public or private school in their district, if they meet

eligibility criteria. This provision ensures that virtual students are not excluded from valuable extracurricular opportunities that contribute to their social development and physical well-being.

## SB 248- Student Participation in Interscholastic & Extracurricular Sports

Senate Bill 248 significantly expands access to interscholastic and interscholastic sports and extracurricular activities for students in home education and private school programs. The legislation aims to ensure broader participation in Florida High School Athletic Association (FHSAA)-governed programs while increasing transparency in eligibility decisions and appeals. One of the key provisions of SB 248 is the clarification that a school's sport or activity must meet the designation requirements outlined in section 1006.205(3)(a), Florida Statutes. This provision ensures consistency in how sports and activities are categorized across institutions, reducing ambiguity in participation eligibility.

For home education students, the bill grants the right to participate in interscholastic athletics at any public school within their resident school district, provided they meet the same eligibility requirements as full-time public-school students. This provision offers families greater flexibility and access to athletic opportunities that may not be otherwise available through their home education programs.

The bill also expands opportunities for private school students. Previously, these students were allowed to participate in FHSAA sports at other schools only if their private school did not offer the sport and if the school's enrollment was below a certain threshold. SB 248 removes this enrollment-size restriction, enabling any private school student—regardless of school size—to participate in FHSAA sports at a member school when the sport is not offered at their own school. This levels the playing field and ensures that all private school students have fair access to interscholastic athletics.

In addition to expanding participation, SB 248 mandates greater transparency from the FHSAA. It requires the association to publish its appeal decisions online in a searchable format, ensuring public access to eligibility rulings and disciplinary actions, while remaining compliant with applicable privacy laws. This transparency measure is intended to build trust in the FHSAA's decision-making process and provide families with a clearer understanding of precedent and procedures.

Overall, SB 248 removes previous participation barriers and promotes inclusivity in student athletics, while simultaneously improving accountability and public access to key administrative decisions.

## HB 809- School Social Workers

House Bill 809 introduces a targeted exemption for school social workers within Florida's educator certification requirements. Specifically, the bill amends section 1012.55, Florida Statutes, by creating a new subsection that exempts individuals employed as school social workers from having

to demonstrate mastery of general and subject area knowledge—typically required for instructional personnel certification.

Under current law, most certified educators in Florida must pass examinations or meet specific qualifications to demonstrate competency in general and subject area knowledge. HB 809 recognizes the distinct professional qualifications of school social workers—who often hold advanced degrees and licenses in social work, rather than traditional teacher training—and removes these examination-based certification hurdles for this group.

By streamlining the credentialing process, the bill is designed to reduce barriers to entry and help school districts more easily recruit and retain qualified social workers. This is especially relevant given the growing demand for mental health and support services in schools and the importance of integrating specialized professionals into educational settings.

In effect, HB 809 prioritizes the practical experience and professional licensure of social workers over standardized testing for knowledge that may not align with their specialized role. This legislative change may lead to a broader pool of candidates for school social work positions and promote the expansion of student support services across Florida's K–12 system.

## SB 1080- Local Government Land Regulation

The bill introduces several reforms to local government land use and development processes, aiming to enhance transparency, efficiency, and accountability in zoning, permitting, and fee practices.

The bill mandates local governments to clearly outline in writing the minimum required information for applications related to zoning approvals, rezonings, subdivisions, certifications, special exceptions, and variances. This information must be publicly accessible—posted on the government's website, available for inspection, and provided during pre-application meetings—ensuring greater clarity and accessibility for applicants.

Additionally, the bill modifies procedures related to comprehensive plan amendments. If such an amendment is not approved at the second required public hearing, it must be approved within 180 days to remain active. If not acted upon within that timeframe, the amendment is considered withdrawn. This provision introduces predictability and discourages undue delays in the plan adoption process.

The bill establishes concrete deadlines for local governments when reviewing development permits and order applications. Upon receipt, the local government must confirm receipt within five business days. Within 30 days, they must notify the applicant whether the submission is complete or highlight deficiencies. Once deemed complete, the local government has 120 days to issue a decision, or 180 days if the application necessitates a quasi-judicial or public hearing. Failure to meet these deadlines will require the local government to issue specified refunds to the applicant, creating accountability mechanisms for processing delays.

The bill strengthens restrictions on local government authority to raise impact fees. Currently, increases may be phased in unless "extraordinary circumstances" are proven through a study and approved by a two-thirds vote. The bill eliminates this exception if no increase has occurred in the past five years and increases the required vote threshold for any such fee increase to a unanimous vote. Any approved increase must be phased in over two to four equal annual increments, providing predictability and easing the financial burden on developers. These provisions take effect January 1, 2026.
Additionally, school district impact fee alternatives must meet concurrency tests before being imposed. This ensures that alternative fees are aligned with the infrastructure and capacity demands they are intended to address.

The bill broadens the permissible use of revenues generated from building code fees and fines. These funds may now also be used for administering, processing, and enforcing activities related to obtaining or finalizing building permits. This flexibility could enhance staffing, inspection capacity, and administrative efficiency within local building departments.

Overall, this legislation represents a significant effort to streamline and standardize local development review processes, enhance transparency in land use approvals, and impose greater fiscal discipline on impact fee practices. These changes are likely to benefit developers and applicants by reducing regulatory uncertainty and delays, while also ensuring that local governments remain responsive and transparent in their operations.

## HB 875- Educator Preparation

House Bill 875 significantly restructures Florida's education preparation and certification systems, introducing new standards, flexibility, and alternative pathways aimed at strengthening teacher readiness and addressing staffing shortages. The bill outlines both short-term changes and long-term implementation goals focused on improving the quality and accessibility of teacher preparation programs statewide.

The bill directs the Florida Department of Education (FDOE) to convene a workgroup to revise the *Florida Educator Accomplished Practices* (FEAPs) by 2026. These practices serve as the foundational standards for teacher effectiveness in Florida. Once revised, the department must begin development of a new *Florida Teacher Excellence Examination* aligned with the updated standards by January 1, 2027. This step marks a comprehensive modernization of teacher evaluation and certification benchmarks in Florida.

To make educator preparation more accessible, particularly for experienced professionals, the bill reduces the internship requirement for post-secondary school counseling students from 600 hours to 300 hours, provided the candidate has been a full-time teacher for five years and has received a



"highly effective" rating for the past three years. It also mandates FDOE to offer broader flexibility in meeting internship requirements.

The bill authorizes school districts to hire part-time, non-degreed teachers in fine and performing arts—helping to address talent gaps in these subject areas—while setting minimum qualifications to maintain instructional quality.

By August 1, 2027, all teacher preparation programs must implement a new *uniform core curriculum* aligned with the revised FEAPs. This initiative is intended to ensure consistency, rigor, and relevance across institutions that train Florida educators.

Subject to funding, the bill creates the *Florida Center for Teaching Excellence* at Miami Dade College. This center will serve as a statewide hub for evidence-based training, model clinical teaching experiences, and a coordinated network of teacher mentors, reflecting a significant investment in long-term educator support and development.

HB 875 establishes the CERT Program as an *alternative pathway* to professional certification. This mentorship-based, on-the-job training model includes performance assessments and is designed to prepare new teachers outside of traditional coursework. Starting July 1, 2029, completion of CERT may fulfill the requirement for demonstrating *Mastery of Professional Preparation*.

The bill loosens restrictions on who may serve as a mentor in teacher apprenticeship programs by allowing any professional certificate holder to mentor. It also permits clinical educators to be assigned to teachers with temporary certification. Further, beginning July 1, 2029, mentors and clinical educators working with early-grade teachers (K–3) or reading-focused candidates must possess a reading endorsement or certification to ensure specialized literacy support.

HB 875 eliminates the general knowledge test requirement for teacher certification starting in 2029. Instead, candidates must complete an *Introduction to Education* course and a course in *classroom management and high-impact teaching strategies*—aligned with the new uniform core curriculum. This shift emphasizes practical skill development over standardized testing.

HB 875 represents a comprehensive transformation of Florida's educational pipeline. By revising core standards, introducing flexible certification routes, and investing in mentorship and teacher support structures, the bill aims to raise instructional quality while expanding the pool of qualified teachers. The long implementation timeline allows institutions and candidates time to adjust, while also signaling the state's commitment to a forward-looking, results-based educator workforce strategy.

## HB 1105- Education

House Bill 1105 is a comprehensive education reform measure that introduces significant changes across governance, charter school operations, student conduct, curriculum, graduation requirements, and workforce development. The bill relocates the Council on the Social Status of Black Men and Boys from the Department of Legal Affairs to Florida Memorial University, transferring responsibilities such as staffing, meeting approvals, quorum requirements, and reimbursements to the university. It mandates that surtax revenues shared with school districts through interlocal agreements must also be proportionately shared with eligible charter schools, with any unencumbered funds reverting to the sponsor if a charter is not renewed or is terminated. This applies to voter-approved levies enacted on or after July 1, 2025.

The bill strengthens protections against school trespassing by defining "school bus" and allowing posted signs or verbal warnings from officials to constitute sufficient notice for immediate arrest and prosecution. It authorizes warrantless arrests for trespassing on school buses and grounds. Charter school policies are revised to facilitate conversion charter schools, including "job engine" charters meant to attract businesses. Voting for conversion is limited to parents, and colleges, universities, and municipalities are permitted as sponsors or applicants. Municipalities must negotiate lease or rental terms for converted facilities and may grant enrollment preference to children of employees at associated job-producing entities. Sponsors must also use a standard monitoring tool for oversight of charter schools.

The bill eliminates the authority to issue certificates of completion and directs the Florida Department of Education (FDOE) to develop an alternative graduation pathways document for non-diploma students. For students with disabilities who have declared intent to pursue a certificate of completion, their Individualized Education Program (IEP) must be reviewed annually to reassess diploma eligibility. Additionally, the bill mandates the development of applied, equivalent, and integrated academic courses and includes AICE courses among those qualifying for the Seal of Fine Arts. It allows two years of marching band to satisfy physical education or performing arts graduation requirements and requires schools to provide students with information on state-approved internships as part of course counseling materials.

HB 1105 enhances postsecondary access by permitting state colleges to enroll students who have completed coursework but failed required exams. It also revises dual enrollment agreements to specify transportation responsibilities and ensure schedules maximize student access and participation. Discretionary millage levy funds may now be used to cover liability insurance expenses. Beginning with the class of 2025–26, students earning the AP Capstone designation qualify for the Bright Futures Academic Scholars Award, and the volunteer hour requirement for Gold Seal and CAPE Scholars increases to 75.

The bill directs FDOE to establish mathematics endorsement competencies by August 1, 2026, and implements a ban on wireless communication devices use during the school day for elementary and middle school students. High schools must designate specific areas for phone use. Additionally, the Commissioner of Education must partner with select districts that already ban cell phone use or plan to do so starting in 2025–26 and report the policy's impact on student achievement and behavior to legislative leaders by December 1, 2026.

Finally, the bill prioritizes applications from job engine charter schools for Workforce Development Capitalization Incentive Grants and requires FDOE to implement a workforce credentialing program for students with autism or those on modified curriculum pathways by January 31, 2026. Through these provisions, HB 1105 aims to enhance equity, accountability, and innovation across Florida's education system.

## HB 1255- Education

House Bill 1255 makes several important updates and changes to Florida's education statutes. It removes all statutory references to the Florida School for Competitive Academics and renames "critical teacher shortage areas" as "high-demand teacher needs areas." The bill revises background screening requirements for certain private school personnel by aligning fingerprinting rules with those for public school teachers and moving private school screening to the ACHA clearinghouse. It removes the Commissioner of Education's authority to determine if schools have maximized efforts to include minority and low socioeconomic status individuals on School Advisory Committees (SAC) and District Advisory Committees (DAC).

The bill updates admissions standards for preeminent state universities by including a minimum average Classical Learning Test (CLT) score of 83 on a 120-point scale for incoming freshmen. It broadens the definition and requirements for emergency opioid antagonists in schools beyond naloxone to better address safety needs in K-12 and postsecondary settings.

Charter school policies on corporal punishment must now explicitly require parent permission, and local authorities are prohibited from imposing operational requirements on charter schools that are not uniformly applied to public schools within the same jurisdiction. Regarding early childhood education, the bill removes restrictions that previously limited families' use of a full VPK voucher when transferring providers, allowing families to use the full voucher regardless of attendance percentage.

The definition of "economically disadvantaged" for the School Readiness (SR) program is changed from families earning no more than 150% of the federal poverty level to those earning 55% or less of the state median income. Uniform waitlists for SR programs must track children based on household income and priorities established in state law. Additionally, data used for the Early Learning Program Estimating Conference must consider historical trends and county population changes.

The bill requires that any new or revised academic standards submitted to the State Board of Education contain only academic standards and benchmarks, with the Commissioner revising all current standards accordingly by January 1, 2026. District reading plans must include provisions ensuring that intensive reading interventions are delivered by personnel with reading micro-credentials or certification/endorsement, incorporate evidence-based strategies from the Just Read, Florida! Office, and describe how districts prioritize highly effective teachers in grades K–2.
Financial literacy courses are now required to include information on higher education costs and FAFSA completion. School principals must refer certain problematic students to child study teams

for parent meetings to identify remedies, and if issues are unresolved, specified strategies must be implemented. The Superintendent must determine, before an expulsion period expires, whether it should be extended based on threat management team recommendations and specify any educational services provided during extended expulsions.

Parents must be informed about student eligibility for New World Scholarship accounts and the district's New Worlds Tutoring Program for students with math deficiencies. Hour's high school students spend tutoring under the RAISE program can count toward Bright Futures community service requirements. Finally, the bill allows school districts to use discretionary millage levy funds to pay for liability insurance. Overall, HB 1255 updates multiple aspects of education policy to enhance oversight, equity, safety, and student support in Florida schools.





POWER UP!

Broward County Schools Food and Nutrition Services



## Food and Nutrition Service Department

# Community Eligibility Provision (CEP) Universal Free Lunch Pilot Program Transition back to National School Lunch Program (NLSP)


Wanda Paul, Chief Operations and Facility Officer
Mary Mulder, Executive Director
Diane Punziano, Director
Mark Mills, Financial Manager
Kristina Ramirez, Program Coordinator
Tamara Duval, Clerk Specialist IV


**June 10, 2025**
**School Board Workshop**

Established 1915
BROWARD
County Public Schools

# INTRODUCTION

## CEP Requirements

To participate in Community Eligibility Provision (CEP), individual schools, groups of schools, or entire districts must have an Identified Student Percentage (ISP) of at least 40 percent as of the most recent April 1st data from Florida Department of Agriculture (FLDOA).

Universal Free Breakfast and Lunch Pilot Program (Year 2): Breakfast and Lunch to all participating students at no charge, Universal Free Lunch Pilot Program reimbursement is based on meal application/meal eligibility of students

## Purpose

Community Eligibility Provision allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without the burden of collecting household applications .

## 2022-2027 STRATEGIC PLAN

**GUARDRAIL: Wellness Support**

The Superintendent may not make decisions without ensuring students and staff are connected with necessary wellness resources.

**GUARDRAIL: Equity**

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

# Prior Year/Waivers

**Pre-Pandemic**

- National School Lunch Program (NSLP) – Prior to the pandemic, Food and Nutrition Services relied on free/reduced applications to establish student meal eligibility
- Meals served from March 2020- June 2022 were served at no cost to students through United States Department of Agriculture (USDA) waivers implemented due to COVID-19

**COVID**

- 19-20 SY- (March 2020- June 2020) Summer Feeding Waiver- All students ate meals at no charge
- 20-21 SY- Summer Feeding Waiver- All students ate meals at no charge
- 21-22 SY- Seamless Summer Option Waiver- All students ate meals at no charge

# Community Eligibility Provision (CEP)

- The Food and Nutrition Services Department implemented the voluntary United States Department of Agriculture's Community Eligibility Provision (CEP) in School Year 2022-2023 with identified schools serving students at no cost

- CEP is based on the Florida Department of Agriculture and Consumer Services (FLDOA) April Data that includes students approved Direct Certified with Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), categorically approved as Head Start, Homeless, Foster, or Migrant

**CEP/ Universal Free Lunch Program**

- 22-23 SY- Community Eligibility Provision-**(147 Schools)**
  Universal Free Breakfast- All Students
  National School Lunch Program (Students ate based off their free or reduced-price meal application status)**(61 Schools)**

- 23-24 SY- Community Eligibility Provision (Regrouped)-**(180 Schools)**
  Universal Free Breakfast-All Students
  Universal Free Lunch Pilot Program Year 1- All student eat free **(47 Schools)**

- 24-25 SY- Community Eligibility Provision (Regrouped Year 2) **(180 Schools)**
  Universal Free Breakfast- All Students
  Universal Free Lunch Pilot Program Year 2 - All student eat free **(47 Schools)**

# Universal Free Lunch Pilot Program

- In the School Year 2023-2024 and 2024-2025 the Food and Nutrition Services Department implemented the Universal Free Lunch Pilot Program Year 1 and 2
- The Universal Free Lunch Pilot Program allowed the District to feed all students at no cost with Meal Reimbursement claimed based on student eligibility.
- Parents were encouraged to complete Meal Benefits Applications
- The significant Food and Nutrition Service Fund Balance funded the Universal Free Lunch Pilot Program Year 1 and 2
- Allowed students to eat lunch at no cost
- Reduced the Department Fund Balance to the United State Department of Agriculture (USDA) three-month maximum allowable range.

# National School Lunch Program (NSLP)

- The National School Lunch Program (NSLP) is a federally assisted meal program that provides nutritionally balanced, low-cost or free lunches to children in public and nonprofit private schools
- NSLP was established in 1946 by the National School Lunch Act which aims to ensure children receive a nutritious lunch each school day, supporting their health and well-being
- Meal eligibility status is determined based off the United State Department of Agriculture (USDA) Florida Income Eligibility Guidelines
- Students approved Direct Certified with Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), categorically approved as Head Start, Homeless, Foster, or Migrant are automatically approved for free meals
- Students will eat based off their meal status eligibility
- All students will continue to receive breakfast at no cost under the Universal Free Breakfast Program
- All students will eat at no cost for the first 30-days regardless of their approved meal status eligibility ending September 22, 2025
- The Meal Benefits online application (www.myschoolapps.com) opens July 14, 2025, and is available in English, Spanish, Creole and Portuguese. Parents can complete the online Meal Benefits application anytime thought-out the new school year
- Outstanding charges communicated to principals monthly

# Reinstate NSLP Marketing Timeline

- Principal Meeting
  - 5/12/2025 – Executive Director Mary Mulder addressed all Principals of the transition to Meal Benefits Applications
- Principal PIVOT Memo - Meal Price Increase
  - 5/14/2025
- Principal PIVOT Memo - Parent Link Script
  - 5/14/2025
- Principal PIVOT Memo - Meal Benefits Designee In-Person Mandatory Training
  - 5/14/2025 – Principal Memo notifying staff to sign up in LAB
- News Media Coverage
  - 5/14/2025 news interview with WSVN 7
  - 5/20/2025 news interview with NBC 6 and Telemundo
  - News media coverage will continue into the new school year
- Food and Nutrition Service Managers and Staff
  - 5/15/2025 – Staff were advised of the transition back to Meal Benefits Applications
- Media Release on District and School websites
  - 5/16/2025
- Meal Benefits Designee In-Person Training Date
  - 5/27/2025 or 5/28/2025

# Reinstate NSLP Marketing Timeline (Continued)

- Meal Benefits Flyers, Posters, and Business Cards
  - 5/27/2025 and 5/28/2025 - Meal Benefits Flyers, Posters, and Business card to be distribute at the training

- Social Media
  - Month of June social media post approved for 6/5/2025, 6/16/2025, 6/27/2025
  - July and August dates depend on June's social media release and community

- Food and Nutrition Service Parent Link Message (Sent out weekly)
  - 6/9/2025 -7/30/2025 – Informing parents of the transition back to application process and when application site opens
  - 8/1/2025- 9/22/2025 – Informing parents of meal application process and the importance of applying online early
  - 9/23/2025- 10/23/2025- Informing parents about completing a Meal Benefits application as students are not eat off their established meal eligibility

- Outside Events
  - 6/4/2025 – Museum of Discovery and Science Kindergarten Ready Event

- Pop-up message informing parents of transition back to application process will be on District and School websites
  - 7/14/2025 – Pop-up message will be on a district and school website

- School Site visits as requested by principals



# Board Discussion




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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POWER UP!

Broward County Schools Food and Nutrition Services



## Food and Nutrition Service Department

# Community Eligibility Provision (CEP) Universal Free Lunch Pilot Program Transitions to Meal Benefit Applications

Wanda F. Paul, Chief Operations and Facilities Officer
Mary Mulder, Executive Director
Diane Punziano, Director
Mark Mills, Financial Manager
Kristina Ramirez, Program Coordinator
Tamara Duval, Clerk Specialist IV

**June 10, 2025**
**School Board Workshop**

Established 1915
BROWARD
County Public Schools

# INTRODUCTION

National School Lunch Program

The National School Lunch Program was established in 1946 and is a federally assisted meal program that provides nutritionally balanced, low-cost or free lunches to children in public and nonprofit private schools.

Community Eligibility Provision

Community Eligibility Provision is a program option that allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without the burden of collecting household applications .

Universal Free Breakfast and Lunch Pilot Program (Year 1 & 2)

Universal Free is a program option that offers Breakfast and Lunch to all participating students at no charge, Universal Free Lunch Pilot Program reimbursement is based on meal application/meal eligibility of students.

Purpose

Explanation of National School Lunch Program (NLSP)

2022-2027 STRATEGIC PLAN

**GUARDRAIL: Wellness Support**

The Superintendent may not make decisions without ensuring students and staff are connected with necessary wellness resources.

**GUARDRAIL: Equity**

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

# National School Lunch Program (NSLP)

- The National School Lunch Program (NSLP) was established in 1946 by the National School Lunch Act which aims to ensure children receive a nutritious lunch each school day, supporting their health and well-being
- NSLP is a federally assisted meal program that provides nutritionally balanced, low-cost or free lunches to children in public and nonprofit private schools
- Meal eligibility status is determined based on the United State Department of Agriculture (USDA) Florida Income Eligibility Guidelines for the number in household members and household gross income
- Students approved Direct Certified with Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), categorically approved as Head Start, Homeless, Foster, or Migrant are automatically approved for free meals
- Students receive meals based on meal status eligibility
- **The National School Lunch Program is optional for families and are not required to complete a meal benefits application but are strongly encouraged**
- **All student and household information is confidential**

Revised

# Prior Year/Waivers

**Pre-Pandemic**

- Prior to the pandemic, Student eligibility was based on free/reduced applications

**COVID**

- Meals served from March 2020- June 2022 were served at no cost to students through United States Department of Agriculture (USDA) waivers implemented due to COVID-19 at the onset of the pandemic
- 19-20 SY- (March 2020- June 2020) Summer Feeding Waiver- All students ate meals at no charge
- 20-21 SY- Summer Feeding Waiver- All students ate meals at no charge
- 21-22 SY- Seamless Summer Option Waiver- All students ate meals at no charge

# Community Eligibility Provision (CEP)

- The Food and Nutrition Services Department implemented the **voluntary** United States Department of Agriculture's Community Eligibility Provision (CEP) in School Year 2022-2023 with identified schools serving students at no cost

- CEP is based on the Florida Department of Agriculture and Consumer Services (FLDOA) April Data that includes students approved Direct Certified with Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), categorically approved as Head Start, Homeless, Foster, or Migrant

**CEP/ Universal Free Lunch Program**

- 22-23 SY- Community Eligibility Provision-**(147 Schools) Hybrid Model**
  Universal Free Breakfast- All Students
  National School Lunch Program (Students ate based off their free or reduced-price meal application status)**(61 Schools) Hybrid Model**

- 23-24 SY- Community Eligibility Provision (Regrouped)-**(180 Schools)**
  Universal Free Breakfast-All Students
  Universal Free Lunch Pilot Program Year 1- All student eat free **(47 Schools)**

- 24-25 SY- Community Eligibility Provision (Regrouped Year 2) **(180 Schools)**
  Universal Free Breakfast- All Students
  Universal Free Lunch Pilot Program Year 2 - All student eat free **(47 Schools)**

# Universal Free Lunch Pilot Program Year 1 & 2

- In the School Year 2023-2024 and 2024-2025 the Food and Nutrition Services Department implemented the Universal Free Lunch Pilot Program Year 1 and 2
- The Universal Free Lunch Pilot Program allowed the District to feed all students at no cost with Meal Reimbursement claimed based on student meal eligibility.
- Parents were encouraged to complete Meal Benefit Applications for meal reimbursement claiming
- The significant Food and Nutrition Service Fund Balance **funded** the Universal Free Lunch Pilot Program Year 1 and 2
- Students ate lunch at no cost
- Reduced the Department Fund Balance to the United State Department of Agriculture (USDA) three-month maximum allowable range.

# Transition Back to Meal Benefit Applications

- Prior program option under NSLP
- Students approved Direct Certified with Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), categorically approved as Head Start, Homeless, Foster, or Migrant are automatically approved for free meals
- Students will eat based off their meal status eligibility
- All students will continue to receive breakfast at no cost under the Universal Free Breakfast Program
- All students will eat at no cost for the first 30-days regardless of their approved meal status eligibility ending September 22, 2025
- The Meal Benefits online application (www.myschoolapps.com) opens July 14, 2025, and is available in English, Spanish, Creole and Portuguese. Parents can complete the online Meal Benefits application anytime thought-out the new school year
- Outstanding charges communicated to principals daily
- Principals are responsible for implementing a plan for student who are not able to cover the price of a meal that day.
- Current charge limits are: Elementary- one charge, Middle and High School based on Principals decision
- The Food and Nutrition Services Department is working to secure unpaid debt resources

# Communication Timeline

- Principal Meeting
  - 5/12/2025 – Executive Director Mary Mulder addressed all Principals of the transition to Meal Benefits Applications
- Board Meeting- Meal Price Increase
  - 5/13/2025
- Principal PIVOT Memo - Meal Price Increase
  - 5/14/2025
- Principal PIVOT Memo - Parent Link Script (includes May 19th, 27th and June 3rd)
  - 5/14/2025
- Principal PIVOT Memo - Meal Benefits Designee In-Person Mandatory Training
  - 5/14/2025 – Principal Memo notifying staff to sign up in LAB
- News Media Coverage
  - 5/14/2025 news interview with WSVN 7
  - 5/20/2025 news interview with NBC 6 and Telemundo
  - 6/4/2025 City of Pembroke Park Press Conferences
  - 7/2/2025 City of Lauderdale Lakes “Moments with the Mayor”
  - News media interviews will be conducted into the new school year
- Food and Nutrition Service Managers and Staff
  - 5/15/2025 – Staff were advised of the transition back to Meal Benefits Applications

# Reinstate NSLP Communication Timeline (Continued)

- Media Release on District and School Websites
  - 5/16/2025
- Meal Benefits Designee In-Person Training Date
  - 5/27/2025 or 5/28/2025
- Meal Benefits Flyers, Posters, and Business Cards
  - 5/27/2025 and 5/28/2025 - Meal Benefits Flyers, Posters, and Business Cards distributed at the designee training
- Social Media
  - Month of June social media content and posting approved for 6/5/2025, 6/16/2025, 6/27/2025
  - July and August dates pending approval for social media release
- Food and Nutrition Service Parent Link Message (Sent out weekly)
  - 6/9/2025 -7/30/2025 – Informing parents of the transition back to application process and when application site opens **(Summer)**
  - 8/1/2025- 9/22/2025 – Informing parents of meal application process and the importance of applying online early **(First 30 days)**
  - 9/23/2025- 10/23/2025- Informing parents about completing a Meal Benefits application as students are now eating based off their established meal eligibility **(Rollover)**
- Outside Events
  - 6/4/2025 – Museum of Discovery and Science Kindergarten Ready Event
- Pop-up message informing parents of transition back to application process will be on District and School websites
  - 7/14/2025 – Pop-up message will be on a district and school website
- School Site visits as requested by principals

# Funding

- Additional funding required to provide meals to all students at no cost
- Cost of Reduced and Paid meal revenue not received if all students eat at no cost

**Summary**

| | Meal Pricing |
|---|---|
| | $0.40, $3.00, $3.35, $3.50 |
| SY 2024/2025 CEP Sites | $ 7,065,637.56 |
| SY 2024/2025 Universal Free Sites | $ 9,409,958.51 |
| Estimated Cost/Lost Revenue for Providing Free Lunch Meals to Students in Schools for SY 2025/2026 | $ 16,475,596.06 |

# Student Assistance

What's next in assisting student with lunches who do not qualify:

- Parent Pay
- School Board General Funds
- Cities Designated Money
- Local Business Partnership



# Board Discussion




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

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SCHOOL BOARD POLICY PROJECT

## Policy Review Project: Rule Development Workshop

- Policy 6010 (formerly 6.1): School Day Hours
- Policy 6020 (formerly 1400): Visits to Schools
- Policy 6304: Special Program Trips and Policy 6310: Field Trips
- Policy 5310: Students Leaving Campus and Policy 5.4:Employment of Students by the School Food Service Department
- Policy 6340 (formerly 6206): Student Fundraising
- Policy 6030 (formerly 1.3): School Advisory Forum and Policy 6100: Use of Audiovisual Materials

## 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 REVIEW




## Rulemaking Timeline

**June 10, 2025**
Rule Development Workshop
*(Capture School Board's Input)*

**June 20, 2025**
Advertisement for Rulemaking Published
*(CivicPlus Legal Notice Platform- County-wide)*

**July 22, 2025**
Rulemaking School Board Meeting
*(Final Approval)*

# Policy 6010 (Formerly 6.1): SCHOOL DAY HOURS
## Summary of Revisions

| Page | Section | Proposed Revision | Rationale/Looping feedback |
|---|---|---|---|
| Page 1 | Section 1 | Revised | Verbiage added "as proposed by the Superintendent and approved by the School Board". |
| Page 1 | Section 2 | Revised | Revised for better fluency. |
| Page 1 | Section 3 | Added | "The daily opening times of schools shall be consistent with 1001.42, Florida Statutes" added to include current statutes. |
| Page 1 | Section 4 | Added | "The Superintendent may delay the opening of schools, close the schools or dismiss schools early when such alteration in the regular session is required for the protection of the health and safety of students and staff". |
| | | | |

# Policy 6020 (Formerly 1400): VISITS TO SCHOOLS
## Summary of Revisions

| Page | Section | Proposed Revision | Rationale/Looping feedback |
|---|---|---|---|
| Page 1 | Definition | Revised | Revised definition for better fluency and inclusivity. "Broward County Public Schools (District) welcomes all who wish to visit Broward County School". |
| Page 1 | Rules 1 | Revised | Updated language to include current common terminology and procedures to ensure effective policy implementation. Adding updated common terminology such as "single point of entry". |
| Page 1 | Rules 2 | Revised | Revised for fluency. |
| Page 1 | Rules 3 | Revised | Revised school personnel and replaced with "District employees". |
| Page 1 | Rule 4 | Revised | Revised to include that any respective member of the Legislature can visit any public school without prior notice. |
| | | | |

# Policy 6020 (Formerly 1400): VISITS TO SCHOOLS
## Summary of Revisions Continued

| Page | Section | Proposed Revision | Rationale/Looping feedback |
|---|---|---|---|
| Page 1 | Rule 5 | Revised | Revised to clarify that no solicitation is permitted on school premises with the exception if approved by the Superintendent. |
| Page 1 | Rule 6 | Revised | Revised to ensure that loitering on school premises during school hours is not tolerated. If it occurs, the appropriate police department should be notified. |
| | | | |

# Policy 6304 - SPECIAL PROGRAM TRIPS
## Summary of Revisions

| Page | Section | Proposed Revision | Rationale/Looping feedback |
|---|---|---|---|
| Page 1 | | Repeal | Recommendation: Repeal Policy 6304: Special Program Trips and incorporate policy language into Policy 6310: Field Trips. |
| | | | |

# Policy 6310: FIELD TRIPS
## Summary of Revisions

| Page | Section | Proposed Revision | Rationale/Looping feedback |
|---|---|---|---|
| Page 1 | | Revised | Revise Policy 6310: Field Trips to incorporate repealed Policy 6304: Special Program Trips language. |
| Page 1 | Heading Definition | Revised | Clarifying the meaning of a field trip and removing the "exceed five (5) consecutive school days" to allow Policy 6304: Special Program Trips language be added. |
| Page 2 | Definitions F | Moved | Moved up in order. |
| Page 2 | Definitions G | Added | Added definition of Special Program Trip to the policy. |
| Page 2 | Definition L | Revised | Updated titles of possible superintendent designees. |
| | Rules A1 | Revised | Updated approval title of field trip first approver. |

# Policy 6310: FIELD TRIPS
## Summary of Revisions Continued

| Page | Section | Proposed Revision | Rationale/Looping feedback |
|---|---|---|---|
| Page 3 | Rules II.9 | Revised | Revised verbiage to include that schools may invite ESE parents/guardians to chaperone on trips but cannot require them to attend. |
| Page 4 | Rules D. 1 | Revised | Added Rule 6A-10.085, F.A.C. |
| Page 5 | Rules E.1 | Revised | Revised to add responsible department and for fluency. |
| Page 6 | Rules G 1.-4 | Added | Special Program Trips rules verbiage added to the policy. |
| Page 6 | Rules H 1.a, b | Revised | Clarified the required chaperone clearance. |
| Page 7 & 8 | Rule 1.a. | Revised | Re-numbered items. |

# Policy 5310: STUDENTS LEAVING SCHOOL GROUNDS
## Summary of Revisions

| Page | Section | Proposed Revision | Rationale/Looping feedback |
|---|---|---|---|
| Page 1 | | Repeal | Recommendation: Repeal Policy 5310: Students Leaving School Grounds due to Policy 5090: Code of Student Conduct having language that already addresses this topic. |
| | | | |

# Policy 5.4: EMPLOYMENT OF STUDENTS BY THE SCHOOL FOOD SERVICE DEPARTMENT

## Summary of Revisions

| Page | Section | Proposed Revision | Rationale/Looping feedback |
|---|---|---|---|
| Page 1 | | Repeal | Recommendation - Repeal Policy 5.4: Employment of Students by the School Food Service Department. The policy content has been incorporated into Policy 4002.4: Employment – Students in Non-instructional Positions. |
| | | | |

# Policy 6340: STUDENT FUNDRAISING
## Summary of Revisions

| Page | Section | Proposed Revision | Rationale/Looping feedback |
|---|---|---|---|
| Page 1 | Title | Revised | Title was revised to read "Student Fundraising". |
| Page 1 | Definition | Revised | Verbiage referring to "students engaging in fund raising activity in connection with a special project" was removed. |
| Page 1 | Rules 1B | Revised | Added verbiage to allow high school students to participate in door-to-door fundraising. |
| Page 1 | Rule 3 | Revised | Verbiage revised for fluency. |
| Page 1 | Rule 4 | Revised | Verbiage revised for fluency. |
| Page 1 | Rule 5 | Added | Verbiage for "Game of Chance" was added to ensure students/clubs/organizations/groups shall not participate. |

# Policy 6030 (Formerly 1.3): SCHOOL ADVISORY FORUM
## Summary of Revisions

| Page | Section | Proposed Revision | Rationale/Looping feedback |
|---|---|---|---|
| Page 1 | Heading | Revised | Heading was revised: Previous heading addressed the need to establish a School Advisory Forum. Language taken from SAF reference in Policy 1403. |
| Page 1 | B1, B2, D | Revised | Revised for grammar and clarity. |
| Page 1 | Authority | Revised | Deleted the School Board as legal reference and added statutory references: Legal authority. |

# Policy 6100: Use of Audiovisual Materials
# Summary Of Revisions

| Page | Section | Proposed Revision | Rationale/Looping feedback |
|---|---|---|---|
| Page 1 | Rule 3 | **Revision:** adding statutory language regarding pornography; reorganizing paragraphs; changing sentences to be more concise | Reorganizing sentence/paragraph structure to make more concise and consistent; eliminated extra verbiage already contained in other sections, without altering the meaning; adding pornography language per statute. |
| Page 1 | Rule 4 | **Revision:** deleting header to aid in paragraph structure; grammatical changes; adding curricular reference from the title; highlighting committee reference for follow-up regarding its continued existence | To make it more consistent with other paragraphs, without alteration to the meaning. |
| Page 1 | Previously unnumbered paragraph | **Deletion:** moved language to rule 3 | To be consistent with references to the district; to delete unnecessary quotations. |

# Policy 6100: Use of Audiovisual Materials
# Summary Of Revisions Continued

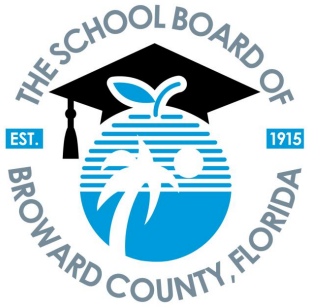
| Page | Section | Proposed Revision | Rationale/Looping feedback |
|---|---|---|---|
| Page 1 | Rule 5 | **Addition:** adding reference to handbook; adding language about subject to principal approval | To emphasize the role of principal; adding consistency with our county policies. |
| Page 1 | Authority | **Revision:** adding F.S. 1006.28 and 847.012; simplifying 1006.34 and adding copyright and public law references (U.S. Code 17) | Adding/correcting statutory references; adding specific references from the rules section. |
| | Notes: | **Other County Policies Reviews** | Miami-Dade and Leon Counties. |
| | | | |



# Board Discussion

&

# Guidance




Debra Hixon, Chair
Sarah Leonardi, Vice Chair

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**6010**
**~~6010~~SCHOOL DAY HOURS**

~~6.1~~ ~~6.1~~

~~6010 SCHOOL DAY HOURS~~

1. All schools shall maintain regularly scheduled school hours as proposed by the Superintendent and approved by the School Board.

2. Schools shall not be dismissed for sports events or other activities at any hour other than scheduled dismissal times unless prior approval has been obtained from the ~~Area~~ Superintendent or designee. This shall not prohibit~~exclude~~ assemblies provided ~~so long as~~ they ~~shall be contained~~occur within the regularly scheduled school day and students are not dismissed ~~before the end of the regular school day~~early.

~~2~~3. The daily opening times of schools shall be consistent with 1001.42, Florida Statutes.

~~3~~4. The Superintendent may delay the opening of schools, close the schools or dismiss schools early when such alteration in the regular session is required for the protection of the health and safety of students and staff. ~~In times of crisis the principal shall contact the Area Superintendent or the Superintendent's office.~~

AUTHORITY: ~~F.S.~~ Sections 1001.42, 1001.43, and 1001.51, Florida Statutes~~230.22 (1) (2)~~

~~PROCEDURES~~ POLICY ADOPTED: 9/5/74

~~1400~~ ~~1400~~

**6020**

**VISITS TO SCHOOLS**

~~MEMBERS OF THE BROWARD COUNTY~~ PUBLIC ~~SCHOOLS (DISTRICT)~~ THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA, ~~BOARDSYSTEM SHALL WELCOME ALL~~WELCOMES ALL WHO WISH TO VISIT ~~AND OBSERVE THEBROWARD COUNTY SCHOOLS SYSTEM~~ITS SCHOOLS.

~~AUTHORITY: F.S. 230.22 (1) (2)~~
~~Policy Adopted: 2/4/71~~ ~~Policy~~
~~Readopted: 9/5/74~~

## I. RULES

A. The School Board encourages all interested persons to visit schools. Upon arrival, visitors ~~Public visitations should be encouraged. Visitors~~ shall report to the single point of entry. ~~be directed to the administrative office where, when possible, they should be greeted by a principal.~~ When ~~desired and~~ feasible, the principal or a designated representative, shall ~~accompany the guest(s) on a tour of school facilities and act as host or hostess~~provide ~~guide or~~ guide services to visitors upon request.

~~1.~~

~~2.~~ B. Parents or ~~/~~guardians ~~desiring to have~~ seeking a conference with a teacher ~~should be~~are encouraged to schedule their visits before or after school hours, or during a period when the teacher is not responsible for teaching or supervising students.

C. It is expected that all ~~school personnel~~District employees shall practice the courtesy of advising the principal's office when they plan to be on campus.

D. ~~School Board DA member of the Legislature may visit any public school in the legislative district of the member~~Any public school in a legislative district may be visited by the respective member of the Legislature. The ~~bm~~ legislator shall not be required to provide notice before visiting the school but shall be required to sign in and sign out at the main office and wear his or her identification badge at all times while present on school premises.

~~3.~~

~~4.~~ F. There shall be no solicitation of teachers or students on school premises by salesmen, agents or any others, except ~~with the~~when approved ~~by al of the~~ Superintendent or ~~his/her designated representative~~designee.

~~5.~~ G. Every effort shall be made to exclude non-authorized individuals from

school property at all times. Loitering on school premises during school hours ~~by individuals not associated with the school~~ shall not be tolerated. When it~~i t~~ occurs, the appropriate p~~P~~olice d~~D~~epartment or Broward Sheriff's Office~~Department~~ should be notified.

~~AUTHORITY: Sections: F. S. 230.22 (1) (2)1001.42 and 1001.4205, Florida Statutes Rules POLICY ADOPTED Adopted : 2/4/71; Rules Amended: 9/5/74~~

Policy Custodian: Teaching & Learning Department

Former Policy Number: 1400

Policy Status: Active

~~Former Policy No.: 1400~~

Authority: F.S. §§120.52(6), 120.54, 120.81(1)(a), 1001.41(1) and (2), 1001.42(28), 1001.43(1).

Statutes implemented: F.S. §§1001.4205

History: Adopted: 02/02/1971
Amended: 09/05/1974,TBD-

## SPECIAL PROGRAM TRIPS

THE SCHOOL BOARD SUPPORTS AND ENCOURAGES "SPECIAL PROGRAM" TRIPS WHICH SERVE AS AN EDUCATIONAL ENRICHMENT ACTIVITY FOR STUDENTS WITHIN THE GUIDELINES OF THIS POLICY. THE SCHOOL BOARD MAY SPONSOR SPECIAL PROGRAMS REQUIRING STUDENT RAVEL IN EXCESS OF FIVE (5) CONSECUTIVE SCHOOL DAYS. ALL SUCH TRIPS MUST MEET ALL OF THE RULES LISTED BELOW. THE BOARD AUTHORIZES THE SUPERINTENDENT TO ESTABLISH A PROCEDURE AND CRITERIA FOR REVIEWING REQUESTING FOR SPECIAL PROGRAM TRIPS. THE SUPERINTENDENT OR HIS/HER DESIGNEE SHALL MAKE THE FINAL AND BINDING DECISION ON WHETHER OR NOT THE PROGRAM(S) WILL BE APPROVED.

AUTHORITY: F.S. 230.22 (1) (2)
POLICY ADOPTED: 9/17/87 AMENDED RULES APPROVED: 8/2/94

RULES

1. Special Program Trip requests generated at the school level must be approved by the principal and area superintendent before the Superintendent will consider the request.

2. Requests for Special Program Trips submitted by outside agencies/vendors will be reviewed directly by the Superintendent or his/her designee.

3. Standardized criteria for making decisions on Special Program Trip requests will be developed by the Superintendent. The criteria shall include, but not be limited to, the following:

   a. academic value

   b. academic credits, if any, associated with the program

   c. fulfillment of obligations to interscholastic athletic and activity programs

   d. effect of the program on the affected student's ability to meet the promotion/graduation requirements

   e. expenses for the District and affected students and employees

   f. length of the trip

   g. safety

4. The Superintendent is authorized to cancel an approved Special Program Trip if he/she determines that one of the criteria under which the trip was originally approved has changed in a significant manner.

5. Students may be denied the privilege of participating in field trips, social and/or extracurricular activities if said student(s) have been disruptive, violate the student code of conduct or fail to conform with school rules and regulations. The final decision on whether or not the student may participate shall be made by the principal with input from the affected staff.

AUTHORITY: F.S. 230.22 (1) (2)
RULES ADOPTED: 9/17/87 AMENDED RULES APPROVED: 8/2/94

# 6310

# FIELD TRIPS

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA (SBBC) BELIEVES THAT FIELD TRIPS CAN BE AN INTEGRAL PART OF THE LEARNING PROCESS IN MANY AREAS OF EDUCATION. FOR PURPOSES OF THIS POLICY, A FIELD TRIP SHALL BE DEFINED AS A DISTRICT-APPROVED ~~TRIP AWAY FROM A SCHOOL BOARD SITE~~ OUTING AWAY FROM THE SCHOOL OF ENROLLMENT MADE BY STUDENTS TO STUDY OR PARTICIPATE IN A NACTIVITY WHILE IN THE CUSTODY OF THE SCHOOL DISTRICT. ~~FIELD TRIPS SHALL NOT EXCEED FIVE (5) CONSECUTIVE SCHOOL DAYS.~~

## I. DEFINITIONS

**A.** **Initial Compliance Approval**: A preliminary compliance approval above the school principal's level indicated by the initials of the appropriate District Aadministrator~~(s)~~ (designee). An initial compliance approval permits schools, centers or departments to proceed with the necessary field trip notification and planning that traditionally requires extensive preparations. An Initial compliance approval does not constitute final District compliance approval.

**B.** **Final District Compliance Approval**: A signature compliance approval from the appropriate school principal and the Superintendent's designee (for International Trips -and the Superintendent of Schools) when all the field trip requirements are completed.

**C.** **International Field Trip**: A trip that includes international travel or travel outside the mainland USA. Consideration for such trips is reserved for once in a lifetime experience that are unavailable here in the USA. International trips require the express written approval of the principal, the District Administrator (designee), ~~the Superintendent's designee~~, and the Superintendent of Schools.

**D.** **Local Field Trip**: A trip that is geographically located within the tri county area (Miami-Dade, Broward and Palm Beach) that does not involve overnight stay and is not water-related. Local field trips do not require an approval beyond the school principal's level.

**E.** **One-Day Field Trip Outside the Tri-County Area**: A trip that is geographically located outside the tri-county area (Miami-Dade, Broward and Palm Beach) that does not involve overnight stay and may or may not be water-related. One-day field trips outside the tri-county area require compliance approval from Superintendent's designee.

F. **Overnight Field Trip**: A trip that requires overnight lodging or other activities that constitute overnight characteristics not limited to bed, bath, and meals regardless of geographic location. Overnight field trips require compliance approval from Superintendent's designee.

~~E.~~

F.G. **Special Program Trip:** A trip which serves as an educational enrichment activity for students within the guidelines of this policy requiring student travel/overnights in excess of five (5) consecutive school days.

~~G.~~H. **Parent**: Refers to either or both parents, any guardian of a student, any person in a parental relationship to a student, or any person exercising supervisory authority over a student in place of a parent.

~~H. **Overnight Field Trip**: A trip that requires overnight lodging or other activities that constitute overnight characteristics not limited to bed, bath, and meals regardless of geographic location. Overnight field trips require compliance approval from Superintendent's designee.~~

I. **Principal's Field Trip Designee**: An SBBC employee designated by the school **principal** to act in an official administrative capacity for the duration of the field trip. Such a designee must be clearly identified on the chaperone list.

J. **SBBC Sponsored Trip**: A trip that is sponsored exclusively by the SBBC through its schools, centers, or other department(s) with the required District compliance approval. Any trip that does not conform to the foregoing would be considered a non-district sponsored trip.

K. **Security Clearance**: Compliance with Federal and State Laws ~~that~~ mandate security screening of individuals (chaperones) that are permitted access on school grounds when students are present, are allowed direct one-on-one contact with students, or are allowed access to or control of school funds. For example, The Jessica Lunsford Act that requires Level 1 and/or Level 2 screening by checking the names of chaperones against the sexual predator and local criminal database, and/or be fingerprinted respectively. A Level 2 clearance is required for all overnight field trips.

L. **Superintendent of Schools Designee**: An individual in an administrative capacity limited to the title of Deputy Superintendent ~~Superintendent~~, Chief, Executive Director, or Director ~~or Assistant Director on the district level, or Principal on the school level~~, with the proper authorization to approve, permit, or sanction a field trip.

M. **Water Related Field Trip**: A trip that requires a water source (natural or manmade) to accomplish its intended and specific purpose by engaging students and/or staff in water related activities regardless of geographical location. Water related field trips are limited to programs on the SBBC pre-approved vendor list and require compliance approval by the Superintendent's designee.

## II. RULES

### ~~A.~~ General

1. All proposed field trips must first be reviewed and approved by the school principal ~~(s) (designee).~~ or principal designee.
2. Field Trips that are overnight, outside of the tri-county area, water related or international must receive compliance approval ~~beyond the principal's level~~ by the Superintendent's designee.
3. All students participating in a field trip must provide the school principal with the district approved parent authorization form signed by their parents in advance. The signed authorization form must be on file at the school before a student can participate.
4. Any field trip information that is intended for parents and students must be printed on school/district stationery.
5. The use of any official SBBC or individual school stationery to promote a non-district approved field trip is prohibited.
6. The parents of all K-12 students planning to attend any overnight field trips shall be advised in advance that their student should be properly insured. Further, "At school" Student Accident Insurance will not cover overnight field trips under any circumstances. Parents should be advised that "24 hour" or "around-the-clock" insurance coverage is highly recommended (available through the currently authorized student accident insurer or through their own insurance agent).
7. The following information must be documented for all field trips:
   a. A list of all participating students and chaperones;
   b. Dates of departure and return;
   c. Appropriate itinerary; and
   d. Mode of travel.

   On all overnight trips, this documentation must be submitted to the Director of Risk Management at least one (1) week prior to departure.
8. Students who violate the Code of Student Conduct, act in a disruptive manner or fail to conform to school rules and regulations may be denied the privilege of participating in field trips, social and/or extracurricular activities. The principal shall make the final decision on whether the student may participate after receiving documentation and input from the affected staff.
9. School administrators shall comply with Federal and State Law that guarantee the right of each student with a disability be afforded an equal opportunity to participate in all school sponsored social and/or extracurricular activities when the student is otherwise qualified to participate. School principals shall make reasonable accommodations for students with disabilities (ESE students) to participate in field trips, school sponsored social and/or extra-curricular activities. Reasonable accommodations may include, but are not limited to, wheelchair accessible mode of transportation, nurses, and additional aides. ~~Parents shall not be required to attend a trip as a requisite for their child to participate~~. ~~However, space permitting, parents should be invited to attend~~Schools may invite ESE parents/guardians to

chaperone on trips, but cannot require that a parent/guardian of a child with a health condition or disability attend with their child if parents of students without a health condition or disability are not required to accompany their children. Reasons ESE students may be excluded from a field trip or extra-curricular activity is by parent request or an extreme circumstance approved by the regional or associate superintendent office.

10. The Superintendent's designee may grant an initial field trip compliance approval when requested by the school principal.

**B. Local Field Trips (Within the Tri-County Area of Miami-Dade, Broward and Palm Beach) That Are Not Overnight or Water Related.**

1. Field trips that are necessary to fulfill the obligations of interscholastic athletic and other interscholastic activity program(s) shall be permitted, if they do not seriously interfere with the educational routine of students who must remain in school.
2. Teachers planning local field trips shall:
   a. Schedule each trip with the school principal/-(designee), specifying a list of all participating students and chaperones, dates of departure and return, appropriate itinerary, and mode of travel. The principal/ (designee) must approve the trip in writing.
   b. Complete all necessary arrangements with the organization, firm and/or owner of the property to be visited.
   c. Make provision for proper supervision. Two adults are recommended as a minimum for chaperoning a local field trip (within the tri-county area of Miami-Dade, Broward, and Palm Beach). One of them must be the employee in charge of the class, program, or team. Schools must arrange for at least two School Board Employee Chaperones for every 50 students. If additional chaperones are needed, parents that are eligible may be permitted to assist in such supervision. Schools may share chaperones on field trips.

**C. One day Field Trips Outside the Tri-County Area (May or May Not Be Water Related)**

1. The same Rules listed in Section II-2Bb will apply, except that chaperones shall be in accordance with Section H.71.a. In addition, the principal shall provide notification and information regarding the out-of-tri-county field trip to the Superintendent's designee for compliance approval prior of the event and before it is discussed with students, parents, and the community. If needed, an initial compliance approval may be requested but a final compliance approval shall be required from the Superintendent' s designee.

**D. Overnight Field Trips (May or May Not Be Water Related)**

1. The school principal shall be contacted before the teacher or sponsor begins planning any overnight field trip. If the principal considers the trip a

worthy project, a detailed plan including the trip objectives, the number of chaperones required in Section ~~G~~H.1.a, and the cost(s) must be provided to the Superintendent's designee for compliance approval before it is discussed with students, parents, or the community. On all overnight trips requiring lodging, single gender sleeping quarters for students must be instituted. Field Trip permission forms ~~disseminated to parents must indicate whether room assignments for overnight lodging are not separated by biological sex at birth.~~shall comport with Rule 6A-10.085, F.A.C. If needed, an initial compliance approval may be requested, but all overnight trips must have final compliance approval from the Superintendent~~'~~s designee.

**~~E.~~ Water Related Field Trips**

1. ~~-~~The principal of a school shall be contacted before the teacher or sponsor begins planning any water-related field trip. The applicable rules shall be followed in accordance with the type of trip (Local Within the Tri-County, Outside the Tri-County or Overnight). All water related field trips, local or otherwise, are limited to those programs, vendors or destinations approved by the SBBC. The Risk Management Department shall maintain a list of all approved water related field trip programs, vendors and destinations on the District's website. Schools having concerns regarding water-related field trips or those involving water travel are expected to contact the Risk Management Department for direction. Chaperones shall be assigned in accordance with Section ~~G~~H.1.a. Risk Management is responsible to ensure that the vendor:
   a. Where water travel is being considered for a field trip, the Risk Management Department must approve. Vessels must be inspected and approved by the Coast Guard or other responsible government agency for the type of water travel being considered.
   b. Has General Liability Insurance with bodily injury limits of not less than $1,000,000 per occurrence ~~must be obtained and~~ . The School Board of Broward County shall be named as an additional insured.
   c. Has valid Lifeguard Certificate(s) (at least one certified instructor per trip)
   d. Has valid Red Cross / CPR Certificates for all instructors.
   e. Has valid Commercial License and Boating Certificate from the Coast Guard.

**~~F.~~ International Field Trips**

1. ~~-~~The principal shall be contacted before the teacher or sponsor begins planning any international field trip. If the principal considers the trip a worthy project that provides students with a once-in-a-lifetime experience, then the ~~following must be provided. The~~ teacher or sponsor shall provide a detailed plan including the trip objectives, the number of chaperones required in Section ~~G~~H. ~~(~~1. ~~-~~b), and the cost of the trip to the principal. Upon receiving this documentation, the principal shall submit a cover letter indicating his or her written justification and approval of the trip to the Superintendent's designee. The Superintendent's designee will then discuss the trip

information with the appropriate District personnel to determine the feasibility of an approval from the Superintendent of Schools. The teacher or sponsor shall proceed with the necessary notification and formalities after an initial approval is received from the Superintendent. All international trips must have a final approval in advance from the Superintendent.

G. **Special Program Trips**

1. Special Program Trip requests must receive final District compliance approval from the Superintendent or designee, following initial approval by the school principal or designee.

2. Requests for Special Program Trips submitted by outside agencies or vendors must be directed to the Superintendent or designee for initial review and final approval.

3. Standardized criteria for making decisions on Special Program Trip requests will be developed by the Superintendent or designee. The criteria shall include, but not limited to, the following:
   a. academic value;
   b. academic credit, if any, associated with the program;
   c. fulfillment of obligation to interscholastic athletic and activity programs;
   d. effect of the program on the affected student's ability to meet the promotion/graduation requirements;
   e. expenses for the District and affected students and employees;
   f. length of the trip;
   g. safety.

4. The Superintendent is authorized to cancel an approved Special Program Trip, at any time, if it is determined that a significant change has occurred in one or more of the originally approved criteria.

H. **Chaperones**

1. Chaperones are essential for proper supervision and are intended to address the health, safety, and security needs of the students. All individuals serving as a chaperone on any SBBC sponsored field trip must have the appropriate security clearance. Therefore, they are expected to meet the security eligibility requirements in accordance with State Laws, Federal Regulations and District required security clearances.
   a. On any District sponsored overnight, out-of-county, or water-related field trip(s) all K-12 students shall be accompanied by ~~qualified~~ chaperones with the appropriate security clearance. When the student group is co-educational, there shall be at least one (1) chaperone of each gender. The minimum number of chaperones shall be in accordance with the following formula:

~~1~~ 1 to 10 students – 2 chaperones
11 to 20 students – 3 chaperones

For every additional 25 students or portion thereof, another chaperone shall be added respectively.

b. On any District sponsored international field trip (outside of the mainland United States), all K-12 students shall be accompanied by ~~qualified~~ chaperones with the appropriate security clearance. When the student group is co-educational, there shall be at least one (1) chaperone of each gender. The minimum number of chaperones shall be in accordance with the following formula:

~~1~~ 1 to 10 students – 2 chaperones
11 to 20 students – 3 chaperones
16 to 20 students – 4 chaperones

For every additional 10 students or portion thereof, another chaperone shall be added respectively.

c. Field trips needing approval beyond the principal, require at least two of the chaperones be SBBC employees. Schools must arrange for at least two school board employee chaperones for every 50 students. One chaperone must be the employee in charge of the class, program, or team. When two or more schools are participating in the same field trip, chaperones from the attending schools may be combined to fulfill the chaperone requirement.

d. Chaperones shall not be assigned the same sleeping quarters with students unless it is solely with their own child, or in the case that the destination/organization calls for large group sleeping accommodations that are an integral aspect of the trip, (*e.g.,* sleepout at SeaWorld, military style barracks).

~~I.~~ **Transportation**

1~~.~~. The use of school buses (for local trips) and charter buses are the preferred method of transporting students on field trips. The use of rental vans and vehicles is the second preference for transporting students on field trips. A third preference, when the above means of transportation are not feasible, would be the use of privately owned passenger vehicles permitted by the principal.

a. Use of School Buses to Transport District Students:

i. ~~i.~~ School transportation vehicles may be made available for all trips sponsored in compliance with revisions of this Policy.

ii. ~~ii.~~ School buses may be used for school activity trips provided approval has been obtained from the principal.

iii. ~~iii.~~ The Transportation Department may grant the school principal's application for the use of school buses providing:

aa. Use of buses for the school activity field trips shall not interfere with regular bus schedules.

bb. Use of school buses shall be confined to the tri-county area. See Board Operating Procedure #2.1 for mileage limit on activity school buses. However, this restriction will be waived when a student(s) who is participating in the field trip is wheelchair dependent and requires special transportation equipment. In such cases, the Director of Transportation shall assign a specially equipped District bus for a trip outside the tri-county area. Whenever possible, as determined by the Director of Transportation, all the buses on field trips that have this special bus assigned to the trip shall be District school buses.

~~cc.~~ Expenses for use of school buses for such activities or trips shall be paid by the sponsoring organizations with rates to be determined by the Director of Transportation. ~~Transportation.~~

~~dd.~~cc. Sponsoring organizations under the direction of the school principal shall be responsible for the general conduct of students while riding on school buses or other vehicles.

~~ee.~~dd. Application for use of school buses for the aforementioned purposes must be made to the Director of Transportation not later than ten (10) days prior to the date of the anticipated trip. Forms for application are available in the Transportation Department.

~~ff.~~ee. A list of students for each bus shall be provided to the driver immediately prior to each trip

b. Use of Private Charter Buses to Transport District Students

i. Schools may use private charter bus companies to transport students to school ~~—~~sponsored functions based on the following criteria: ~~-~~

aa. Transportation is needed during hours School Board vehicles are not available, or for trips that are outside of the tri-county area; ~~-~~

~~iii~~bb. ~~-~~Private charter bus companies must submit a ~~-~~Request for Proposal to ~~the office of Supply Management~~ Procurement & Warehousing Services ~~and Logistics~~ and meet all the requirements in the Request for Proposal; ~~-~~ ~~iv.~~

~~ii.~~ cc. Private charter bus companies approved by ~~the office of Supply Management and Logistics~~ Procurement & Warehousing Services must file an approved certificate of insurance with The School Board of Broward County, Florida, Risk Management Department, naming the School Board as an additional insured in the amount of one million dollars ($1,000,000).

~~v.~~ dd. ~~The office of Supply Management and Logistics~~ Procurement & Warehousing Services shall maintain a list of all approved private charter buses on the District's website.

c. Use of Rental Vehicles to Transport District Students:

i. Rental vans and vehicles shall have insurance coverage with bodily injury limits of not less than $100,000 per person, $300,000 per accident; property damage limits of not less than $200,000 and comprehensive and collision coverage with no deductible.

d. Use of Private Vehicles to Transport District Students:

i. Privately owned vehicles shall have appropriate insurance liability coverage for bodily injury and property damage as per Florida Statutes and be operated by a licensed driver. These conditions are to be certified by the owner of the vehicle and provided to school staff.

Policy Custodian: Teaching & Learning (Learning Communities)

Former Policy Number: 6303; 6403 (Special Program Trips)

Policy Status: Active

Authority: F.S. §§ 120.52(6), 120.54, 120.81(1)(a), 1001.41(1) and (2), ~~F.S. §~~ 1001.42(28); ~~F.S. §~~, 1001.43(3)(c),

Laws Implemented: F.S. §§ 1000.05(2)(d), ~~F.S.~~ 1000.21(~~56~~), ~~F.S. §~~ 1001.42(8) and (10), ~~F.S. §~~ 1001.43(3)(c), ~~F.S. § 1002.3105(4), F.S. § 1003.23~~, ~~F.S. §~~ 1006.22(2), ~~F.S. §~~ 1012.465, 1014.

F.A.C. Rule 6A-10.085

History: Adopted 05/04/72
Amended 09/05/74
Amended 08/07/75
Amended 01/06/77
Amended 03/20/80
Amended 10/07/82
Amended 09/17/87

Amended 10/03/89
Amended 03/05/91
Amended 08/02/94
Amended 03/21/95
Amended 07/23/13
Amended 03/28/23

## SINGLE FIELD TRIP PARENT/LEGAL GUARDIAN AUTHORIZATION FORM
## ELEMENTARY – MIDDLE

Student Name: _____ Telephone: _____

I authorize my student to utilize the type of transportation identified below for this field trip:
School Bus ____ Charter Bus ____ Rental Vehicle ____ Private Vehicle ____ Walk ___

- Maximum capacity is one (1) person per seat belt.
- No motorcycles/scooters/mopeds permitted as transportation

I authorize my student to: _____ Ride with Staff _____ Ride with Another Student

Nature of Field Trip: _____

Field Trip Destination: _____

Departure Date/Time: _____

Return Date/Time: _____

Number of Chaperones:_____

If applicable, indicate if overnight room assignments are separated by biological sex at birth.
_____ Yes _____ No

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(Parent or Guardian Completes this Section)

### EMERGENCY CONTACT

In case of an emergency, I may be reached at:
Name: _____ Telephone: _____

In the event I cannot be reached, please contact:
Name: _____ Telephone: _____

### HELATH/ACCIDENT INSURANCE

My student is covered by twenty-four (24) hour student accident insurance or family insurance.
Insurance Company: _____

Policy Number: _____ and/or _____ I have attached a photocopy of my insurance identification card.

_____ I do not have insurance. _____ I will pay any and all medical bills for emergency care of my student.

### ADDITIONAL INFORMATION

If applicable, I authorize educational records for travel including but not limited to passport, visas and/or other related records to be disclosed to third party vendors. I further authorize the third-party vendor to re-disclose any records intended for the purposes of travel. ____Yes ___ No

_____ _____
*Signature of Parent or Gurdian* *Date*

## SINGLE FIELD TRIP PARENT/LEGAL GUARDIAN AUTHORIZATION FORM
## HIGH SCHOOL – MAGNET PROGRAM – CENTER

Student Name: _____ Telephone: _____

I authorize my student to utilize the type of transportation identified below for this field trip:
School Bus ____ Charter Bus ____ Rental Vehicle ____ Private Vehicle ____ Walk ___

- Maximum capacity is one (1) person per seat belt.
- No motorcycles/scooters/mopeds permitted as transportation

I authorize my student to: _____ Ride with Staff _____ Ride with Another Student

I authorize my student to: _____ Drive Own Car _____ Drive Family Car
I authorize my student to drive own/family car and carry passengers including students. Initial ____

Nature of Field Trip: _____

Field Trip Destination: _____

Departure Date/Time: _____

Return Date/Time: _____

Number of Chaperones:
_____

If applicable, indicate if overnight room assignments are separated by biological sex at birth.
_____ Yes _____ No

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(Parent or Guardian Completes this Section)

### EMERGENCY CONTACT

In case of an emergency, I may be reached at:
Name: _____ Telephone: _____

In the event I cannot be reached, please contact:
Name: _____ Telephone: _____

### HELATH/ACCIDENT INSURANCE

My student is covered by twenty-four (24) hour student accident insurance or family insurance.
Insurance Company: _____

Policy Number: _____ and/or _____ I have attached a photocopy of my insurance identification card.

_____ I do not have insurance. _____ I will pay any and all medical bills for emergency care of my student.

### ADDITIONAL INFORMATION

If applicable, I authorize educational records for travel including but not limited to passport, visas and/or other related records to be disclosed to third party vendors. I further authorize the third-party vendor to re-disclose any records intended for the purposes of travel. ___ Yes ___ No

_____ _____
*Signature of Parent or Gurdian* *Date*

## STUDENTS LEAVING SCHOOL GROUNDS

STUDENTS MAY BE RESTRICTED TO SCHOOL GROUNDS DURING THE SCHOOL DAY AT THE DISCRETION OF THE SCHOOL PRINCIPAL. UNDER SUCH CONDITIONS STUDENTS MAY NOT LEAVE THE SCHOOL GROUNDS EXCEPT WITH THE PERMISSION OF THE PRINCIPAL OR HIS/HER DESIGNATED REPRESENTATIVE.

AUTHORITY: F.S. 230.22 (1)
POLICY ADOPTED: 12/17/70 POLICY READOPTED: 9/5/74

## EMPLOYMENT OF STUDENTS BY THE SCHOOL FOOD SERVICE DEPARTMENT

1. Students may perform services of a minor nature in the dining room. These minor duties shall consist of such things as cleaning tables and chairs after lunch periods. These duties shall under no circumstances interfere with the educational program of the students.

2 All duties shall be in accordance with Workers Compensation laws.

AUTHORITY: F. S. 230.22 (1)(2) PROCEDURES ADOPTED: 9/5/74

## ~~MONEY~~ STUDENT FUNDRAISING ~~ACTIVITIES~~

All student fundraising activities must contribute to the educational and extracurricular experiences of the students. All fundraisers must also be approved by the school principal and conform with all applicable School Board policies. ~~ALL STUDENT FUNDRAISING ACTIVITIES MUST CONTRIUBUTE TO THE EDUCATIONAL AND EXTRACURRICULAR EXPERIENCES OF THE STUDENTS. ALL FUNDRAISERS MUST ALSO BE APPROVED BY THE PRINCIPAL AND CONFORM WITH ALL RULESTHE RULES AND REGULATIONS ESTABLISHED BY THE BOARD.~~

~~FROM TIME TO TIME, IT MAY BE NECESSARY AND DESIRABLE FOR STUDENTS TO ENGAGE IN SOME FUND-RAISING ACTIVITY IN CONNECTION WITH A SPECIAL PROJECT.~~

~~MONEY RAISING ACTIVITIES SHALL HAVE THE PRIOR APPROVAL OF THE PRINCIPAL AND CONFORM TO SUCH RULES AND REGULATIONS AS THE BOARD MAY ESTABLISH.~~

~~ORGANIZED SCHOOL GROUPS SHALL NOT SPONSOR OR ENGAGE IN ANY FORM OF GAMES OF CHANCE.~~

~~AUTHORITY: F.S. 230.22 (1) (2) POLICY ADOPTED: 2/12/70 POLICY AMENDED: 9/5/74 AMENDED POLICY APPROVED: 4/4/85~~

## RULES

Solicitations and ~~Fund-~~

~~Raising~~ Fundraising by District School Students

~~Student Solicitations and Fund-~~

~~RaisingFundraising~~

~~1.~~ Door-to-Door Activities

A. Elementary and Middle School

Door-to-door fund-raising by district school students shall be prohibited in activities sponsored by the district school or by a school-related organization, in which district school students would be selling items or soliciting contributions, pledges or orders.

B. High School

~~The sale of commercial items on a~~ D~~d~~oor-to-door fundraising is permissible in high schools but is ~~basis shall be~~ limited to one (1) school-wide project per year. Any deviation from this must have prior approval from the Superintendent or ~~his/her~~ designee.

2. Student Clubs and Organizations

Student groups desiring to engage in fund-raising activities, make solicitations for advertising, or engage in other projects must have prior approval from the ~~district school~~ principal.

3. Instructional Time

~~These~~ Student fundraising activities shall not be conducted during the district school students' scheduled instructional time. ~~Requests for~~Requests for deviations from this rule shall be submitted to the appropriate Regional/Assistant ~~Area~~ Superintendent for approval.

4. "Panhandling" Activities

~~Students~~ District school students who are representing the ~~Broward County school system~~ School District in any manner ~~shall be~~shall be prohibited from participating in any "panhandling" activities. For purposes of this policy, "panhandling" is any solicitation made in person, requesting an immediate donation of money or other thing of value.

5. Games of Chance

~~Organized school~~ Student clubs/organizations/groups shall not sponsor or otherwise participate in any raffles or other games of chance.

Policy Custodian: Teaching & Learning

Former Policy Number: 6206

Policy Status: Active

Authority: Sections 120.52(6), 120.54, 120.81(1)(a), 1001.41(1) and (2), 1001.42(29), 1001.43(1), and 1011.07, Florida Statutes,

History: Adopted 2/12/70; Amended TBD

AUTHORITY: Sections 1001.41, 1001.42, 11001.43 and 1011.07, Florida Statutes F.S. 230.22 (1) (2)

POLICY RULES ADOPTED: 2/12/70, 9/5/74

POLICYRULES AMENDED: 9/5/74; 11/4/82; 4/4/85 AMENDED RULES APPROVED: 4/4/85

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~~POLICY NO. 601030~~

**SCHOOL ADVISORY FORUM** ~~1.3~~

~~1.3~~

~~–~~**The School Advisory Forum shall be composed of parents, teachers, community members, school administrators, non-instructional support staff, and other stakeholders of the district school to provide an opportunity for the school community to discuss and recommend actions on issues concerning the district school.** ~~THE~~ **A** ~~SCHOOL ADVISORY FORUM SHALL BE COMPOSED OF PARENTS, TEACHERS, COMMUNITY MEMBERS, SCHOOL ADMINISTRATORS, NON-INSTRUCTIONAL SUPPORT STAFF, AND OTHER STAKEHOLDERS TO PROVIDE AN OPPORTUNITY TO DISCUSS AND RECOMMEND ACTIONS ON SCHOOL ISSUES SHALL BE ESTABLISHED FOR EACH SCHOOL IN THE DISTRICT.~~

~~Authority: The School Board of Broward County, Florida Policy~~
~~Adopted: 7/29/76; 7/21/77;5/3/79;5/21/91,4/23/96 Policy Amended 10/20/98; 12/12/00, 7/06/04~~

**A.** Every district school shall have a School Advisory Forum (SAF) that shall foster and promote communication between its stakeholders, the district school, and the Area Advisory Council. The SAF shall bring forth recommendations, concerns and interests to and from ~~their~~ its Area Advisory Council.

**B. MEMBERSHIP**

1. The membership of the School Advisory Forum (SAF) shall be representative of the district school's community to include parents or guardians of district school students enrolled ~~in~~in at the school, students at~~of~~ the district school, business partners of the district school, and community ~~members~~organizations~~-~~ and business ~~people~~partners serving the district school. Participation from all ethnic, religious, cultural and socioeconomic backgrounds is welcomed and encouraged.

2. A Broward County School Board employee shall not be the ~~C~~chair~~SAF Chair~~ at the district school where that person is employed. The Chair and Vice-chair shall be a parent or custodial guardian of a student who is or will be enrolled~~ and attending~~ at the district school during their term of service. Officers should be elected per their district school's approved bylaws.

**C. DUTIES**

1. All duties of the School Advisory Forum (SAF) will be advisory in nature, none of which will conflict with any of the powers and duties reserved by law, policy, or administrative guidelines to the School Board, the Superintendent of Schools, ot the district school principal.

2. ~~Actively~~ The SAF shall actively participate with the School Advisory Council in identifying the educational needs and priorities of the district ~~-~~school.

3. ~~Actively~~ The SAF shall actively participate with the district school principal in the preparation of the budget, and reviewing the budget-related concerns after each FTE count.

4. The SAF shall i~~I~~ndicate its awareness of the program and plans for the district school by affixing the signature of the ~~chairperson~~ SAF Chair on the budget ~~when it is submitted~~prior to its submission for district budget preparation.

5. ~~Assist~~ The SAF shall assist in the identification and coordination of the use of community resources to improve student achievement and school effectiveness.

6. ~~Address~~ The SAF shall address parent/community concerns; work with the district school administration to solve problems; and ~~to~~ make recommendations to initiate desirable change.

7. ~~Assist~~ The SAF shall assist in increasing/sustaining high levels of community support for the district school.

8. ~~Assist~~ The SAF shall assist in planning, developing and implementing parent/community programs and training activities for the district school.

9. ~~Participate~~ he SAF shall participate in joint training opportunities with the School Advisory Council.

10. In addition to individual School Advisory Forum meetings, the SAF shall hold semi-annual meetings jointly with the School Advisory Council.

**~~POLICY NO. 6010~~30**

**SCHOOL ADVISORY FORUM** ~~1.3~~

~~1.3~~

11. The ~~School Advisory Forum~~SAF shall use guidelines developed by the school district, develop and adopt procedural bylaws, conduct meetings in accordance with the Florida Sunshine Law~~s~~, and conduct meetings according to Robert's Rules of Order, Newly Revised.

12. The SAF shall promptly ~~Record~~record, maintain, and post minutes of all SAF meetings ~~at the school~~ in accordance with the Florida Sunshine Law~~s~~.

13. ~~School Advisory Forum (SAF) chairperson~~The SAF Chair or designee shall represent SAF as a voting member at School Advisory Council meetings.

14. The SAF Chair or designee shall represent SAF as voting member of the Area Advisory Council meetings.

15. School Advisory Forums and ~~its~~ their officers are prohibited from using their titles and/or positions to endorse, or give the impression of endorsing, candidates for public office.

**D. VOTING RIGHTS:**

~~Meetings~~ SAF meetings are open to all, but voting rights are granted only to members who are parents or guardians of students who are enrolled in the district school or are matriculating to the district school the following year, students of the district school, employees of the district school, and community organizations and business partners ~~of~~ serving the district school. To vote at any SAF meeting, members must sign in~~,~~ and, if requested by the Chair or the Chair's designee, present proof that they meet the voting membership requirements, ~~if requested~~.

~~Authority: Sections 1001.41 & 1001.42, Florida Statutes~~
~~Adopted: 7/29/76; 7/21/77;5/3/79;5/21/91,4/23/96 Policy Amended 10/20/98; 12/12/00, 7/06/04~~

Policy Custodian: Teaching & Learning

Former Policy Number: ~~6010~~1.3

Policy Status: Active

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

History: Adopted 7/29/76; 7/21/77;5/3/79;5/21/91,4/23/96 Policy Amended 10/20/98; 12/12/00, 7/06/04 Amended TBD

S:/v/allwork-use/sbbc/memos/internal/2425year/250518Policy6030Redlinerpvrl

# USE OF AUDIOVISUAL MATERIALS USE POLICY

THE PURPOSE OF THISE POLICY IS TO ESTABLISH CLEAR DIRECTION AND CONSISTENT PROCEDURES FOR THE USE OF AUDIOVISUAL MATERIALS FOR STUDENT INSTRUCTION AND CLASSROOM USE. THESE RESOURCES ARE TO BE USED FOR CURRICULAR PURPOSES, NOT FOR ENTERTAINMENT. AUDIOVISUAL MATERIALS INCLUDE BOTH COMMERCIALLY AND STUDENT/STAFF PRODUCED MATERIALS. THEY INCLUDE MATERIALS USED ON FIELD TRIPS OR IN BEFORE AND AFTER SCHOOL CHILD CARE PROGRAMS AT THE SCHOOL. THE GUIDELINES THAT CLARIFY THE POLICY ARE TO BE MADE A PART OF THE PRINCIPALS' HANDBOOK.

## I. Rule

A. Definitions.
1. The definition of"-Aaudiovisual materials" includes, but is not limited to:
   a. films, videos, CDs, DVDs, digital, electronic, or online media;
   b. commercially produced materials and those produced by staff or students; and
   c. materials used on field trips and school sponsored childcare programs.

A. The Requirements
B. All instructional use of resources, including audiovisual materials, must:
1. be consistent with School Board of Broward County, Florida ("SBBC") policies, educational goals, and the objectives of specific courses and/or activities;
2. be consistent with Florida Statutes 1006.34(2)(b), and relevant to the Sunshine StatFlorida Department of Education e Standards;
3. adhere to federal and state copyright laws as well as the SBBC's policy on copyrighted materials, including but not limited to Public Law 94-533, The Copyright Act and School Board of Broward County Policy #6318; and
4. reflect the best teaching practices based on age appropriateness and instructional relevance.

B.C. TShe selection of aAudiovisual mMaterials must:
1. Audiovisual materials selected for student instruction and classroom use must be age appropriate and relevant to the specific instructional goal. When available, the MPAA (Motion Picture Association of America) ratings should be used to guide decisions about audience appropriateness;.
2. Audiovisual materials in the school collection and those selected for use from outside the school collection must be selected based on personal preview, reviews or recommendations from professional literature, or have been recommended for use by the SBBC;.
3. exclude material containing pornography; and
2.4. be maintained in the school's office and made available for parental review. Each school must notify parents of the process and procedures for review of the list and commentary.

C. Procedures and Best Practices for Use of Audiovisual Materials

D. The usage of audiovisual materials from inside or outside the school collection must:

1. meet ~~principal~~ Principal or designee approval prior to use with students;
2. exhibit a clear educational purpose for curricular purposes only;
3. be entirely previewed ~~in their entirety~~ prior to being shown to students by the teacher ~~using the resource~~, while ~~with special attention paid to~~ assuring that the language, theme, violence, and content are consistent with the maturity level of the students who will be viewing the material;
4. be a legally acquired copy; and
5. sustain review by the school audiovisual review committee, if concern arises.

~~A list of full-length feature films to be shown must be maintained in the school's office and made available for parent review. Each school must notify parents of the process and procedures for review of the list and commentary.~~

~~D. The Responsibility~~

~~1.~~E. ~~The p~~Principal is responsible for the use of all instructional materials within the school. The guidelines that clarify this policy must be included in the Principals' Handbook. The teacher is responsible for appropriate use of the audiovisual material within the specific classroom after approval by the Principal.

Policy Custodian: Teaching & Learning

Former Policy Number: [INSERT IF APPLICABLE; IF NOT, DELETE THIS LINE]

Policy Status: Active

Authority: F.S. §§120.52(6), 120.54, 120.81(1)(a), 847.012, 1001.32, 1001.41(1) and (2), 1001.42(28), 1~~F.S. 1~~006.28, and ~~-~~1006.34; Pub. L. No. 94-553, 90 Stat. 2541 ~~(2) (b)~~

Policy Adopted: 04/29/03



# PROPOSED SITE DEVELOPMENT OF DAVE THOMAS EAST EDUCATION CENTER

School Board Workshop

June 10, 2025

Presented By:
Wanda F. Paul, Chief Operations & Facilities Officer
Chris O. Akagbosu, Director,
Facility Planning and Real Estate Department

Established 1915
BROWARD
County Public Schools

# Introduction

## Rationale

To develop workforce residential housing units on the Dave Thomas East Education Center, to allow the School Board of Broward County, Florida (SBBC) to enable the availability of workforce housing for its qualified employees.

## Purpose

To allow for an effective, meaningful, and sustainable use of an available and viable SBBC real property.

## 2022-2027 STRATEGIC PLAN

- Business Operations

## Request of School Board

To discuss the presented recommended use of the Dave Thomas East Education Center and provide directions to staff as to next steps.

# CURRENT STATISTICS

- **Problem Statement**: A shortfall of approximately 7 million affordable housing units currently exists in the United States (US)

- **Most Cost Burdened Region in US**: The most cost burdened area for housing unaffordability in the US, is in California and the southeast region of Florida; and data below apply in depicted subareas:

  - Miami-Dade County – Average rental cost of $3,400 for a 2 bedroom-unit type
  - Broward County – Average rental cost of $2,751 for a 2 bedroom-unit type
  - Palm Beach County – Average rental cost of $2,367 for a 2 bedroom-unit type

# EXAMPLES OF EFFORTS EMPLOYED BY SELECTED SCHOOL DISTRICTS TO TACKLE THE AFFORDABLE HOUSING CRISIS IN THE US



A preliminary rendering of the workforce housing development proposed to the Manatee County School Board shows a six-story apartment complex, a surface parking lot and green space. The proposed development has not yet been approved by officials. The proposed development would provide 132 apartments on nearly five acres of district-owned land for Manatee Count school district employee.

https://www.wusf.org/education/2024-06-17/manatee-county-schooldistrict-considers-workforce-housing-for-employees



Jefferson Union High School District's new housing complex for teachers and education staff in Daly City, California. The 50,600 SF design-build development that will provide 56 affordable units in a variety of sizes for district teachers, staff and their families. The complex is being built on the MP Brown Elementary School site. In addition, a site-built community building, laundry, gardening space, play area, mail kiosk, and additional site development.

https://www.edweek.org/leadership/more-districts-are-building-housingfor-teachers-heres-what-to-know/2023/11



Affordable housing for Pinellas County teachers moves one step closer to reality. The units are for individuals making 90 to 120 percent of the local area median income, and the monthly rent will range between $1,263 and $2,160. They'll offer studios, one bedroom, and two-bedroom apartments. The remaining 112 units will be available to the public at market value with rent ranging from $2,156 to $2,771 a month.

https://www.fox13news.com/news/pinellas-county-schools-buildingworkforce-housing-for-teachers-to-recruit-and-retain-employees



Cabrillo Unified School District's (CUSD) Workforce Housing Project. 60 units with 20% affordability. All units will be leased to CUSD employees at heavily discounted rents with 12 deed restricted units that will include: four at 50% Area Median Income (AMI), 6 at 80% AMI, and 2 at 120% AMI. The Units will be offered to district teachers or staff for seven-year terms which will allow for increased housing stability and staff retention.

https://www.greenbelt.org/blog/cabrillo-unified-school-districtworkforce-housing-project/

# CURRENT EFFORTS TO TACKLE AFFORDABLE HOUSING CRISIS IN FLORIDA

- **Programs**:
  - **State Housing Initiatives Partnership (SHIP):** Provides funds to local governments to create affordable housing units
  - **Predevelopment Loan Program:** Helps developers with financing for affordable housing construction
  - **Affordable Housing Catalyst Program:** Provides technical assistance and training to local governments and community organizations
  - **Affordable Housing Locator**: A free online resource for affordable rental properties
- **Partnerships**:
  - Local governments, communities, and the private sector work together to produce and rehabilitate housing
  - The Florida Housing Coalition is a coalition of affordable housing professionals
- **Legislation**:
  - The Live Local Act provides funding and tax credits for affordable housing programs
  - The Live Local Act also encourages local governments to develop affordable housing units on commercial, industrial, and mixed-use properties

# EXAMPLE OF MIAMI-DADE COUNTY PUBLIC SCHOOLS AFFORDABLE HOUSING EFFORTS - HOUSING INCORPORATED INTO A MIDDLE SCHOOL FACILITY



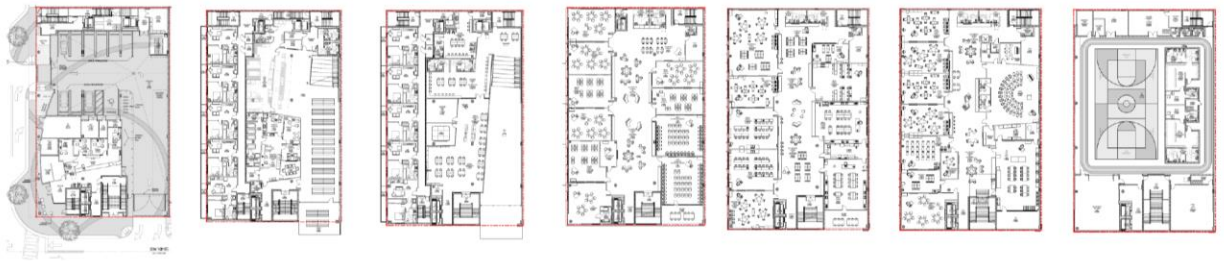

Building contains ten (10) residential one-bedroom units for Miami Dade County Public Schools teachers



**Facility Name**: West Brickell Middle School
(Currently Known as "Ada Merritt K-8 Center")
**Location**: 1020 SW 3rd Avenue, Miami, FL, 33130
**Start of Construction Design Aspect Date**: 08/2020
**Breaking Ground Construction Delivery Date**: 02/2023
**Full-Completion Construction Delivery Date**: 08/2025
(Information Obtained from Hannah Burgiel, SGM Engineering)
**Educational County/District** : Miami-Dade

# EXAMPLE OF MIAMI-DADE COUNTY PUBLIC SCHOOLS AFFORDABLE HOUSING EFFORTS - HOUSING INCORPORATED INTO A MIDDLE SCHOOL FACILITY

## BUILDING ORGANIZATION



| 1st Floor | 2nd Floor | 3rd Floor | 4th Floor | 5th Floor | 6th Floor | 7th Floor |
|---|---|---|---|---|---|---|
| Entry<br>Parking<br>Drop-off<br>Admin. | Admin.<br>Food Service<br>Apartments | Media<br>Faculty Club<br>Apartments | Computer<br>Foreign Lang.<br>ESE<br>Supplemental<br>Classrooms | Science<br>Classrooms<br>Resource | Art Lab<br>Music Lab<br>Resource<br>Classroom | Lockers<br>Health<br>Multipurpose<br>Roof Play |

## 2 ARCHITECTURAL HIGH PERFORMANCE STRATEGIES:

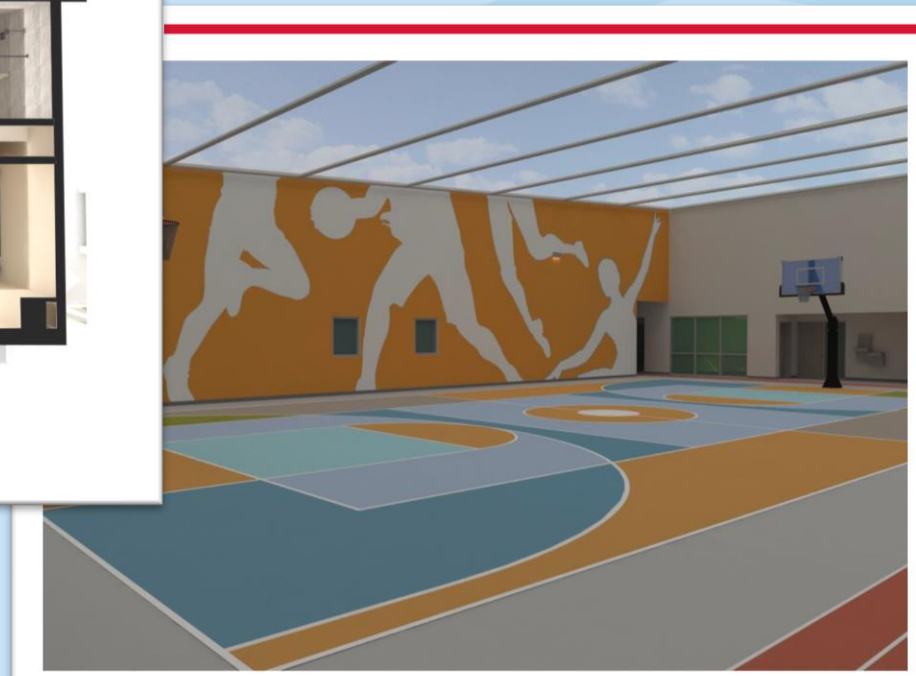
1. Reduce Demand
2. Almost Airtight Envelope



# EXAMPLE OF MIAMI-DADE COUNTY PUBLIC SCHOOLS AFFORDABLE HOUSING EFFORTS - HOUSING INCORPORATED INTO A MIDDLE SCHOOL FACILITY




SECOND & THIRD FLOOR PLAN





# BROWARD COUNTY PUBLIC SCHOOLS EMPLOYEE STATISTICAL BREAKDOWN

- As of February 5, 2025, Broward County Public Schools (BCPS) employee workforce is approximately 25,717
- Categories of the workforce that may qualify for affordable housing units, include but are not limited to the following:
  - Teachers – 13,265
  - Bus drivers and attendants – 1,175
  - Custodians – 1,317
  - Cafeteria workers including food service managers – 1,244

# CHALLENGES FACING BROWARD COUNTY PUBLIC SCHOOLS

- Ongoing competition from charter schools
- Declining enrollment
- Aging schools and administrative facilities
- Financial constraints
- **Additional Challenges:**
  - BCPS needs affordable housing for its existing qualified workforce (teachers, bus drivers/ attendants, custodians, cafeteria workers)
  - BCPS is making concerted efforts to attract and retain teachers, bus drivers/attendants, custodians, cafeteria workers
  - Housing in Broward County is increasingly becoming unaffordable, and presumably impacting BCPS ability to retain its workforce, and attract/retain personnel

# CURRENT BCPS EFFORTS AND POTENTIAL SOLUTIONS TO ADDRESS THE CHALLENGES

- "Redefining Our Schools"
  - Repurposing schools
  - New grade configurations
  - Ongoing discussions on additional potential measures
- Public Private Partnerships (P3)
  - Ongoing administrative discussions to utilize the P3 model

# PUBLIC, PRIVATE, PARTNERSHIPS AND OBLIGATIONS

- Public Private Partnerships
  - "A P3 is an agreement between a government entity and a private partner to provide a public service or develop a public facility in a manner that divides the risks, rewards, and responsibilities between the public and private sectors"
  - The obligations of the parties under the P3 model include, but are not limited to the following:
    - ✓ Shared responsibilities between the parties
    - ✓ For example, governmental entity as landowner could provide land via ground lease to actualize mutually desired improvements on the land

# PUBLIC, PRIVATE, PARTNERSHIPS AND OBLIGATIONS

- Public Private Partnerships
  - Most likely, developer obtains **all or most** of funding/financing needed to construct desired development
  - Upon funding availability and completion of due diligence, developer constructs development
  - Upon completion of construction, developer implements, manages, and maintains improvements and other related matters through term of ground lease to include compliance with Department of Housing & Urban Development (HUD) related regulations

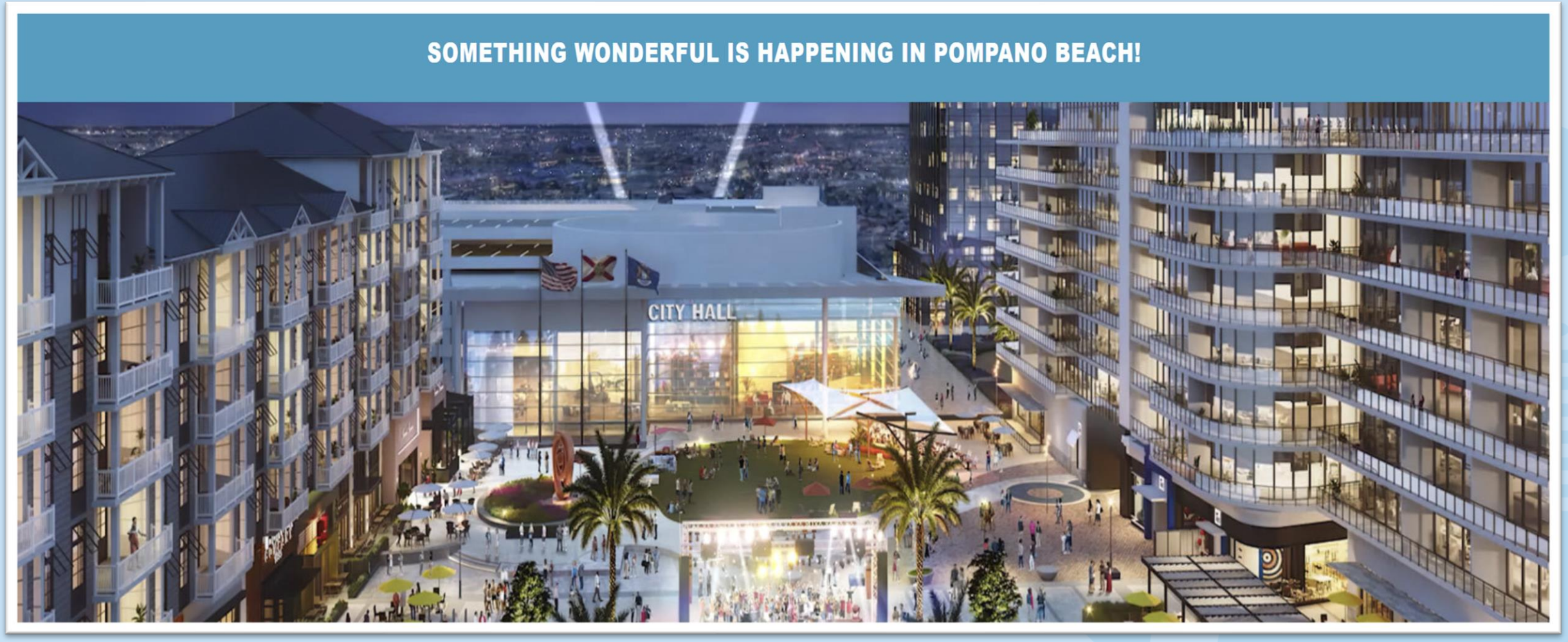
# PUBLIC, PRIVATE, PARTNERSHIPS – ADVANGES AND DISADVANTAGES

- Public Private Partnerships - **Advantages**
  - Increased Efficiency – Enhanced efficiency in project planning and execution; private sectors expertise and experience in delivering project on time and budget
  - Enhanced Expertise - Private sector brings its expertise in project management, innovation, and customer service, while the public sector provides its understanding of regulatory frameworks, governance, and legal requirements
  - Risk Sharing - Risk sharing mechanism incentivizes both parties to work together to mitigate risks and ensure the success of the partnership
  - Access to Capital - P3s enables the public sector to access private sector capital and expertise, allowing projects to move forward without the need for extensive public funding
  - Long Term Sustainability - P3s can be designed to ensure that the projects the parties support are sustainable over time
  - Cost Savings - Private sector efficiency and expertise can lead to cost reductions through optimized design, procurement, and construction methods

# PUBLIC, PRIVATE, PARTNERSHIPS – ADVANGES AND DISADVANTAGES

- Public Private Partnerships - **Disadvantages**
  - Limited Government Control – Potential public sector's loss of control over certain aspects of the project
  - Financial Risk Transfer - Involves transfer of financial risks from public sector to private sector. Public sector may enjoy certain benefits, i.e., access to private capital and expertise, but takes on burden of potential cost overruns, revenue shortfalls, or defaults
  - Unlimited Flexibility and Adaptability - The rigid nature of the contract may make it difficult for the public sector to make adjustments or implement innovative solutions; and this lack of flexibility could hinder the ability to adapt and respond effectively to evolving needs

# PROPOSED MIXED USE DEVELOPMENT WITHIN THE ENVIRONS OF CITY HALL



# DAVE THOMAS EAST EDUCATION CENTER PROXIMITY TO CITY HALL




**FIGURE 1** – Aerial View of Dave Thomas Education Center Site and Pompano Beach City Hall and Library

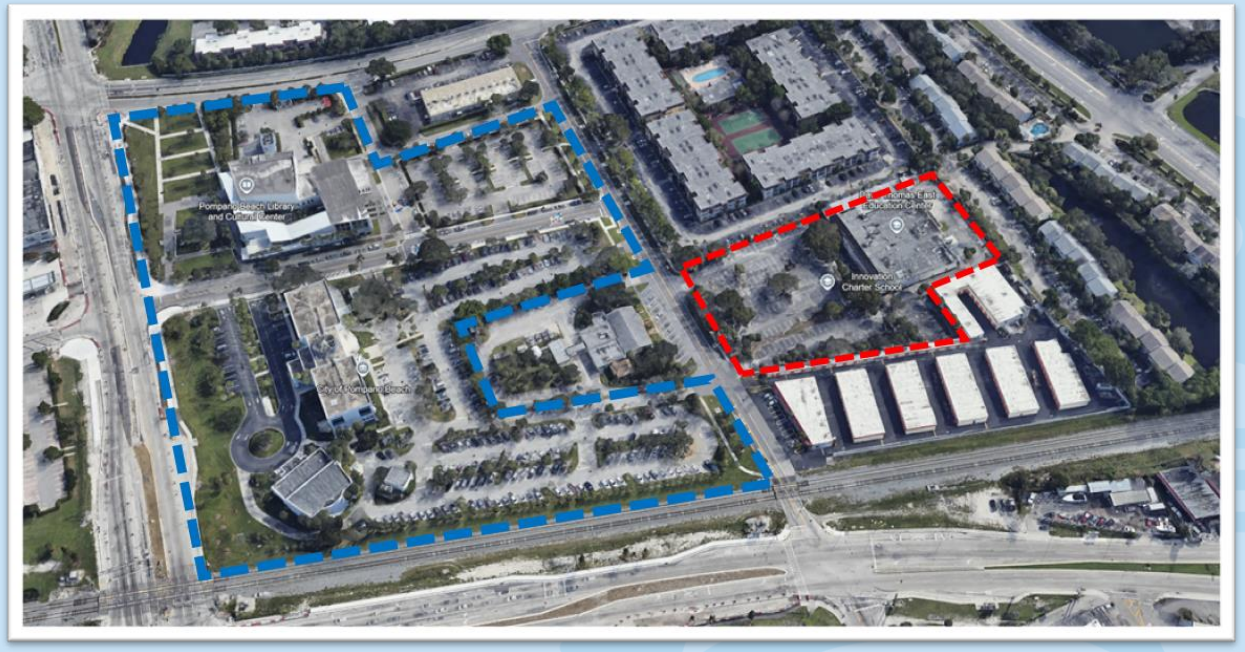



**FIGURE 2** – 3D View of Dave Thomas Education Center Site and Pompano Beach City Hall and Library

## Legend

City of Pompano Beach - City Hall and Library

Dave Thomas East Education Center Site

# DAVE THOMAS EAST EDUCATION CENTER - BACKGROUND

- Relevant data on the Dave Thomas East Education Center are as follows:
  - The Center is located at located at 180 SW 2nd Street, Pompano Beach, Florida 33060
  - The Center seats on 2.8485-acres of land
  - The Center initially opened as an alternative school in 1986 on campus of old Pompano Beach High School
  - In 2000, the Center was relocated to area depicted on the aerial photo (**Slide No. 17**)
  - In 2011, the Center became part of Community School North
  - Thereabout in 2021, the Center was closed for repairs utilizing SMART Bond
  - Thereabout in 2022, the facility was permanently boarded up. Reason, due to significant structural defects that would be cost ineffective to repair the facility. The facility has remained empty since then

# DAVE THOMAS EAST EDUCATION CENTER - BACKGROUND

- **City of Pompano Beach (City) Site Development Regulations**:
  - The site is designated for commercial land use and falls under B-3 Zoning regulations
  - City regulations permits an allocation of up to 50% of the units as deed-restricted affordable housing units
  - This allocation must comply with the mixed-income housing guidelines outlined in Chapter 155.4202.A.1
    - ✓ Chapter mandates all new development projects featuring residential components within a half-mile radius of an income-restricted housing development must incorporate at least 50% non-income-restricted units (i.e., market rate units)
  - City regulations require density of up to 69 dwelling units per acre (up to 197 units)

# DAVE THOMAS EAST EDUCATION CENTER

- **Proposed Site Development Structure**
  - **Option 1**
    - ✓ Ground lease of the Center to a developer for a determined term (i.e., 30, 50, or 99 years)
    - ✓ Developer pays determined ground lease amount to the School Board of Broward County, Florida (SBBC) through lease term
    - ✓ Mixed income residential development (i.e., one, two, three-or four-bedrooms) rental units
    - ✓ 50% of the units occupied by households making up to 120% of the area median income (AMI)
    - ✓ Fifty percent (50%) of units to be market rate

# DAVE THOMAS EAST EDUCATION CENTER

- **Proposed Site Development Structure Cont'd:**
  - **Option 2**
    - ✓ Ground lease of the Center to a developer for a determined term (i.e., 30, 50, or 99 years)
    - ✓ **Employer Assisted Housing (EAH)**
    - ✓ In lieu of developer paying ground lease amount to SBBC, market rate units would be set-aside and rented to qualified BCPS workforce
    - ✓ Subsequently, rents due would be subsidized (reduced) by amount of ground lease payment due to SBBC for term of ground lease
    - ✓ Mixed income residential development (i.e., one, two, three-or four-bedrooms) rental units
    - ✓ 50% of units occupied by households making up to 120% of the AMI
    - ✓ Fifty percent (50%) of units to be market rate

# DAVE THOMAS EAST EDUCATION CENTER

2024 Income Limits and Rent Limits for Broward County (Fort Lauderdale HMFA)
Median Income: $89,100
Source: Florida Housing Finance Corporation, SHIP and HHRP Programs

| Percentage Category | | Income Limit by Number of Persons in Household | | | | | | | | | | Rent Limit by Number of Bedrooms in Unit | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 0 | 1 | 2 | 3 | 4 | 5 |
| | 20% | 14,780 | 16,880 | 19,000 | 21,120 | 22,800 | 24,500 | 26,200 | 27,880 | 29,568 | 31,258 | 369 | 395 | 475 | 549 | 612 | 676 |
| Extremely Low | 30% | 22,200 | 25,400 | 28,550 | 31,700 | 36,580 | 41,960 | 47,340 | 52,720 | Refer to HUD | | 555 | 595 | 713 | 853 | 1,049 | 1,250 |
| Very Low | 50% | 36,950 | 42,200 | 47,500 | 52,800 | 57,000 | 61,250 | 65,500 | 69,700 | 73,920 | 78,144 | 923 | 989 | 1,187 | 1,372 | 1,531 | 1,690 |
| Low | 80% | 59,150 | 67,550 | 76,050 | 84,450 | 91,200 | 98,000 | 104,750 | 111,500 | 118,272 | 125,030 | 1,478 | 1,583 | 1,901 | 2,195 | 2,450 | 2,703 |
| Moderate | 120% | 88,680 | 101,280 | 114,000 | 126,720 | 136,800 | 147,000 | 157,200 | 167,280 | 177,408 | 187,546 | 2,217 | 2,374 | 2,850 | 3,294 | 3,675 | 4,056 |

Florida Housing Finance Corporation (FHFC) income and rent limits are based upon figures provided by the United States Department of Housing and Urban Development (HUD) and are subject to change.
* 20% Limits are are based on limits set by FHFC for Multifamily Rental Programs and CWHIP Homeownership Program (which do not pertain to CDBG-DR, HHRP, HOME, NHTF or SHIP)
HUD Release and Effective Date: 4/1/2024

https://www.floridahousing.org/owners-and-managers/compliance/income-limits

# DAVE THOMAS EAST EDUCATION CENTER – CONCEPTUAL LAYOUT





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# DAVE THOMAS EAST EDUCATION CENTER – CONCEPTUAL LAYOUT

The master plan for the Dave Thomas East Education Center presents three options for housing development. The urban design creates a walkable, connected, multi-generational community that respects the surrounding context. Compact-scale a arranged in small blocks establish a distinct sense of place. Buildings range from one to three stories, offering diverse dwelling choices. Narrow driveways provide both parking access and emergency vehicle routes, connecting northward to SW 2nd Street and the city's urban grid.

The scale of all three master plan options aligns with adjacent developments. Barcelona North Condos to the east rise three stories with 38 units per acre, while Lakebridge Townhomes to the south stand two stories tall at 14 units per acre. The site's proximity to the future Downtown Pompano Beach Plan with its high-density mixed-use environment and public transportation options makes this location ideal for mid-range density housing with human-scale, pedestrian-friendly design. The three plans offer varying densities: 34 units per acre (96 total units), 20 units per acre (57 total units), and 15 units per acre (44 total units).

Throughout the development, streets and buildings will comply with flooding and accessibility requirements. Green spaces facilitate stormwater management, complemented by permeable pavement in parking courts and streets surrounding green areas. Additional features include rainwater collection and under-building storage systems that can serve landscape irrigation needs.



Checkerboard Building Type Plan



Patio House Building Type Plan



Dovetail and Courtyard Cottage Type Plan

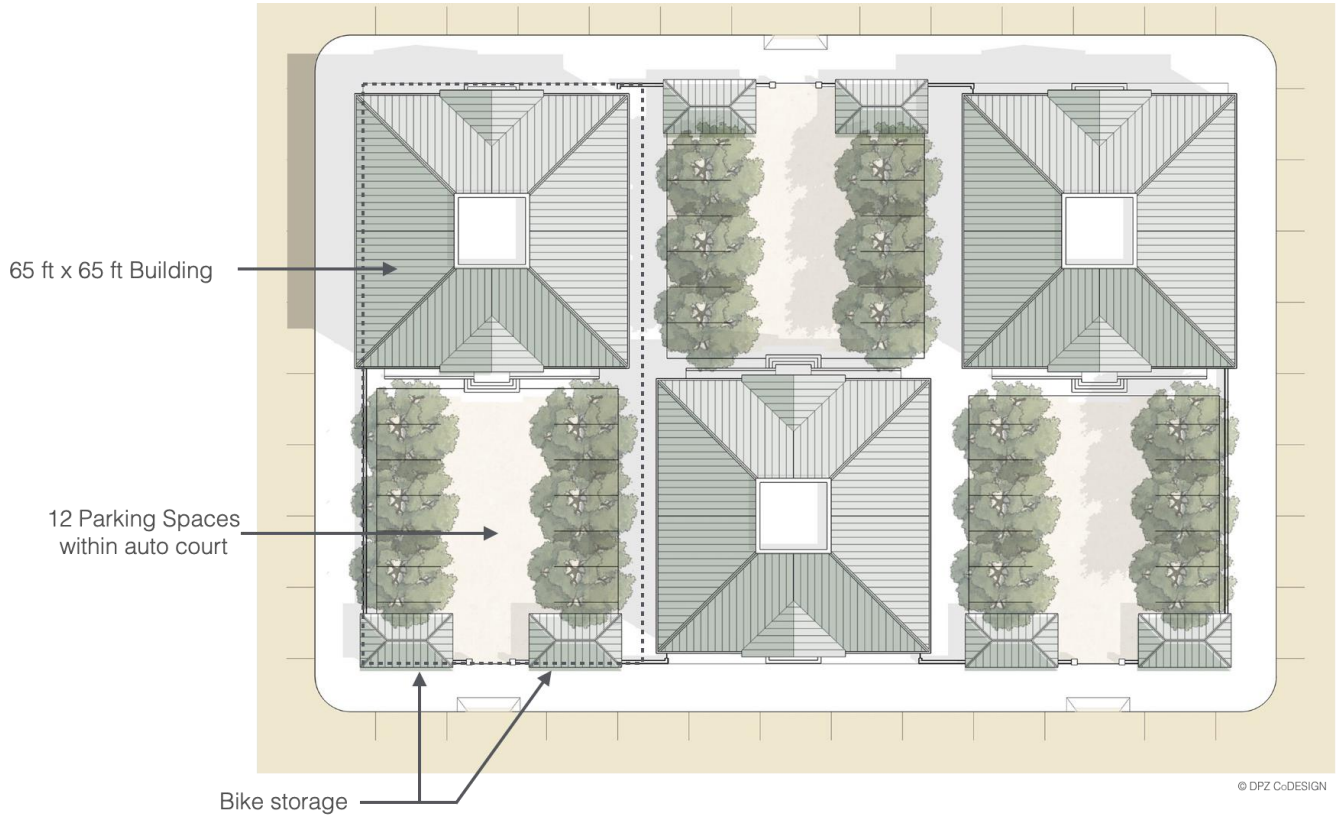
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# DAVE THOMAS EAST EDUCATION CENTER – CONCEPTUAL LAYOUT

- Checkerboard pattern
  - Separates the buildings
  - Breaks up parking into parking courts
- Small, tree-shaded parking lots distributed across site
- Small buildings for additional parking, bikes, or utilities screen the parking lot from the street
- Parking court is available for other uses such as outdoor gatherings and activities
- Additional head-in parking is provided along ring road




| Per Lot | |
|---|---|
| Units | 12 Total |
| Density | 39 Units per Acre |
| Parking | 12 cars - 1/ per Unit |



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# DAVE THOMAS EAST EDUCATION CENTER – CONCEPTUAL LAYOUT



KEY






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# DAVE THOMAS EAST EDUCATION CENTER – CONCEPTUAL LAYOUT

The master plan consists of four blocks, each composed of a variety of unit configurations belonging to the same family. This modular approach allows for adaptability in density and unit mix, making the typology highly suitable for diverse urban contexts and phased development strategies.

All units consist of standardized door, window, and washroom dimensions, enabling the potential for off-site mass manufacturing, which can significantly reduce construction time and cost. All units have a dedicated parking space in a garage.

Each block features units arranged adjacently, with their front facades oriented toward greenways and pedestrian paths. Units include private ground-level patios that seamlessly connect to the pedestrian network and shared green spaces, encouraging social interaction and outdoor living. A second tier of units is elevated above integrated garages facing the alley, offering private upper-level patios that maintain access to light, air, and privacy.

On the west side of the main street, units include front-facing garages with units on top and units positioned deeper within the lot. This spatial arrangement provides private patios for the residents.





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# DAVE THOMAS EAST EDUCATION CENTER – CONCEPTUAL LAYOUT



KEY






DPZ CoDESIGN

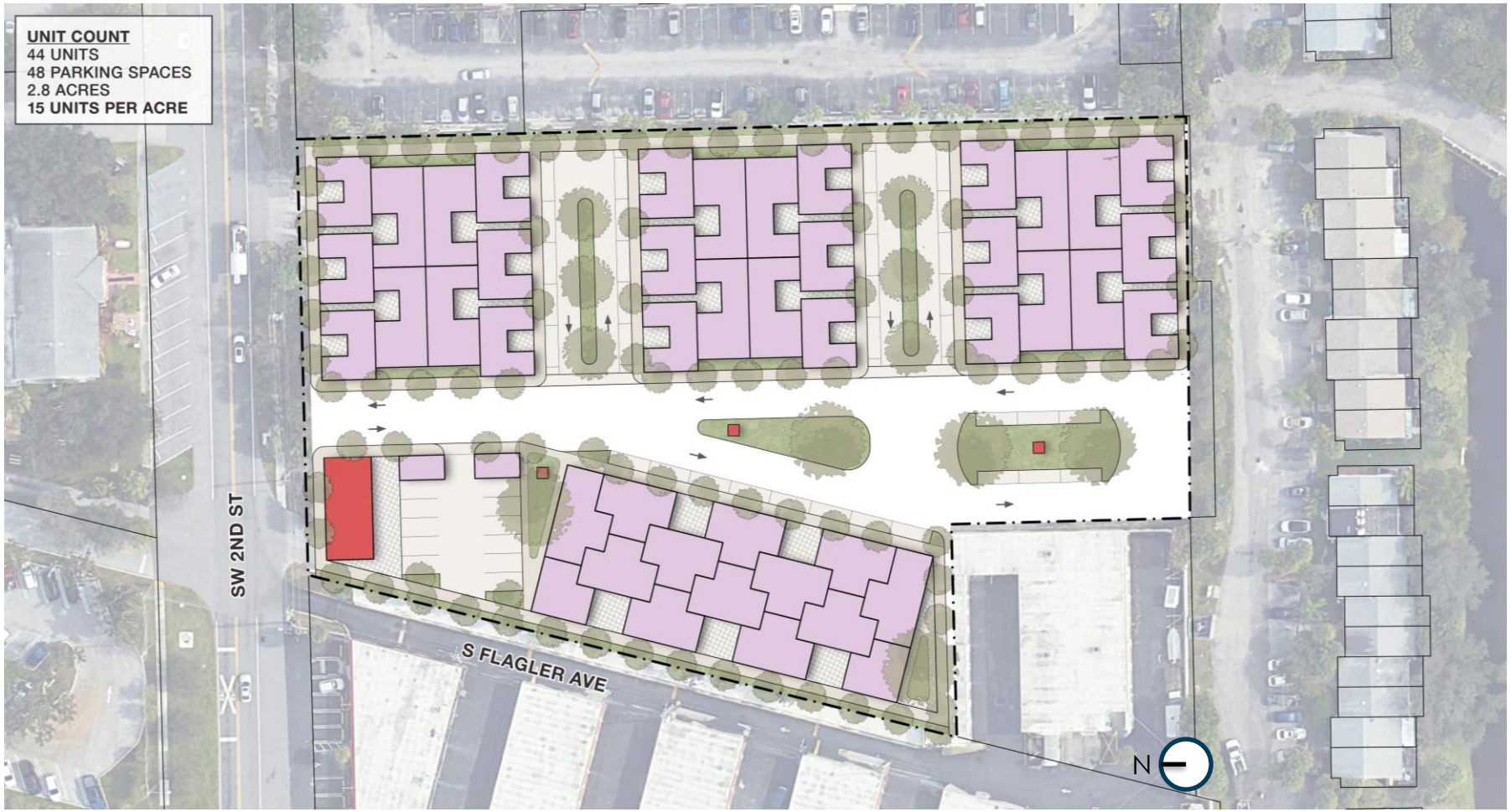
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# DAVE THOMAS EAST EDUCATION CENTER – CONCEPTUAL LAYOUT

The development consists of four blocks: a larger block with interlocking T-shaped cottages arranged in two rows, and three smaller blocks with courtyard units. Each unit is organized around a private courtyard or patio, with carefully placed windows and skylights to enhance daylight and ventilation.

Ground-floor units have direct street access, and gabled entrances with porches and built-in benches promote walkability and neighborhood character. Though attached, each unit maintains a distinct identity, avoiding the uniform appearance of older affordable housing models.

The Dovetail and Courtyard Cottage layouts offer a variety of configurations—1 Bed/1 Bath, 2 Bed/2 Bath, and 4 Bed/2 Bath—designed for a range of households, including multigenerational families. All 44 units meet FHA visitability standards and are easily adaptable for full accessibility. The site includes 48 accessible parking spaces along neighborhood-scale streets, providing convenience and visibility.





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# DAVE THOMAS EAST EDUCATION CENTER – CONCEPTUAL LAYOUT



KEY





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# DAVE THOMAS EAST EDUCATION CENTER – PROJECT BID TYPE AND AGREEMENT

- Bid Type - Request for Proposals (RFP)
  - RFP will include scope, deliverables, and timeline
  - RFP will include general design guidelines requiring development be constructed similar to:
    - ✓ Site layout, Illustrations, and housing type(s) depicted in conceptual layout
    - ✓ Design guidelines will allow some flexibility
- P3 Agreement Type – Comprehensive Agreement

# BENEFITS OF DEVELOPING DAVE THOMAS EAST EDUCATION CENTER

- Benefits to **SBBC** include but are not limited to the following:
  - Provides SBBC the opportunity to make quality workforce housing units available to its qualified employees
  - Receives annual base rent (**New revenue**) through term of ground lease from developer
  - After expiration of ground lease, owns constructed development
  - May choose to renew ground lease with initial developer or another entity after expiration of ground lease
  - Repurposing and utilizing existing SBBC facility entails prudency in asset utilization, allows for long-term solution and sustainability of SBBC asset

# ADDITIONAL BENEFITS OF DEVELOPING DAVE THOMAS EAST EDUCATION CENTER

- Additional benefits to **SBBC** include but are not limited to the following:
  - The Center is in proximity to I-95
  - Brightline is on the verge of constructing a hub within proximity to the Center
  - Location of the Center provides resident employees with proximity access to public transportation and major transportation corridor
  - (**See Slide No. 17**) The Center is in proximity to Pompano Beach City Hall area, which area is currently undergoing redevelopment into a mixed use and walkable community
  - Resident employees will benefit from proximity to a mixed use and walkable community

**NOTE**: The proposed P3 approach and site development align with enacted Florida House Bill 781 and aspects of Enrolled SB 1730

# BENEFITS TO DEVELOPER

- Benefits to **Developer,** include but are not limited to the following:
  - Access to readily available land to construct housing development
  - Owns completed workforce housing units' development through term of ground lease
  - Receives rent from the workforce housing units through term of ground lease
  - Manages and maintains development through term of ground lease
  - Better positioned to continue ground lease with SBBC, if SBBC so desires upon expiration of the ground lease

# ADDITIONAL POTENTIAL SITES – WELLEBY ELEMENTARY SCHOOL SITE




## Welleby Elementary School

### Aerial View Legend

- Potential Site for Workforce Housing
- Welleby Elementary School Site

### Approx. Measurements for Potential Site

- Acreage – ***2.61***
- Square Footage – ***113,483***

# ADDITIONAL POTENTIAL SITES – WELLEBY ELEMENTARY SCHOOL SITE



Angled View for Welleby Elementary School Site with Three-Dimensional Printed Models on Drawn Site Map

Elevation/Side View for Welleby Elementary School Site with Three-Dimensional Printed Models on Drawn Site Map



# ADDITIONAL POTENTIAL SITES – MARGATE ELEMENTARY SCHOOL SITE




## Margate Elementary School

### Aerial View Legend

- Potential Site for Workforce Housing
- Margate Elementary School Site

### Approx. Measurements for Potential Site

- Acreage – ***1.91***
- Square Footage – ***83,040.6***

# RECOMMENDATION, NEXT STEPS, AND TIMELINE

- **Recommendation**
  - Staff recommends that the Dave Thomas Education East Center be redeveloped as presented
- **Next Steps**
  - SBBC Discussions
  - Staff will proceed in accordance with SBBC's directive
  - Timeline will be dictated by SBBC directive and necessary due diligence

# DAVE THOMAS EAST EDUCATION CENTER



# DAVE THOMAS EAST EDUCATION CENTER

## Appendix:

Dave Thomas East Education Center Workforce Housing Report

https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:8f14b0d9-05a2-4456-9ea5-a3259e74f80f

Illustrative Design Concepts

https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:d91b7370-bd53-4c20-a48a-c0c6e5553bff

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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# DAVE THOMAS EAST EDUCATION CENTER
# WORKFORCE HOUSING REPORT

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## I. EXECUTIVE SUMMARY:

**a. Purpose:** Currently, the Dave Thomas East Education Center is no longer an active school facility. However, for the purposes of this Workforce Housing Report, (hereafter referenced as Report), the site would be referenced as the Dave Thomas East Education Center.

The goal of this Report is to repurpose the Dave Thomas Educational East Center campus and thereafter, develop workforce on the Center's grounds via a Private-Public Partnership development approach, for the sole purpose of attracting, recruiting, and retaining Broward County Public Schools (BCPS) teachers and employees to join the dynamic BCPS workforce, and enabling workforce housing opportunities for the qualified workforce.

The Facility Planning & Real Estate (FP&RE) Department proactively devised the idea of repurposing the Dave Thomas East Education Center, subsequently generating this Report, with the intent of providing BCPS upper management administration with information and data to assist it with making an informed decision on agreeing to buy-in into the FP&RE Department's vision for the real property. Thus, until formally accepted and agreed to by BCPS, including the School Board of Broward County, Florida (SBBC), the views expressed in this Report do not reflect the views of the collective BCPS.

**b. Background:** According to a recent report issued by the Florida Association of Realtors, Broward County single-family home median sale prices increased 4.6% year-over-year in March 2025, increasing from $607,000 to $635,000. Broward single-family prices have risen 118.9% from March 2015 to March 2025, from $290,000 to $635,000.

The increased demand coupled with the diminishing supply of developable land has also contributed to the steady increase in property values throughout Broward County.

The challenges faced by school districts across Florida to fill growing numbers of teacher vacancies go beyond the working conditions they provide, and the policies imposed by the state. Many educators and other employees cannot afford to live near their workplace because of the rising cost of living. As a result, some school systems have implemented low-cost housing for their faculty and staff. Therefore, the long-term success of BCPS, as Broward County's largest employer, will increasingly depend on its ability to attract, recruit, and retain a labor force that is able to live and work in the County.

## II. WHAT IS WORKFORCE HOUSING:

"**Workforce Housing"** is often used to describe the provision of shelter to a segment of the local population that does not fall under the traditional category of a low-income household but is challenged to find workforce housing in hot markets such as South Florida. The Urban Land Institute (ULI) defines workforce housing as "housing for people making up to 120 percent of area median income (AM



## III. DAVE THOMAS EAST EDUCATION CENTER

**Background:** The Dave Thomas East Education Center, formerly known as North Area Education Center and Pompano Multi-Purpose Education Center, was the first multi-purpose facility in Broward County. It opened its doors in September of 1986 on the campus of the old Pompano Beach High School. In May of 2000, the Dave Thomas East Education Center was moved behind Pompano Beach City Hall and was dedicated by the SBBC. In June 2011, the Dave Thomas East Education Center became part of Broward Community Schools North.




**Property Information:** The SBBC is the owner of approximately 2.8 acres of real property located at 180 SW 2nd Street, Pompano Beach, Florida 33060. SBBC purchased this property on June 7, 1999, for $2,795,000.00. The real property is designated for commercial land use and falls under the City of Pompano Beach (City) B-3 Zoning regulations.

In this area, the City regulations permit an allocation of up to 50% of the units as deed-restricted workforce housing units. This allocation must comply with the mixed-income housing guidelines outlined in Chapter 155.4202.A.1, which mandates that all new development projects featuring residential components within a half-mile radius of an income-restricted housing development must incorporate at least 50% non-income restricted units (i.e., market rate).

Utilizing Broward County Policy 2.16.3, it is possible to achieve a density of up to 69 dwelling units per acre to secure the necessary entitlements on the Dave Thomas East Education Center site.

Therefore, the development does not need to be mixed-use. Furthermore, the City prohibits the establishment of 100% restricted affordability within a half mile of any existing subsidized housing project.

Residential use is permitted within the B-3 zoning classification. However, it is not possible

to rezone Residential Planned Unit Development (RPUD) without first changing the land use designation to residential. As such, pursuing an RPUD does not provide any advantages. Rather, under the B-3 zoning designation, one can successfully develop a quality residential project in accordance with the mixed-income housing regulations outlined in section 155.4202, thereby avoiding the lengthy process of a City/County land use plan amendment process, which typically takes over 18 months to achieve residential land use designation.

**Aerial View**

**Dave Thomas East Education Center**



## IV. PUBLIC-PRIVATE PARTNERSHIP (P3)

**What is P3:** A Public-Private Partnership (P3) is a collaboration arrangement between the public and private sector, where each brings its unique strengths and resources to achieve a common goal. P3s have become increasingly popular in Florida as a way to deliver public infrastructure or services through private entities.



**Advantages of a P3:** While each partnership is unique, there are generally several common benefits associated with this model. Some of the key advantages of a P3 include:

1. Increased Efficiency: By leveraging the resources, expertise, and capabilities of both sectors, P3s can enhance efficiency in project planning and execution. The private sector's focus on delivering projects on time and within budget can help streamline the public sector's processes and achieve better results.

2. Enhanced Expertise: P3s bring together the expertise and experience of both the public and private sectors, leading to a more diverse pool of knowledge and innovative solutions. The private sector brings its expertise in project management, innovation, and customer service, while the public sector provides its understanding of regulatory frameworks, governance, and legal requirements.

3. Risk Sharing: P3s involve sharing the risk of project failures or cost overruns between the public and private partners. This risk sharing mechanism incentivizes both parties to work together to mitigate risks and ensure the success of the partnership. By sharing the financial burden, P3s enable the public sector to take on more ambitious projects while minimizing the financial impact on taxpayers.

4. Access to Capital: Public sectors often have limited financial resources, which limits their ability to invest in large-scale infrastructure projects. P3s enable governments to access private sector capital and expertise, allowing projects to move forward without the need for extensive public funding. This allows governments to allocate their limited resources to other areas of importance.

5. Long-term Sustainability: P3s can be designed to ensure that the projects they support are sustainable over time. Private partners have a financial incentive to invest in projects that generate profits, which can incentivize them to maintain

and upgrade facilities over the long-term. This can result in more sustainable and resilient infrastructure that meets the needs of the community.

6. Cost Savings: Private sector efficiency and expertise can lead to cost reductions through optimized design, procurement, and construction methods.

**Disadvantages of a P3:** Public-Private Partnerships offer numerous advantages, but they also have their disadvantages.

1. Limited Government Control: One of the primary drawbacks of P3s is the loss of government control over certain aspects of the project. In P3, the government typically cedes decision-making powers to the private sector, which can lead to a lack of accountability and transparency. This may result in compromises on public service delivery standards or potential conflicts of interest.

2. Financial Risk Transfer: P3s involve the transfer of financial risks from the government to the private sector. While the government may enjoy certain benefits such as access to private capital and expertise, it also takes on the burden of potential cost overruns, revenue shortfalls, or defaults. This transfer of risk can strain public finances and limit the government's ability to allocate resources to other essential projects.

3. Limited Flexibility and Adaptability P3s often have pre-defined terms, conditions, and objectives, which can limit the ability to adapt to changing circumstances or unforeseen challenges. The rigid nature of these contracts can make it difficult for the public sector to make adjustments or implement innovative solutions. This lack of flexibility can hinder the ability to adapt and respond effectively to evolving needs.

## V. FLORIDA HOUSE BILL 781

House Bill: Florida House Bill 781 (CS/HB 781) focuses on addressing unsolicited proposals for public-private partnerships within the state. It aims to streamline the process and provide a framework for public authorities to consider and evaluate such proposals.

### a. Key Provisions of House Bill 781

1. Definitions: The bill defines key concepts related to public-private partnerships, including unsolicited proposals, public authorities, and evaluation criteria.

2. Submission Process: The bill establishes clear guidelines regarding the submission process for unsolicited proposals. This includes detailing the required elements,

such as project descriptions, financial details, and background information.

3. Evaluation Criteria: The bill outlines the evaluation criteria that public authorities should consider when reviewing unsolicited proposals. These include technical feasibility, financial sustainability, and compliance with applicable laws and regulations.

4. Public Notice: The bill requires public authorities to provide public notice of unsolicited proposals, allowing interested stakeholders to comment or ask questions.

5. Negotiation and Agreement: The bill outlines the steps for negotiating and entering into a public-private partnership, including the selection of a winning proposal and the preparation of a comprehensive agreement.

6. Reporting Requirements: The bill requires public authorities to report annually on their experience with unsolicited proposals, including the number of proposals received, the evaluation process, and any lessons learned.

Additional information on the bill's provision can be accessed at the following link: https://www.flsenate.gov/Session/Bill/2024/781

## VI. PROPOSED REPURPOSING OF THE DAVE THOMAS EAST EDUCATION CENTER SITE

Recognizing the shortage of workforce housing options in Broward County, the FP&RE Department recommends that the SBBC should repurpose the Dave Thomas East Education Center site for the sole purpose of enabling the construction of multi-family workforce housing units on the site, and specifically for qualified BCPS employees (i.e., teachers, bus drivers, cafeteria workers, etc.) and to further enhance the long standing partnership between the SBBC and City, and if so desired by the SBBC, allocate a determined number of units for the City's First Responders. The FP&RE Department believes that should the SBBC embrace, pursue, and implement this recommendation, it would result in a measurable Return of Investment (ROI) for BCPS, which at a minimum would embody the SBBC's dedication to attracting, recruiting, and retaining a critical component of its workforce that assures long term sustainability of its core mission, that of enabling every BCPS student to reach their highest potential.

Additionally, the ROI to the SBBC will be further enhanced via its utilization of the P3 approach articulated herein.

The following are the scenarios envisioned regarding the proposed reproposing of the site.

**Option 1:**

**Agreement Structure:** This would entail lease interest which involves an individual or entity (lessee) leasing the Dave Thomas East Education Center land (i.e. ground lease) from the SBBC (lessor) for an extended period of time. The lessee of a leasehold estate owns the improvements on the land and use the land and improvements as if the lessee were the owner of the land. During the term of the ground lease, the lessee will pay a determined rent to the SBBC for use of the land. Meaning the lessee (developer) will pay market rate rent for the leasehold of the land with a determined term, i.e., 30, 50 or 99 years. At the end of the ground lease term, the lessee must return use of the land, and any improvements thereon, to the SBBC, who thereafter, owns the permanent improvements made to the land. In this case, the SBBC would own fee simple, the residential workforce housing units constructed on the land.

**Housing Structure:** The housing improvements would be a mixed-Income development of up to 197 units: Featuring one, two, three, and or four-bedroom apartment units that is accessible to a diverse demographic population, complemented by ample parking spaces to ensure accessibility and convenience for residents and guests.

The project shall make at least thirty percent (50%) of the units on the site workforce units occupied by up to 120 percent of area median income (AMI) households, In the alternative, the project will make fifty percent (50%) of the dwelling units market rate. The workforce rental units constructed on-site shall be permanent workforce housing. The minimum size of any Household occupying an workforce rental dwelling unit shall be no less than one person per bedroom.

Example of the Breakdown of the Units (197)

99 Market Rate Units
98 Workforce Housing Units

**Option 2:**

**Agreement Structure:** This approach would entail lease interest whereby an individual or entity (lessee) would lease the Dave Thomas East Education Center land (i.e. ground lease) from the SBBC (lessor) for an extended period of time. The lessee of a leasehold estate owns the improvements on the land and use the land and improvements as if the lessee were the owner of the land. During the term of the ground lease, the lessee will pay a determined rent to the SBBC for use of the land. Meaning the lessee (developer) will pay market rate rent for the leasehold of the land with a determined term, i.e., 30, 50 or 99 years. At the end of the ground lease term, the lessee must return use of the land, and any improvements thereon, to the SBBC, who thereafter, owns the permanent improvements

made to the land. In this case, the SBBC would own fee simple, the residential workforce housing units constructed on the land.

**Employer Assisted Housing (EAH):** This approach entails that in lieu of the developer paying market rate rent for the ground lease to the SBBC, the market rate rental units will be solely set-aside, rented and occupied by BCPS teachers, and rents will be subsidized (reduced) by the amount of the annual ground lease rent the developer would have paid to the SBBC for the determined term, i.e., 30, 50 or 99 years.

**Housing Structure:** Mixed-use, mixed-income development of up to 197 units: Featuring one, two, three, and or four-bedroom apartment units accessible to a diverse demographic population, complemented by ample parking spaces to ensure accessibility and convenience for residents and guests.

The project shall make at least fifty percent (50%) of the units on the site workforce units occupied by up to 120 percent of area median income (AMI) households, In the alternative, the project will make fifty percent (50%) of the dwelling units market rate. The affordable rental units constructed on-site shall be permanently affordable. The minimum size of any household occupying an affordable rental dwelling unit shall be no less than one person per bedroom.

Example of Breakdown of Units (197)

99 Market Rate (EAH) Units
98 Workforce Housing Units

EAH Example: Yearly ground lease market rate is $588,000.00

98 Units / $588,000.00 = $6,000.00 per unit/per year rent subsidy

2024 Income Limits and Rent Limits for Broward County (Fort Lauderdale HMFA)
Median Income: $89,100
Source: Florida Housing Finance Corporation, SHIP and HHRP Programs

| Percentage Category | | Income Limit by Number of Persons in Household | | | | | | | | | | Rent Limit by Number of Bedrooms in Unit | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 0 | 1 | 2 | 3 | 4 | 5 |
| | 20% | 14,780 | 16,880 | 19,000 | 21,120 | 22,800 | 24,500 | 26,200 | 27,880 | 29,568 | 31,258 | 369 | 395 | 475 | 549 | 612 | 676 |
| Extremely Low | 30% | 22,200 | 25,400 | 28,550 | 31,700 | 36,580 | 41,960 | 47,340 | 52,720 | Refer to HUD | | 555 | 595 | 713 | 853 | 1,049 | 1,250 |
| Very Low | 50% | 36,950 | 42,200 | 47,500 | 52,800 | 57,000 | 61,250 | 65,500 | 69,700 | 73,920 | 78,144 | 923 | 989 | 1,187 | 1,372 | 1,531 | 1,690 |
| Low | 80% | 59,150 | 67,550 | 76,050 | 84,450 | 91,200 | 98,000 | 104,750 | 111,500 | 118,272 | 125,030 | 1,478 | 1,583 | 1,901 | 2,195 | 2,450 | 2,703 |
| Moderate | 120% | 88,680 | 101,280 | 114,000 | 126,720 | 136,800 | 147,000 | 157,200 | 167,280 | 177,408 | 187,546 | 2,217 | 2,374 | 2,850 | 3,294 | 3,675 | 4,056 |

Florida Housing Finance Corporation (FHFC) income and rent limits are based upon figures provided by the United States Department of Housing and Urban Development (HUD) and are subject to change.
* 20% Limits are are based on limits set by FHFC for Multifamily Rental Programs and CWHIP Homeownership Program (which do not pertain to CDBG-DR, HHRP, HOME, NHTF or SHIP)
HUD Release and Effective Date: 4/1/2024

https://www.floridahousing.org/owners-and-managers/compliance/income-limits

**Benefits of Repurposing the Dave Thomas East Education Center Site**

1. **Community Impact:** By repurposing a public-school site, the SBBC can contribute to the revitalization and development of the surrounding community. The workforce housing units will not only benefit qualified BCPS employees but also contribute to the overall housing needs of the community, which would further the SBBC's long term of efforts of supporting housing affordability in Broward County, which it has done since 1987 until present in waiving school impact fees for units certified by Broward County as workforce housing units.

2. **Cost-Effective Solution:** Repurposing public-school sites eliminates the need for land acquisition and construction costs, reducing the financial burden on the school district. By utilizing existing infrastructure, BCPS can maximize the efficiency and cost-effectiveness of the project.

3. **Neighborhood Support:** The presence of workforce housing units on a public-school site can enhance community engagement and foster a sense of ownership and pride among residents. Additionally, it can create opportunities for partnerships and collaboration with BCPS, benefiting both the school and the community.

4. **Quality Living Options:** The workforce housing units will provide BCPS employees with comfortable and workforce living options. This can help reduce transportation costs and improve the work-life balance, ultimately contributing to employee satisfaction and retention.

5. **Accessible Transportation:** The Dave Thomas East Education Center location is easily accessible to public transportation, allowing residents to commute conveniently to schools and other destinations. Notably is that Brightline is on the verge of constructing a hub within the environs of the site and City Hall.

6. **Proximity to City Hall:** The Dave Thomas East Education Center is located in proximity to the City Hall area, which the area is currently undergoing redevelopment into a mixed use and walkable community. Therefore, resident employees' will benefit from proximity to a mixed use and walkable community. Also, Brightline is on the verge of constructing a hub within proximity to the Dave Thomas East Education Center site.

7. **Alignment to the Live Local Act:** The Live Local Act became law on March 29, 2023, and components of the law support the development of workforce housing. Most specifically, the Live Local Act also encourages local governments to develop workforce housing units on commercial, industrial, and mixed-use properties; and in the 2025 Florida Legislative Session, the law was amended via HB 943 to

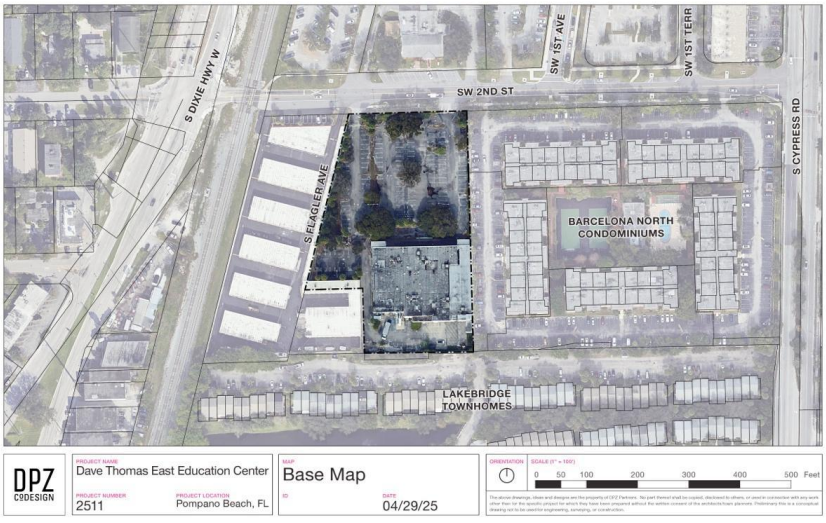
amongst other incentive and mandates pertaining to workforce housing units, stated that the development of workforce housing for teachers should be prioritized for school board properties deemed as surplus. Therefore, the development of workforce housing as proposed for the Dave Thomas East Education Center, aligns with the pertinent amendment to the law.

## VII. PROPOSED MASTER PLAN SUMMARY

The master plan for the Dave Thomas East Education Center presents three options for housing development. The urban design creates a walkable, connected, multi-generational community that respects the surrounding context. Compact-scale a arranged in small blocks establish a distinct sense of place. Buildings range from one to three stories, offering diverse dwelling choices. Narrow driveways provide both parking access and emergency vehicle routes, connecting northward to SW 2nd Street and the city's urban grid.

The scale of all three master plan options aligns with adjacent developments. Barcelona North Condos to the east rise three stories with 38 units per acre, while Lakebridge Townhomes to the south stand two stories tall at 14 units per acre. The site's proximity to the future Downtown Pompano Beach Plan with its high-density mixed-use environment and public transportation options makes this location ideal for mid-range density housing with human-scale, pedestrian-friendly design. The three plans offer varying densities: 34 units per acre (96 total units), 20 units per acre (57 total units), and 15 units per acre (44 total units).

Throughout the development, streets and buildings will comply with flooding and accessibility requirements. Green spaces facilitate stormwater management, complemented by permeable pavement in parking courts and streets surrounding green areas. Additional features include rainwater collection and under-building storage systems that can serve landscape irrigation needs.



Checkerboard Building Type Plan



This option incorporates three-story apartment buildings. They accommodate twelve units with a mix of one-bedroom, two-bedroom, and three-bedroom units. The ground-level units can be fully accessible. Four apartments per floor are arranged in a basic plan of two-bedroom units at the corners, with the inherent flexibility of two units transforming to become a single-bedroom apartment next to a three-bedroom apartment.

Parking spaces are distributed across the site in small tree-shaded lots between the apartment buildings. The 'checkerboard' pattern separates the buildings while reducing the impact of a large overall number of spaces in parking courts. Small buildings for bicycle storage and other utilities screen the parking from the street and maintain a continuous street wall. The parking court is assigned to the adjacent building, and is available for other uses, enabling the residents of the building to use them occasionally as a communal space for outdoor gatherings and activities.



Patio House Building Type Plan



The master plan consists of four blocks, each composed of a variety of unit configurations belonging to the same family. This modular approach allows for adaptability in density and unit mix, making the typology highly suitable for diverse urban contexts and phased development strategies.

All units consist of standardized door, window, and washroom dimensions, enabling the potential for off-site mass manufacturing, which can significantly reduce construction time and cost. All units have a dedicated parking space in a garage.

Each block features units arranged adjacently, with their front facades oriented toward greenways and pedestrian paths. Units include private ground-level patios that seamlessly connect to the pedestrian network and shared green spaces, encouraging social interaction and outdoor living. A second tier of units is elevated above integrated garages facing the alley, offering private upper-level patios that maintain access to light, air, and privacy.

On the west side of the main street, units include front-facing garages with units on top and units positioned deeper within the lot. This spatial arrangement provides private patios for the residents.



Dovetail and Courtyard Cottage Type Plan



The development consists of four blocks: a larger block with interlocking T-shaped cottages arranged in two rows, and three smaller blocks with courtyard units. Each unit is organized around a private courtyard or patio, with carefully placed windows and skylights to enhance daylight and ventilation.

Ground-floor units have direct street access, and gabled entrances with porches and built-in benches promote walkability and neighborhood character. Though attached, each unit maintains a distinct identity, avoiding the uniform appearance of older affordable housing models.

The Dovetail and Courtyard Cottage layouts offer a variety of configurations—1 Bed/1 Bath, 2 Bed/2 Bath, and 4 Bed/2 Bath—designed for a range of households, including multigenerational families. All 44 units meet FHA visitability standards and are easily adaptable for full accessibility. The site includes 48 accessible parking spaces along neighborhood-scale streets, providing convenience and visibility.



***Link for additional illustrations in Appendix**

## VI. P3 REQUEST FOR PROPOSAL (BID DOCUMENT)

The School Board , through the appropriate department, would publish, advertise and solicit for the Dave Thomas Campus a P3 program which would deliver affordable housing for School Board staff as set forth in this Plan/Report within the City of Pompano Beach, Florida.

The RFP and solicitation would be written broadly to allow a variety of financing options, construction, management and ownership as set forth in Florida Statute 255.065 , Public-Private Partnership Act which in pertinent part states:

F.S. 255.065 (3) PROCUREMENT PROCEDURES.—A responsible public entity may receive unsolicited proposals or may solicit proposals for a qualifying project and may thereafter enter into a comprehensive agreement with a private entity, or a consortium of private entities, for the building, upgrading, operating, ownership, or financing of facilities.

The RFP would generally conform to typical request for proposals in permitted and prohibited acts.

## IX. P3 COMPREHENSIVE AGREEMENT

A draft framework of a Comprehensive Agreement is attached to this Report as an appendix. Once a qualifying project and the material terms of the proposed P3 Partnership is established the Comprehensive Agreement would be revised to track the accepted program of construction, operation, ownership and financing. The P3 proposer's proposals and School Board's acceptance/negotiation will impact the contents of the Comprehensive Agreement.

## X. RECOMMENDATION

The repurposing of the Dave Thomas East Education Center site into multi-family mixed-income housing units for BCPS employees, presents a unique opportunity for the SBBC to enable workforce housing for its qualified workforce, and contribute towards addressing the workforce housing units shortage in Broward County, thereby creating a positive impact in the community. By leveraging existing infrastructure and fostering community partnerships, the SBBC can create a livable and sustainable environment for its employees. Thus, staff recommends that the SBBC should consider this proposal.

## XI. ANTICIPATED PROJECT TIMELINE

The anticipated project timeline regarding the project is as follows:

1. Generate the Dave Thomas East Education Center Workforce/Workforce Housing Report - **Completed**

2. Retain urban design firm to generate illustrative design conceptual layout, housing type(s), elevation, drawings for the site - **Completed**

3. Retain P3 Cadre Attorney to provide legal guidance regarding the P3 components of the project, the bid type, and P3 agreement type - **Completed**

4. Presentation of Dave Thomas East Education Center Workforce Housing Units proposal at School Board Workshop – **Scheduled for June 10, 2025, School Board Workshop.** If the SBBC directs staff to proceed with the development of the Dave Thomas East Education Center site as proposed and recommended, the next steps for the project will be as delineated herein.

5. Building Official Declaring the Dave Thomas East Education Center as Structurally Deficient and Subsequent Submittal of Document(s) to Florida Department of Education (FDOE) – **Pending**

6. FDOE Acknowledgement and Approval that Dave Thomas East Education Center is Structurally Deficient – **Pending**

7. Release of Request for Proposal which shall include the following (**Pending**):

    a. Mandatory Request for Proposal site visit for Developers (to allow developers to ask questions)

    b. Request For Proposal Responses due

    c. Review Request or Proposal's

    d. Select Developer

8. Approval of the Selected Developer by the SBBC – **Pending**

9. Approval and Execution of P3 Agreement between SBBC and Selected Developer – **Pending**

10. Mandatory Predevelopment Meeting of Selected BCPS Staff with Selected Developer – **Pending**

11. Project Construction Timeline – **Pending**

**APPENDIX**

**SAMPLE P3 COMPREHENSIVE AGREEMENT**

**https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:e0c52227-cf37-4fe5-a774-14e91e2e8bb6**

**ILLUSTRATIVE DESIGN CONCEPTS**

https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:d91b7370-bd53-4c20-a48a-c0c6e5553bff